

Marywood University

2013-2015 UNDERGRADUATE CATALOG

2013-2015 **UNDERGRADUATE** CATALOG



Marywood
UNIVERSITY

Directory

Office	Phone	Location
University General Information	570-348-6211 1-TO-MARYWOOD 1-866-279-9663	
Admissions Office	570-348-6234	Liberal Arts Center 120
Associate Director of Retention Management	570-340-6043	Liberal Arts Center 227
Associate Director of Student Support Services	570-340-6045	Liberal Arts Center 223
Campus Safety	570-348-6242	Nazareth Student Center Terrace Level
Cashier's Office/Student Accounts	570-348-6212	Liberal Arts Center 87
Dean, Insalaco College of Creative and Performing Arts	570-340-6000	Shields Center for Visual Arts 232
Dean, Reap College of Education and Human Development	570-348-6230	McGowan Center 1037
Dean, College of Health and Human Services	570-340-6001	O'Neill Center for Healthy Families 106
Dean, College of Liberal Arts and Sciences	570-348-6233	Liberal Arts Center 101
Dean of Students	570-340-6016	Nazareth Student Center 107
Dean, School of Architecture	570-340-6063	Center for Architectural Studies
Financial Aid	570-348-6225	Liberal Arts Center 85
Housing and Residence Life	570-348-6236	Nazareth Student Center 205
Registrar and Academic Records Office	570-348-6280	Liberal Arts Center 92
Registrar's FAX	570-961-4758	
Student Health Services	570-348-6249	Loughran Hall 1st Floor
Vice President for Student Life	570-348-6246	Nazareth Student Center 202A
Department	Phone	Location
Business and Managerial Science	570-348-6274	McGowan Center 1042
Communication Arts	570-348-6209	Sette LaVerghetta Center 100
Communication Sciences & Disorders	570-348-6299	McGowan Center 1086
Education and Special Education	570-348-6297	McGowan Center 2009
English	570-348-6219	Liberal Arts Center 215
Foreign Languages	570-348-6211 ext. 2490	Immaculata Hall
Health & Physical Education	570-348-6259	Mellow Wellness Center
Mathematics	570-348-6223	Science Center 3rd Floor
Music, Theatre, and Dance	570-348-6268	Sette LaVerghetta Center 2nd Floor
Nursing	570-348-6275	Science Center 3rd Floor
Nutrition & Dietetics	570-348-6277	O'Neill Center for Healthy Families 221
Philosophy	570-348-6211 ext. 2490	Immaculata Hall
Psychology	570-348-6270	McGowan Center 1032
Religious Studies	570-348-6211 ext. 2490	Immaculata Hall
Science	570-348-6265	Science Center 3rd Floor
School of Social Work and Administrative Studies	570-348-6282	Liberal Arts Center 81
Social Sciences	570-348-6288	Liberal Arts Center 82
Visual Arts	570-348-6278	Insalaco Center for Studio Arts 120

Marywood

UNIVERSITY



Scranton, Pennsylvania

Sponsored by the Congregation of the Sisters,
Servants of the Immaculate Heart of Mary

Staffed by Religious and Lay Personnel

Undergraduate Catalog 2013-2015

General Policy

Marywood University, in accordance with applicable provisions of federal law, does not discriminate on grounds of race, color, national origin, sex, age, or disability in the administration of any of its educational programs or activities, including admission or with respect to employment. Inquiries should be directed to:

Dr. Patricia E. Dunleavy
Assistant Vice President For Human Resources
Title IX Coordinator and Coordinator of Act 504
Marywood University
Liberal Arts Center, Room 86
Scranton, PA 18509-1598
Phone: 570-348-6220
Fax: 570-961-4740
e-mail: dunleavy@marywood.edu

Dr. Amy Paciej-Woodruff
Dean of Students
Deputy Title IX Coordinator
Marywood University
Nazareth Student Center, Room 107C
Scranton, PA 18509-1598
Phone: 570-340-6016
Fax: 570-340-6037
e-mail: apaciej@marywood.edu

Marywood University is committed to meeting the spirit and standards of the Americans with Disabilities Act. Students with disabilities are eligible for reasonable accommodations per Section 504 of the Rehabilitation Act of 1973 and the ADA of 1990. Adjustments may be requested by contacting the Associate Director of Student Support Services, 570-348-6211, ext. 2335.

Copies of guidelines pertaining to the provision of services and those pertaining to appeals procedures are available in the Office of the Associate Director of Student Support Services, in the offices of the academic deans, and at the Circulation Desk in the Learning Resources Center.

Students may also reference Accommodating Students with Disabilities policy in the University Calendar/Student Handbook.

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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Overview of the University

Seal

The black diamond in the lower center of the seal represents the city of Scranton, which is located in the heart of the once thriving anthracite coal district of Pennsylvania. Coal was king in Scranton at the time of Marywood's founding, and a gold field surrounding the diamond symbolizes the wealth the coal industry produced.

The diamond is charged with the open book of learning, and upon its pages the Greek letters Alpha and Omega are inscribed. These represent God as the beginning and end of all things and the foundation of true education.

An image of the Immaculate Heart of Mary, garlanded with roses, pierced by a sword, marked by her crown as Queen of Heaven and tintured in the gold eternity, is displayed on a forest green background to symbolize in canting form, the name of the University. (Canting arms indicate the name of the bearer.) On either side of the heart are fleurs-de-lis, a symbol of the Blessed Virgin, taken from the seal of the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, who founded Marywood University in 1915.

Motto

The University has embodied its ideals, which are identical with the goals of true humanism, in the University motto: Sanctitas, Scientia, Sanitas (Holiness, Knowledge, Health).

Accreditations and Approvals

Regional:

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

The Commission on Higher Education is the unit of the Middle States Association of Colleges and Schools that accredits degree-granting colleges and universities in the Middle States region, which includes Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and several locations abroad.

Professional:

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

The Master's degree in Physician Assistant Studies is accredited by the **Accreditation Review Committee on Education for the Physician Assistant**, 12000 Findley Road, Suite 150, Johns Creek, GA. Phone: 1-770-476-1224

The Graduate Art Therapy Program of the Department of Visual Arts is accredited by the **American Art Therapy Association, Inc.**, 1875 Eisenhower Avenue, Suite 240, Alexandria, VA 22304. Phone: 1-888-290-0878 or 1-703-212-2238

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

The 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 Master's Program in Speech-Language Pathology is accredited by the **Council on Academic Accreditation, American Speech-Language-Hearing Association**, 2200 Research Boulevard #310, Rockville, MD 20850. Phone: 1-800-498-2071 or 301-296-5700

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

Counseling Programs in Elementary Counseling, Secondary School Counseling and 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

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

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

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

Programs for the preparation of elementary, secondary, K-12 and special education teachers and for the preparation of other school personnel including school psychologists, guidance counselors, principals, superintendents, librarians, reading specialists, speech and language pathologists, home school visitors, and supervisory personnel are accredited by the **National Council for Accreditation of Teacher Education**, 2010 Massachusetts Ave NW, Suite 500, Washington, DC 20036. Phone: 1-202-466-7496

The 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

Setting

Marywood was established in Scranton at a time when its mines, mills, and railroads were providing essential goods for the entire nation. Scranton was best known as the national center of the anthracite industry; workers who labored in the coal mines and lived nearby supplied the fuel for heating and transporting the people of the United States. Marywood's mission was to provide an excellent education for the daughters of the workers of the area.

The city of Scranton is rich both in natural environment and in history. It is located in the Pocono Mountains region, an area renowned for the beauty of its lakes and forests and the access it offers for all kinds of sports and other outdoor activities.

Scranton has become a tourist center in the region, providing a wealth 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 and is a living showcase of magnificent Victorian architecture. Marywood University, by its presence in Scranton – through its library, theatre, art galleries, educational facilities and spacious campus (recognized as one of the most beautiful in the state) – continues to be a vital, valuable part of the exceptional city it calls home.

Since its foundation, Marywood University has expanded its perspective and its outreach to global dimensions, faithfully preserving its mission of service and excellence in education. Responding to the global character of modern society and the challenge to support the human aspirations of men and women of all ages and circumstances, the University has developed from a single school to four colleges and two schools. It delivers credit and non-credit opportunities, both on campus and through distance learning activities. The 37,000 graduates of Marywood provide leadership and service for the human community not only throughout the region but across the nation and throughout the world. From its welcoming of its first international students in 1919 to establishment of its undergraduate curricular focus, “Living Responsibly in an Interdependent World,” in 1991, the University has prized its membership in the global community and its capacity to promote the well-being of that community.

History

Marywood was founded in the spirit of dedicated service characteristic of the Sisters, Servants of the Immaculate Heart of Mary. This religious congregation was established in 1845; a Redemptorist missionary, Louis Florent Gillet, C.S.S.R., and an African American sister, Teresa Maxis Duchemin, IHM founded the Congregation in Monroe, Michigan. The Congregation undertook its ministry in Northeast Pennsylvania in 1858, operating schools and social services facilities throughout the region.

As educators who were concerned with the needs of the women in Northeast Pennsylvania, the sisters began plans for a women’s liberal arts college in Scranton. The idea, conceived by Mother M. Cyril Conway and endorsed by the Most Reverend Michael J. Hoban, D.D., bishop of Scranton, was realized by Mother M. Germaine O’Neill, who formally opened Marywood College in September 1915.

In 1917, the College was incorporated under the laws of the Commonwealth of Pennsylvania and approved to grant three degrees: Bachelor of Arts, Bachelor of Music and Bachelor of Science in Home Economics. Marywood became a charter member of the Middle States Association of Colleges and Schools in 1921.

Amendments to the first charter enabled the University to grant the degrees of Master of Arts (1922), Bachelor of Science in Education (1922), Bachelor of Science and Master of Science (1928), Bachelor of Science in Library Science (1937), Master of Social Work (1969), Bachelor of Social Work (1974), Master of Public Administration (1975), Bachelor of Science in Nursing (1978), Master of Business Administration (1980), Master of Fine Arts and Bachelor of Fine Arts (1981), Master of Arts in Teaching (1985), Master of Health Services Administration (1995), Doctor of Philosophy (1995), Master of Education, (2000), Doctor of Psychology (2000), and Educational Specialist (2005).

The University Board of Trustees approved plans to open the region’s first School of Architecture in Fall 2009. The School of Architecture offers a pre-professional degree, Bachelor of Environmental Design in Architecture (B.E.D.A.), and two professional degree programs, the five year Bachelor of Architecture (B.Arch.) and the six year Master of Architecture (M.Arch.).

Marywood further was empowered to educate students as school librarians (1929), vocational home economics teachers (1936), guidance counselors (1938), public school psychologists (1942), and teachers of the mentally retarded (1948) and to grant graduate certificates in theology (1953).

A revision of the bylaws was made in 1968, establishing a new Board of Trustees to include both religious and lay members as Marywood's governing body, while retaining ownership by the members of the corporation, namely, the congregation administrator and the other officers of the congregation.

During the 1960s, the graduate education activities of the College were formalized in the establishment of a Graduate School of Arts and Sciences and a School of Social Work. From 1981 to 1990, the Gillet School extended Marywood's services in baccalaureate, non-degree and non-credit/continuing education at the undergraduate level.

Men have attended the graduate schools since their establishment, and have been enrolled in undergraduate programs since the 1970s.

In 1990 the Undergraduate School was restructured to provide residence for men as well as women. All the degree-granting units of the College were fully coeducational, with residence opportunities for all students. At that time, non-credit and continuing professional educational programs were offered to a wide variety of publics through the School of Continuing Education, which replaced the Gillet School.

Marywood's continued growth brought another dramatic change in 1997, when the Pennsylvania Department of Education, recognizing the institution's academic excellence as well as its significant contributions in research, cultural activities, educational outreach, service and importance to the community, granted university status. Marywood College became Marywood University, which now consists of four colleges: the College of Liberal Arts and Sciences; the College of Health and Human Services; the Insalaco College of Creative Arts and Management; and the Reap College of Education and Human Development.

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

Provide a values based context for university experiences.

- A majority of students will participate in service opportunities in an on-going way.
- Students will demonstrate an understanding of the ethical dimensions of their fields of study.
- A majority of students will participate in spiritual development activities.
- Employees will demonstrate core values in the work place.

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.

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.

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.

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.

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

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

Core Values

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

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

The Undergraduate Core Curriculum: Living Responsibly in an Interdependent World

The undergraduate core curriculum at Marywood University contributes to the University's mission and goals. Its central focus is to provide a foundation for "living responsibly in a diverse and interdependent world," a central goal of the University's Mission Statement. In offering our Core Curriculum, the University fulfills its historic mission as a Catholic university and affirms its commitment to the Liberal Arts tradition.

The Core Curriculum thus helps students think critically, examine values carefully, and act responsibly; it challenges students to engage in civic responsibility in terms of social justice, unmet human needs, and empowerment of others; and it provides a context within which students can realize meaningful personal and professional lives.

To create an environment in which students can develop into fully human persons, Marywood University integrates professional programs with a general education curriculum composed of a strong liberal arts core, general electives, and competencies. Each component contributes an essential perspective to the central focus of the curriculum.

The Liberal Arts core is organized into six categories:

Category I, "Living Responsibly in an Interdependent World" and English 160, Composition and Rhetoric. The first year experience, includes UNIV 100, The New Student Seminar. The New Student Seminar is intended to promote a positive adjustment and assimilation into the University, and to introduce students to the University's life, culture, mission, history, and traditions. Composition and Rhetoric (English 160) helps prepare students for college level, process-based academic writing. While teaching students to write well in various contexts is an ongoing process, ENGL 160 lays strong foundations for argumentative and inquiry-based writing by increasing rhetorical awareness and analytical skills. Through guided practice, students gain experience in using research to join ongoing academic conversations.

In Category II, **The Human Condition in Its Ultimate Relationships**, students examine the nature, purpose, and meaning of life through philosophical and religious lenses that help them to evaluate their own life position and choices. They develop their critical thinking skills, explore the religious dimension of life, and experience the free and responsible pursuit of truth, as they examine the ultimate questions that have always engaged human beings. Studies in this category supply students with a theoretical basis and a cognitive process for making ethical decisions in promoting justice, peace, and compassion in the contemporary world.

Category III, **The Human Condition in the Context of the Physical Universe**, is vital for fulfilling the central focus of the core. Many urgent concerns of the interdependent world are scientifically and technologically based and require knowledge and analytical skills for effective response. This Category promotes an appreciation of the natural sciences and an awareness of our dependence upon nature and a sense of stewardship in fostering the earth's resources.

Category IV, **The Human Condition in Relation to Self and Social Structure**, likewise provides students essential preparation for living responsibly in an interdependent world.

The Social Sciences – including Psychology, Economics, Sociology, Political Science, Anthropology, and Criminology, among others – provide students with opportunities to understand more fully the complex relations between individuals and the social order in which they find themselves.

Courses in Category V, **The Human Condition in its Cultural Context**, heighten students' sensitivity to human concerns and to the challenges and delights shared by persons of diverse cultures and historical periods. They foster aesthetic appreciation and the ability to communicate effectively within and outside one's own cultural group. They provide access to understanding of our partners in interdependence.

Category VI, **The Human Condition in its Historical Context**, provides historical contexts that enable students to think more critically and creatively about the diverse and interdependent world in which they live. Knowledge of past and contemporary societies promotes recognition of the radical interdependence of human beings and helps students respond to contemporary challenges with well informed effectiveness.

Finally, **The Human Condition in a Global Context**, provides explicit opportunities for students to undertake cross-cultural comparative studies, either historical or contemporary, in order best to foster an awareness and appreciation of the pluralistic nature of contemporary society. This category has the potential to overlap and connect to all of the other categories, and it is the one category in which courses that fulfill requirements in one of the other categories may also be applied.

The total undergraduate curriculum promotes lifelong independent learning and fosters the development of creative and responsive leadership in personal and professional life. It is hoped that, as a result of their studies, students will be able to fulfill the mission of the University, learning to live responsibly in this interdependent world.

As a result of their courses in the core curriculum, students will be able to:

1. Demonstrate an awareness of and respect for the religious, spiritual, and moral dimensions of life;
2. Develop a critical awareness of the whole self, as well as an understanding of the complexities of human persons in diverse historical and social contexts;
3. Develop and evaluate thinking through quantitative, qualitative, and scientific reasoning; problem solving; and research;
4. Respond justly and with empathy to social inequity – local, regional and global;
5. Demonstrate effective communication skills, including skills in a second language at an appropriate level;
6. Develop an aesthetic appreciation and critical understanding of the visual and performing arts and their cultural importance.

Degree Information

Marywood University grants the following degrees on the undergraduate level.

Baccalaureate Degrees:

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Music
- Bachelor of Social Work
- Bachelor of Science in Nursing
- Bachelor of Fine Arts
- Bachelor of Business Administration
- Bachelor of Architecture
- Bachelor of Environmental Design in Architecture

Marywood University awards a number of master's degrees, certificates, the Ed.S., Ph.D. and Psy.D. See the graduate catalog for details.

Candidacy Requirements

Baccalaureate Degree

A candidate for a baccalaureate degree must present a minimum of 126 undergraduate credits of college work that fulfill all general and departmental requirements; 60 of these credits must be earned from Marywood. Ordinarily, at least one-half of the credits required for a major must be earned at Marywood University. Individual departmental sections in this catalog should be consulted for general policies and exceptions.

For graduation, the cumulative quality point average must be at least 2.00. Courses must be selected so that the requirements of at least one major program are fulfilled with a quality point average of 2.33. Some programs require higher quality point averages than the general school requirement. Consult this catalog for individual program descriptions and information about these exceptions.

Second Baccalaureate Degree

A student who holds a baccalaureate degree from Marywood University or another accredited school may pursue a second baccalaureate degree. Acceptable credits from the first degree will be applied to the second degree; however, in all cases, at least 60 additional credits will be required for the second degree. The second degree program must also include one complete major program.

Degree Completion and Commencement

Degrees are granted in January, May, and August. All degree requirements must be fulfilled by the published deadline for each graduation date. There is one commencement ceremony each year, and students must apply to participate.

Students intending to complete degree requirements must formally register as degree candidates at the time of their final semester's registration.

Academic Support

Transition to College

Orientation for new students consists of a series of events designed to assist in the transition to college life. Prior to enrolling in classes, students participate in assessment activities and are introduced to the concepts of curriculum planning, course selection, and departmental and liberal arts requirements. During the summer orientation program, students meet with a faculty advisor to discuss academic goals and courses for the upcoming semester.

Academic Advisors

All students are assigned an academic advisor at the beginning of their studies at Marywood. In nearly all cases, advisors are full-time faculty of the department in which the student is majoring. Academic advisors have the responsibility of assisting students with programs of study which will meet student needs and capabilities as well as school and department requirements. Each semester, faculty advisors meet with students to develop schedules of courses prior to registration for the upcoming sessions. Academic advisors also play an important role in providing direction, support and referrals for specialized assistance, if necessary.

International students and students with disabilities may receive additional academic advising support. Students interested in these services should contact the appropriate office on campus for information.

Ultimately, it is the student's responsibility to meet all requirements for his or her major program and general requirements for all students. Marywood University is committed to helping students become active in this decision-making process.

University Graduation Requirements

A student must earn a minimum of 126 credits in order to graduate. Included in this number are one's major and minor program requirements, which vary from program to program, as well as up to 46 credits of general requirements (depending on possible waivers). Students in programs requiring less than 126 total credits will be expected to fulfill the remaining credits in other ways—such as with additional electives, a second major or a minor.

General Requirements for All Students

Liberal Arts Core*

Check department listings or index for specifics for Liberal Arts requirements.

I. First Year Experience

UNIV 100	1 credit
ENGL 160	3 credits

II. The Human Condition in its Ultimate Relationships

Religious Studies#	6 credits
RST 100 Modern Belief and one other course above the 100 level	
Philosophy#	6 credits
PHIL 113 Introduction to Philosophy and one other course offered by the department	

III. The Human Condition in the Context of the Physical Universe

Mathematics	3 credits
Science	3 credits

IV. The Human Condition in Relation to Self and the Social Structure

Social Science***#	3 credits
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V. The Human Condition in its Cultural Context

Literature#	6 credits
ENGL 180 Introduction to World Literature and one 300-level course offered by the department	
Foreign Language****#	6 credits
Fine Arts#	3 credits

VI. The Human Condition in its Historical Context

History#	6 credits
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TOTAL	46 credits
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*One course in a student's curriculum must fulfill a Global Studies requirement; Global courses may also fulfill the requirement for one of the courses above that is marked with a hashmark (#).

**(e.g. Psychology 211, Economics, Sociology, Political Science, Anthropology, Criminology or any other social science course.)

***Both classes must be in the same language. A student who has completed four years of the same foreign language in high school may take just one, three-credit course to satisfy the foreign language requirement. That course must be above the 212 level.

Some Science courses have a required one credit laboratory component. Students pursuing these courses will earn three credits for the lecture. They will earn one credit for the lab which is graded independently. It is important to note that some majors require Science courses which include a lab.

Departmental Component – Major Program

Check department listings or index for specific requirements for major program.

Additional Ways of Earning University Credit

Marywood University adheres to the principles outlined in the “Joint Statement on the Transfer and Award of Credit” recommended by the American Association of Collegiate Registrars and Admissions Officers, American Council on Education, and Council for Higher Education Accreditation.

Academic credits, graduate or undergraduate, may be accepted in direct transfer from colleges and universities depending upon their quality, comparability, and applicability to the student's program of study. Professional staff from the Office of the Registrar will work in tandem with faculty within the specific discipline to assess the appropriateness of course content vis-a-vis the Marywood University curriculum.

Marywood University recognizes that people learn in a variety of settings and that some students approach the university experience with college-level learning acquired outside the traditional classroom.

Academic credit or waiver for other college-level learning can be awarded through a variety of programs, such as standardized testing through CLEP, DANTES, DSST, and Advanced Placement (AP). Some departments allow challenge exams and place-out exams. Students may be able to present a portfolio to show that they have acquired college-level learning for particular courses.

None of these means of earning credit are included in the minimum number of credits which must be earned at Marywood University in order to receive a degree.

Marywood subscribes to the standards for quality assurance set forth by the Council for Adult and Experiential Learning.

Additional information is available from the Coordinator of Prior Learning Assessment.

College Level Examination Program (CLEP)

The College Level Examination program (CLEP) provides people with the opportunity to gain college credit in general academic areas, as well as in a foreign language, by performing well on specific written tests. The tests measure knowledge gained through life experiences during travel, work, military service, etc. Information on CLEP exams may be obtained by contacting the Coordinator of Prior Learning Assessment at Marywood. Those who wish to be considered for advanced status through CLEP should take the CLEP examinations and request the test scores be reported directly to Marywood University (CEEB code number: 2407).

Defense Activity for Nontraditional Education Support (DANTES)

Another nationally recognized testing program that affords individuals the opportunity to receive college credit for learning acquired outside the traditional college classroom is DANTES. Those who have military experience or on-the-job experience, or have independently acquired knowledge may gain college credits by obtaining a recommended score on the DANTES subject standardized tests.

Portfolios

Marywood recognizes that some individuals gain college-level knowledge and competence through experiences comparable to learning outcomes of specific courses. Students who can document these significant learning experiences may be able to present a portfolio to gain credits for courses in their degree programs. A portfolio is a written, documented account of what the student has learned and how well they have learned it. Credit will be awarded only if the prior learning can be demonstrated as college-level learning. To be awarded credit, the assessor of the portfolio must determine that the student's knowledge of the subject is equal to a college-level grade of "C" or better. A portfolio must be presented for each course for which credit is being sought.

Portfolio credits are based on prior learning. They are not applicable toward the minimum number of credits which must be earned at Marywood in order to receive a degree (i.e., 60 credits in the case of the baccalaureate degree).

To be eligible to present a portfolio, you must be a matriculating Marywood University student, in good academic standing. Students will need to meet with the Coordinator of Prior Learning Assessment before an application can be sent to the department for review. For additional information, contact the Coordinator of Prior Learning Assessment.

Transfer Credits

In order for credits to be transferred to Marywood from other colleges and universities, the courses must be college-level, and a minimum grade of C is required. (A grade of C- is not transferable.) Transferable courses must be equivalent to courses offered at Marywood and appropriate to meet degree requirements in a student's major. Some course credits may transfer only as general electives. Grades do not transfer, only credits. A student's QPA (quality point average) at Marywood University depends on courses taken at Marywood or through a formal Consortium agreement such as that with the University of Scranton.

Credits older than 20 years may be approved for transfer if it is determined that the course content is still relevant. College-level credits earned within 20 years of a student's acceptance to Marywood are usually transferable. Some courses (e.g., science) will not transfer if taken more than seven years previous to entry into Marywood. Credits required for the student's major will be transferred if the course content is judged suitable by the chair of the department involved. The authorization for transfer of credit forms are available on-line.

Challenge and Place-out Exams

Several departments allow students to challenge lower level courses and receive advanced placement with or without credit if successful. Some place-out examinations are to be completed prior to the accumulation of 90 credits.

Advanced Placement (AP)

Secondary school students whose education has included work at the college level and who demonstrate a high level of achievement will be considered for advanced standing. Students who desire to apply for such placement should take the appropriate Advanced Placement Examinations (AP exams) offered in the spring by the College Entrance Examination Board, Princeton, New Jersey 08540. Many

high schools offer students opportunities for taking Advanced Placement courses and exams. A score of “3” or higher is necessary to receive advanced placement at Marywood University. For additional information contact the Coordinator of Prior Learning Assessment.

Individual Options

Honors Program

Students who have achieved high grades in high school and high standardized test scores may be eligible for Honors courses. The Honors Program enhances academic and research opportunities for students. For more information on the Honors Program, please check program listing in the index.

Double Major

A student may elect to have a double major, in which the requirements of two distinct major programs are fully met within one degree program. The student arranges the program with the support of both department chairpersons. Typically, the student applies to the appropriate chairperson for entrance into the second major after the end of the first year. Application forms are available at the Academic Records Office. Some examples are Social Work and Religious Studies, English and Advertising/Public Relations.

Minor

Minor programs, usually 18 credits, are available in many departments. Arrangements are made with the appropriate chairperson. See department program listings for available minor options.

A minor QPA of 2.33 is required for successful completion. Some programs require higher quality point averages.

Ad Hoc Major

When students believe that their unique educational objectives cannot be fully attained by choosing one of the existing major programs, they may devise an ad hoc pattern of courses. A form for an ad hoc proposal should be obtained from the Deans’ Offices or department chairs.

The program must be approved by the participating department chairpersons and submitted to the appropriate dean for approval. Ad Hoc major programs usually require 45-60 credits. They are typically designed during the student’s sophomore year.

Graduate Courses

Undergraduate students who have senior status (completed 90 credits or more) may be permitted to take up to 12 graduate credits with the permission of the department chair and appropriate dean. Students requesting permission must have a minimum of 3.00 grade point average. The opportunity to take graduate credits may be advantageous for students in moving through a graduate program more rapidly or for students who seek greater challenge in their senior year.

Graduate credits must meet undergraduate degree requirements to be covered by financial aid. Questions about financial aid implications should be directed to the Office of Financial Aid.

Pre-professional Programs

Marywood offers a number of pre-professional programs. Listings are found within specific departments.

Pre-law

Although no specific major or curriculum is required for admission to law school, the Department of Social Sciences offers a pre-professional major in History/

Political Science (Pre-law). If a student does not choose a pre-professional major or minor, advice is available by contacting the Social Science Department.

Independent Study

Students have the option of independent study, which may be undertaken for variable academic credit. Independent study is not intended to duplicate or overlap existing courses, but to provide options not otherwise available. To enroll in independent study, a student must:

1. request a form at the appropriate Dean's Office.
2. have a minimum overall QPA of 3.00;
3. obtain permission of a member of the faculty and the department chairperson involved;
4. submit to the dean a proposal outlining the plan of study.

Field Experience

Marywood University acknowledges the necessity of integrating academic course work and practical experience in the total learning process within many major areas of study. As a result, the University maintains strong and active affiliations with a number of cooperating agencies wherein students can gain these competencies, typically as upper division students. These arrangements are defined specifically at the departmental level and include titles such as: "field experience," "clinical practicum," "internship," and "student teaching." Each is designed to provide the opportunity of transferring theoretical paradigms to practical situations.

Cross Registration

Degree-seeking undergraduate students are allowed to enroll in courses at the University of Scranton for up to six credits within a calendar year. Unlike transfer credits from other colleges, grades earned through cross registration with the University of Scranton are calculated into a student's QPA. Students participating in this program complete all registration through the Office of the Registrar at Marywood. Information, assistance, and registration forms are available at the Office of the Registrar.

Study Abroad

Students may broaden their educational experiences through enrollment in study abroad in colleges and universities in other countries. Marywood University has sister-school agreements, third party providers and exchange programs with colleges or universities in numerous countries to facilitate enrollment and transferability of credits. Detailed information about the Study Abroad Program may be obtained through the Office of International Affairs. The following policies apply to enrollment in courses through the Study Abroad program:

1. Students must be in good academic standing.
2. Candidate must receive approval of their academic advisor as well as the Office of International Affairs before departing to the country where the study is intended or before enrolling in the approved institution.
3. Candidates must complete the Study Abroad Application six months before they intend to leave.

There are many study abroad options. It is important that interested participants investigate their choices, the requirements and the implications that each choice has in terms of cost, credit transferability and progress toward graduation. The Office of International Affairs staff members can provide program advice and general information about options. For up-to-date information, please visit <http://marywood.abroadoffice.net/index.html> or contact the Office of International Affairs at 570-961-4581.

The Intensive English Program at Marywood

The Intensive English Program at Marywood offers a special opportunity for international students who have not yet reached an adequate level of English proficiency for college work. This immersion program enables students to develop a fluency in English while adjusting to the cultural and academic requirements in the United States.

For more information, call the Office of Intensive English Program at 570-340-6006 or the Office of International Affairs at 570-961-4581 for requirements for registration.

Other College Credit Opportunities

Credit for Professional, Personal Enrichment, or Transfer

Students interested in taking credit classes for the purpose of upgrading professional skills, for personal enrichment, or for transfer to another institution of higher education without the intent of pursuing a degree at Marywood University may enroll through the Registrar's Office. Contact the Registrar's Office at 570-348-6280.

Academic Regulations

Course Load

A full-time student carries from 12-18 semester hours of credit in both fall and spring semesters. Credits in excess of 18 require the approval of the appropriate dean, who will base the decision on such factors as grades, distribution of courses, extra-curricular activities, health, and outside employment of the student. A maximum of six semester hours can be taken in a summer session.

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 fifteen week semester. Thereby, each semester consists of fourteen (14) hours of classroom instruction with a fifteenth week devoted to a final examination or culminating experience and each credit hour represents fifteen contact hours spent in class. 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. Summer sessions meet the required instructional hours per credit in the compressed timeframe of a shorter six week session.

Class Attendance

Marywood University affirms all learning experiences that lead to responsible self-direction on the part of students. The purpose of attendance regulations is to support each student in sharing the exchange of ideas that occurs only within the classroom. Therefore Marywood encourages all students to attend class regularly and urges all professors to establish attendance and participation requirements for each course they teach.

Course attendance requirements will be clearly specified and communicated to the students in the course outline. Abuses of attendance policies will be referred to the appropriate department chair and dean.

Undergraduate Excused Absences for University Events

In order to have a more holistic university experience, undergraduate students may have one hour, technically 50 minutes, of excused absence per credit of each course taken or one entire lab session to participate in important departmental or University sponsored events. This means students within specified guidelines should have an opportunity to make up missed exams given during their excused absences without penalty. Arrangements should also be made so that students will not be penalized for unannounced quizzes and other in-class assignments given during their excused absences. Events such as post season competitions may exceed minimum excused absence hours.

It is the student's responsibility to pursue the instructor to make arrangements for all make-up work.

It is the faculty member's prerogative to allow for additional absences for other reasons such as illness, death in family, etc. Unless otherwise clearly specified, the student will be expected to assume that s/he will not be allowed more than the absences protected by this policy.

If the student does not have at least a C average at the time of the class immediately prior to the excused absence event, the professor has the prerogative of not excusing the absence.

Academic Standards

A student must attain a cumulative quality point average (QPA) of 2.00 to satisfy degree requirements. A minimum of 2.33 is required in one's major. Some major programs require a higher QPA. Individual program descriptions provide specific information.

Good Standing – A student is in good standing when his/her cumulative quality point average is at least 2.00.

Semester Warning – Whenever the quality point average for a semester is less than 2.00, but the cumulative quality point average is 2.00 or better, the student will be warned.

Probation – A student will be placed on probation if a QPA of 1.00 is not achieved in any given semester or whenever his/her quality point average falls below 2.00. Probation is temporary; it is, therefore, not included in the student's academic record.

Major Warning – A student will be placed on major warning if the quality point average in his/her major program falls below the 2.33 minimum (some majors require a higher QPA).

A first semester student's quality point average is the same as his or her cumulative quality point average.

The consequences of being on probation include:

1. academic dismissal after one semester on probation, if the student's QPA does not improve significantly;
2. possible required reduction in credit load;
3. ineligibility to participate in varsity athletics;
4. ineligibility to hold office in Student Government;
5. loss of financial aid.

Continued Probation – If a student's cumulative quality point average increases and, though still below 2.00, indicates possibility to attain the standards required for graduation, the student may be continued on probation for another semester.

Dismissal – Upon recommendation of the Grades and Academic Standing Committee, the appropriate dean will dismiss:

1. a student who fails to improve her/his cumulative quality point average at the end of a semester or more on probation.
2. a student whose cumulative quality point average increases, though still remaining below 2.00, if the student's academic record indicates little potential for attaining the academic standards required for graduation. (Academic dismissal is recorded on the student's academic record.)
3. a student who has had previous but unconsecutive semesters on probation.
4. a student who fails to achieve a 1.00 in any two semesters.
5. Students may also be dismissed for other academic reasons, such as academic dishonesty.

Undergraduate Grading System

The grading system adopted by the University is as follows:

Quality Points		
A	4.00	} Excellent
A–	3.67	
B+	3.33	} Good
B	3.00	
B–	2.67	
C+	2.33	} Average
C	2.00	
C–	1.67	} Poor, but passing
D+	1.33	
D	1.00	
F	0.00	Failing
F*	0.00	Unofficial withdrawal; failure to resolve “I” or “X” grade
I	Incomplete	} Not figured in QPA
W	Withdrew officially	
WP	Withdrew officially with passing grade	
WF	Withdrew officially with failing grade	
X	Temporary delay in reporting final grade	
S	Satisfactory	
U	Unsatisfactory	
AD	Audit	

The standing “Incomplete” (I) is given to a student who has done satisfactory (C or better) work in a course but has not completed the course requirements because of illness or some other emergency situation. The student must submit to the course instructor a written request for the grade “I.” (Forms are available at the Office of Academic Records.) A faculty member is not permitted to assign “Incomplete” unless the student has requested it and is eligible under the above conditions. An “Incomplete” in a course taken for credit must be resolved within one month after the opening of the following semester or the grade becomes a permanent “F*.” The student is responsible for making satisfactory arrangements with the teacher for completion of course requirements. After an “Incomplete” has been changed to a failing grade, a student must retake the course concerned to obtain credit.

The “X” indicates that credit for the semester 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 student will be given an opportunity to complete the final examination or project provided there is a valid reason for the delay. Lack of academic effort does not constitute a valid reason. The “X” grade must be resolved in the same manner as an “I.”

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.

Any grade, including “F” and “F*,” is retained on the student’s record, but is removed from the computation of the QPA when a student retakes the same course at Marywood and earns a higher grade in the retake. However, a student may retake a course only once.

Deficiency Grades

Each semester is divided into two quarters. At the end of the first quarter, faculty submit grades for undergraduate students whose work at that point is deficient in the “D+,” “D,” “F” or “U” range. The purpose of these grades is to help students avoid failure or unsatisfactory grades by informing them of the need to

improve the quality of their work before final course grades are issued. Deficiency grades are NOT calculated into a student's QPA.

Student Status

Classified Students

Students who have applied to and have been formally admitted by the Office of Admissions of the University to pursue a degree program are classified as follows:

- First year students – 0-29 credits completed
- Sophomores – 30-59 credits completed
- Juniors – 60-89 credits completed
- Seniors – 90 or more credits completed

The status of matriculating students is indicated by the name associated with the number of credits earned.

Unclassified Students

Unclassified students may be taking courses for personal enrichment, transfer credit, and other non-degree purposes or in special educational programs offered through the University.

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 education 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 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.

Students with Disabilities

The Office of Disability Services assists Marywood University in ensuring that qualified students with disabilities are afforded and given access to the same or equal educational opportunities available to other University students, as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. For more information, please contact the Office of Disability Services.

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 case of the resolution of an "I" or "X" grade, within 90 days of the filing of that grade.

The student is responsible for reporting in writing 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 issued to the student. Marywood University will not be liable for unreported errors on student records.

Academic Appeal

Students with sufficient cause to file an academic appeal should initiate the process according to the procedures established for such action. Academic Appeals procedures are available from all department offices and in the Offices of the Deans.

Grade appeals must be made within 60 days of the end of the semester in which the grade was assigned.

Academic Honesty

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

Students have a responsibility to know and adhere to the University's Academic Honesty policy. Violations of this academic honesty statement or the intent of this statement carry consequences. University procedures for investigation of alleged violations of this policy ensure that students are protected from arbitrary or capricious disciplinary action. Initial sanctions for violations of academic honesty ordinarily are determined by the course instructor. The faculty member will employ a range of sanctions, from a minimum of a failing grade for the specific coursework in which the infraction occurred to a maximum of a failing grade for the entire course. If necessary, the chairperson and/or academic dean may become involved in investigating the allegation of academic dishonesty and the determination of sanctions.

The faculty member will file a report with the office of the Vice President for Academic Affairs, with copy to the faculty member's department chairperson and the student's academic dean. The academic dean will send the student written notification of the report filed by the faculty member. An academic dean may choose at any time to inform the Dean of Students of charges of academic dishonesty for adjudication in the University conduct system. Likewise, a member of the University community may submit a conduct report against a student, group of students, or student organization for alleged violations of the Academic Honesty policy to the Dean of Students, who will inform the appropriate academic dean for possible adjudication. The Vice President for Academic Affairs will maintain a register of established cases of academic dishonesty in order to identify an individual student's pattern of violation. Two established cases of academic dishonesty will result in suspension from the University; three established cases will result in dismissal.

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

Definition

Cheating is defined as but not limited to the following:

1. having unauthorized material and/or electronic devices during an examination without the permission of the instructor;
2. copying from another student or permitting copying by another student in a testing situation;
3. communicating exam questions to another student;
4. completing an assignment for another student, or submitting an assignment done by another student, e.g., exam, paper, laboratory or computer report;
5. collaborating with another student in the production of a paper or report designated as an individual assignment;
6. submitting work purchased from a commercial paper writing service;
7. submitting out-of-class work for an in-class assignment;

8. changing grades or falsifying records;
9. stealing or attempting to steal exams or answer keys, or retaining exams without authorization;
10. submitting an identical assignment to two different classes without the permission of the instructors;
11. falsifying an account of data collection unless instructed to do so by the course instructor;
12. creating the impression, through improper referencing, that the student has read material that was not read;
13. artificially contriving material or data and submitting them as fact;
14. failing to contribute fairly to group work while seeking to share in the credit;
15. collaborating on assignments that were not intended to be collaborative.

Plagiarism is defined as the offering as one's own work the words, sentence structure, ideas, existing imagery, or arguments of another person without appropriate attribution by quotation, reference, or footnote. It includes quoting, paraphrasing, or summarizing the works of others without appropriate citation. No claim of ignorance about the nature of plagiarism will excuse a violation.

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 the 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 or school where the alleged problem occurred. The Vice President for Academic Affairs is the final recourse in the academic appeal process.

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. Request forms are available at the Office of Academic Records and on the registrar's web page.

An official transcript (one bearing the University seal) is 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 University.

Registration Procedures

Prior to a student's first semester at Marywood, a faculty or professional staff advisor assists the student in the preparation of his/her first schedule.

Continuing students receive registration materials prior to each session and schedule an appointment with their academic advisors before registering online or at the Office of Academic Records.

Changes in Student Schedules

At the beginning of each semester there is a scheduled period during which a student may withdraw from courses and receive a refund. The student may be admitted to another course or change from audit to credit status during the first academic week of a semester. A student should consult with his/her academic advisor before adding or dropping a course. Schedule change forms are available at the Office of Academic Records, or the student can process the change using the online MarywoodYou portal registration system. Procedures and relevant dates are published by the registrar.

Withdrawal from Courses

Students may withdraw from full semester courses at any time during the semester up to three weeks after quarterly examinations as scheduled in the institutional calendar. The specific withdrawal deadline date is published each semester. A student who discontinues attendance in a course without officially withdrawing will receive an “F*” in that course.

Undeclared Student Status

Students admitted to Marywood University, who are undecided about their major field of study or who, at the time of admission to the university, do not meet the admission standards of the major desired will be categorized as undeclared. Undeclared status is not a major, and students cannot receive a degree in this category.

It is advisable for students to declare a major early in their university experience. It is recommended that first year students declare a major by the completion of 32 credits or the end of their first year. It is recommended that transfer students declare a major by the completion of 16 Marywood credits. Postponing the declaration of a major can delay degree completion. In addition, financial aid can be affected if degree programs are not completed within an appropriate time frame.

In order to declare one’s major, a change of major form should be obtained from the Academic Records Office, completed, and returned to that office.

Change of Major

Students are registered for the major reflected on the online Student Information System. Those who wish to change majors must complete the appropriate form, obtained at the Office of Academic Records. Students are required to obtain the signature of the chairperson(s) of the department(s) involved.

Leave of Absence

Matriculating students who will not be registered for Marywood credit during a given semester (fall/spring) should apply for a leave of absence. This includes:

1. students who officially withdraw from courses but plan to resume their education at Marywood within two years;
2. students who obtain credit from another institution in conjunction with a Marywood program;
3. students who for any other reason will not be registered at the University for a semester or more.

Upon formal approval of the leave, a specific termination date by which a student must either enroll again or request an extension is assigned. A leave of absence, including extensions, is not given for more than two years. A student who does not enroll by the end of the leave of absence is considered to have voluntarily withdrawn from the University. The maximum of two years allowed on leave of absence applies even when those sessions are not consecutive.

Forms for leave of absence are available online.

Withdrawal from the University

To withdraw from the University, a student must complete an official withdrawal form available online.

Absence from class does not constitute notice of withdrawal. A student who discontinues attendance at classes without an official withdrawal will receive a grade of “F*” in all subjects concerned.

A former student may request reactivation within two years after withdrawal. After two years it is necessary to reapply to the University through the Admissions

Office. The catalog which is current at that time will apply and previously earned academic credits will be evaluated in light of their age and applicability to the current curriculum.

Academic Honors

Deans' List

Twice a year the Deans' List is announced. The Deans' List is based on semester QPA. To merit Deans' List, a matriculating student must attain a quality point average of 4.00 to 3.50 on 12 or more graded credits. Part-time students may be considered upon accumulation of 12 or more graded credits. Any student designated as unclassified or with an "I," an "X" or "U" grade on her/his record is not eligible. Additionally students must have 12 credits of graded course work.

Honors at Commencement **General**

The degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Social Work, Bachelor of Science in Nursing, Bachelor of Fine Arts, Bachelor of Business Administration, Bachelor of Environmental Design in Architecture, and Bachelor of Architecture are awarded in three grades of honor:

- with distinction, cum laude
3.50 - 3.74 cumulative QPA
- with high distinction, magna cum laude
3.75 - 3.89 cumulative QPA
- with highest distinction, summa cum laude
3.90 - 4.00 cumulative QPA

These distinctions are awarded on the basis of the student's cumulative average in all subjects. For students attending Commencement in May, any and all honors are determined on grades from the preceding semester.

Students entering with advanced standing from other colleges and universities are not eligible for these honors until they have completed at least 60 credits at Marywood University.

Medals

Kappa Gamma Pi Medal for
General Excellence

Donated by Scranton Chapter of
Kappa Gamma Pi, National Catholic
College Graduate Honor Society

Saint Luke Medal for Excellence in Art

Founded by Helen E. Leonard in memory of
Mary Barrett

Anna and James Foley Medal for
Excellence in Art Education

Established by Sister Ave Maria Foley
in honor of her mother, father, and brother

Sister Maria Laurence Maher Medal for
Excellence in Biological Studies

Founded in memory of Sister Maria
Laurence Maher, IHM by her family

Thomas and Norah Clarke Medal for
Excellence in Business

Founded by the Clarke family in memory
of their parents, Thomas and Norah Clarke

Philip E. Mulry Medal for Excellence
in Chemistry

Founded by the Mulry family in memory
of Philip E. Mulry, Sr.

Lynett Medal for Academic Distinction in
Communication Arts

Founded by the late E.J. Lynett in memory
of his wife, Ellen Ruddy Lynett

Margaret T. Lunney Medal for
Outstanding Performance in the

Study of Communication Disorders

Founded by Miss Dorothy R. McNulty
in honor of her friend, Miss Lunney

J. Harold Brislin Medal for Distinction
in Creative Writing

Founded by Gene Brislin, in memory of
her husband, J. Harold Brislin, a Pulitzer
Prize winner

Edward Gayeski Medal for Excellence
in Design

Founded by Mrs. Alba Lori Gayeski, in
memory of her husband, Edward Gayeski

Rosemary Carroll Kazimer Medal for
Excellence in Elementary Education

Founded by Dr. Mary Louise Keeney
in honor of Mrs. Kazimer

Sister Regina Barrett Medal For Excellence in Early Childhood Education

Established in honor of Sister Regina Barrett, IHM by Superintendent Patricia C. Leamy

Dr. Wanda Persichetti Medal for Excellence in Foreign Language

Founded by friends of the late Dr. Wanda M. Persichetti

Shaffer Medal for Nutrition and Dietetics

Founded by C. Normal Shaffer, LL.D., in memory of Sister Mary of the Sacred Heart Walsh, IHM and Sister Margaret Mary Howley, IHM

Barrett Medal For Outstanding Service and Scholarship in the Field of Legal Studies, History, and Criminal Justice

Founded by Sigma Pi Mu in honor of Dr. John W. Barrett

Tama Medal for Excellence in

Mathematical Sciences

Founded by Mrs. Margaret Mary Tama Hovell '63 and Dr. Judith Tama Page '70, in memory of their parents, John and Margaret Tama

Sister M. Clare Kelley Medal for Excellence in Music

Founded in memory of Sister M. Clare Kelley, IHM by friends, alumnae, and former music students of Marywood University

Nemotko Medal for Distinction in Nursing

Founded by Mrs. Anthony J. Nemotko in memory of her husband, Anthony J. Nemotko

Mary Pace Medal for Excellence in Philosophy

Founded by the Reverend William J. Pace in memory of his mother, Mary Pace

Sister M. Charitas Loftus Medal for Excellence in Poetry

Founded by Jermille A. Zaydon, friends, and alumni

Sister M. Sylvia Morgan Medal for Pre-Medical Studies

Founded by Elizabeth Young Arvad, M.D.

Medal for Excellence in Psychology

Founded by the Psychology Club in honor of Sister M. St. Mary Orr, IHM and Sister M. Bernardina McAndrew, IHM

Czachor Medal for Distinction in Religious Studies

Founded by the Czachor family of Archbald, Pennsylvania

Sister M. Immaculata Gillespie Medal for Excellence in the Secondary Education Program

Founded by Elizabeth Young Arvad, M.D.

Jenkins-Colis Gilroy Medal for Excellence in Undergraduate Social Work

Founded by BSW students in memory of Brian Jenkins, Class of 1979 and Patricia Colis Gilroy, Class of 1976

Jordan Medal for Excellence in the Social Sciences

Founded by the Misses Jordan in memory of their brother, the Reverend Richard D. Jordan, J.C.L.

Margaret Ruddy Dougherty Medal for Academic Excellence in Special Education

Founded by Regina, Edward, William Fahey, and Mary Fahey McGarry

Sister Davidica Kildea Medal for Excellence in Voice

Founded in memory of Sister M. Davidica Kildea, IHM by the Kildea family

Dolores M. Ackourey Medal for Excellence in Leadership and Human Relations

Founded by Mr. and Mrs. William P. Ackourey in memory of their daughter, Dolores

Sister M. Eva Connors Peace Medal

Founded in memory of Sister M. Eva Connors, IHM

Sister M. Margrete Kelley Medal for Distinction in Service

Founded by Anna G. Kirby in memory of her sister, Sister M. Margrete Kelley, IHM

Judith Piznar Medal for Leadership and Service to Youth

Founded in memory of Judy Piznar by her parents, Robert and Catherine Piznar

Admission Information

Marywood University accepts applications for admission as an undergraduate student for both fall and spring academic semesters. All prospective undergraduate students seeking an academic challenge and a supportive environment who wish to enroll as first year students, or who wish to transfer academic credit from another college or university, are encouraged to apply. Each application is carefully evaluated with guidelines developed by the Undergraduate Admissions Committee. The Admissions Committee meets on a regular schedule during the academic year, and candidates are normally informed of an admission decision within a few weeks after an application becomes complete. To apply for admission and financial aid, prospective students may write or telephone the Office of University Admissions (1-570-348-6234 or toll-free 1-866-279-9663), or contact the office by e-mail (YourFuture@marywood.edu). Online applications may be completed through our website (www.Marywood.edu).

Application for Admission as a First Year Student

Most students enrolling in Marywood as first year students in the fall semester are recent secondary school graduates and apply for admission between the completion of the junior year in high school and before completion of the senior year, usually during the fall of their senior year. Marywood Admissions are on a rolling basis and applications are accepted at any time.

Marywood also encourages applications for admission from persons who have been away from formal education for an extended period and have decided to continue their education. Applications from these persons are welcome at any time and provide a basis for an Undergraduate Admissions Counselor to offer guidance.

Basic Items Required for an Application for Admission

Each person who wishes to enroll in an undergraduate degree program completes and submits to the Office of University Admissions a Marywood application for admission. A check or money order in the amount of the nonrefundable application fee, made payable to Marywood University, should accompany the paper version of the application. Any fee waiver requests must be attached to the application in lieu of the required fee. Applications submitted online do not require an application fee. In addition, the candidate is responsible for the submission of the following to the Office of University Admissions:

- An official transcript which reflects all course work in which a person has enrolled in secondary school and/or in a postsecondary institution. The secondary school transcript should indicate the person's rank in class, if available.
- One letter of recommendation from a candidate's guidance counselor. We also welcome a letter from a teacher, friend, family member or a person familiar with the candidate's background/work.
- Official scores from the College Board's SAT or from the American College Testing Program's ACT. The candidate should take the SAT or the ACT in the spring of the junior year and/or in the autumn/winter of the senior year. Test scores should be sent directly to Marywood University by the testing agency.
- An official report of the scores from the General Education Development Test (GED), if applicable.
- A personal statement consisting of at least 250 words on why the applicant wishes to pursue the intended major.

If the primary language of the candidate is not English and previous formal education was not in English, and official score report of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) is required.

Candidates are invited to visit the campus. An admission interview is not required, but is strongly encouraged because it provides a special opportunity to explore the candidate's interests and the University's programs, as well as view Marywood's facilities and learn about student life and academic support services.

Academic Preparation and Assessment of Other Special Talents

Candidates for admission should demonstrate reasonable progress toward graduation in an accredited secondary school, have graduated from a secondary school, or offer evidence of a level of knowledge equivalent to a secondary education.

Each candidate should show satisfactory academic preparation in 16 units of subject matter:

- 4 units of English
- 3 units of social studies
- 2 units of mathematics
- 1 unit of science with laboratory
- 6 additional units to fulfill graduation requirements

In addition to fulfilling general admission requirements, candidates for admission to a degree program in Architecture, Art, Communication Sciences and Disorders, Education, Music, Nursing, and pre-Physician Assistant must meet special standards established by each department or program. Prior to enrollment in the Departments of Music or Art, candidates are required to audition on a major instrument or to present an art portfolio. The Office of University Admissions can provide information about these special requirements. Candidates should contact the chairperson of the appropriate departments directly early in the admission process.

For certain programs, candidates without the recommended distribution of units may be eligible for admission if their course work as a whole and the results of their tests offer evidence of a good foundation for work at the undergraduate level. Candidates who are deficient in required course work may complete appropriate work during the summer or the first year in the University.

Early Admission

Under Marywood's Early Admission Plan, well-qualified students may enroll in the University after the completion of their junior year of high school if they have completed all the high school units required for admission and offer evidence of the maturity necessary to perform well in a university environment. A candidate must have the recommendation of the secondary school principal.

Enrollment with a Limited Academic Schedule

Candidates who do not meet all admission requirements may be offered admission provided they initially enroll in a limited number of academic courses. The Undergraduate Admissions Committee may recommend a program, which encourages the students to concentrate on the enrichment of academic skills and study habits. Special academic advisors are assigned to assist these persons. Persons in this group enroll for no more than twelve to fourteen credits during their first semester.

Project GREAT

(Gradual Re-entry for Adults in Transition)

Marywood welcomes adults who have been away from formal education for a few years. For many in this group, life experiences reflecting a high level of motivation and personal success may be better predictors of academic success than are high school records. Project GREAT provides orientation programs and support for mature learners, including the development of part-time academic schedules, with day and/or evening classes.

Deferred Enrollment

Candidates offered admission who, for reasons of travel or work, wish to defer enrollment for one or two semesters, should notify in writing the Director of University Admissions of their intentions on or before May 1 or another designated reply date, depending upon the semester of enrollment. Students requesting a deferral beyond one year, or who have previously had their application deferred from another semester, will be required to submit a new application.

Transferring from another College

A student who demonstrates satisfactory academic performance at another college or university may apply for admission as a transfer student. Academic courses presented for transfer should be equivalent to courses required by the programs of study at Marywood. A student must earn a minimum of 60 credits at Marywood University; ordinarily at least one-half of the credits required for a major must also be earned at Marywood. Persons interested in particular academic departments should read about programs and policies in the appropriate sections in this catalog.

A candidate for admission as a transfer student is responsible for the submission of the following items to the Office of University Admissions in order to complete an application for admission:

- An application form with the appropriate fee (free for online filers),
- An official high school transcript,
- Official transcripts from ALL colleges or universities that the candidate has attended,
- At least one letter of recommendation,
- An official score report from the General Education Development Test (GED), if applicable.
- A personal statement consisting of at least 250 words on why the applicant wishes to pursue the intended major.

If the primary language of the candidate is not English and previous formal education was not in English, and official score report of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) is required.

International Student Admission

Prospective students who are citizens of other countries, whether they are or have been enrolled in a school in the United States or abroad, are welcome at Marywood and should contact the Office of University Admissions for special guidance. International candidates are required to meet the academic standards for admission, demonstrate proficiency in the use of the English language, and submit documentation of sufficient funds to cover educational and living expenses for the duration of study.

To certify English proficiency, candidates whose primary language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) and submit to Marywood an official report of test results. Information about the examination may be obtained by contacting:

TOEFL Services
Educational Testing System
P.O. Box 6151
Princeton, NJ 08541-6151, USA
Phone: 1-609-771-7100
Fax: 1-609-290-8972
Web: www.TOEFL.org

IELTS International
100 East Corson Street, Suite 200
Pasadena, CA 91130, USA
Phone: 1-626-564-2954
Fax: 1-626-564-2981
Web: www.IELTS.org/contact_us.aspx
Email: ielts@ieltsintl.org

Additionally, international applicants must submit transcripts of all college-level coursework that has been completed and other documentation as required to support the application. Marywood conducts an Intensive English Program (IEP) to assist those whose first language is not English.

International Baccalaureate

Marywood University recognizes the strength and diversity of the International Baccalaureate (IB) Program and accords special consideration for students presenting IB Credentials, on an individual basis. To receive University credit, students who take the higher-level IB examinations must request that their scores be sent to Marywood University. Upon receipt of the scores, an evaluation for credit will be performed. Students will be notified in writing of the results of that evaluation.

Final Transcripts

Admitted freshmen must submit a final high school transcript following their completion of all high school course work prior to the start of the fall semester. Admitted transfer students currently enrolled in classes at another institution at the time of acceptance must submit a final transcript showing grades assigned. Failure to do so may result in dismissal from Marywood.

Acceptance to Marywood is based upon information contained in transcripts and other materials accompanying the application. If transcripts are submitted following acceptance (final high school or college transcripts), and those transcripts show academic achievement below the achievement the original acceptance was based upon, Marywood University reserves the right to modify or revoke the offer of acceptance. Any fees paid to date will be non-refundable.

Special Opportunities

Reserve Officer Training Programs (ROTC)

Marywood University students can participate in the Army or Air Force Reserve Officers Training Programs sponsored by local institutions. There are significant scholarship opportunities for students who choose to participate in ROTC programs. There is also leadership training, worldwide adventure opportunity and the career path to commissioning as a military officer. Students desiring more information should contact the program of their choice directly.

Momentum: An Opportunity for High School Students to Accelerate

Momentum is a special college acceleration program that provides qualified high school juniors and seniors with the opportunity to earn college credits and experience college life while completing requirements for high school graduation.

Students may choose from a wide range of undergraduate courses. These courses are offered at a reduced tuition rate and may be available on campus or online.

Students must be in the top half of their class, meet minimum QPA requirements and submit the following:

- completed application form
- official high school transcript
- recommendation from guidance counselor and appropriate teacher.

Contact the Office of University Admissions for further information at 1-86-MARYWOOD.

Music Lessons

Normally one-half hour music lessons per week are given for one credit. These lessons cost an additional fee per half hour per semester if credit is earned.

Basic Financial Information

Marywood University is committed to providing the highest quality education at an affordable price. Approximately 98% of our students receive some type of undergraduate financial aid in the form of scholarships, grants, loans and/or student employment.

Tuition and Fees

The official complete listing of tuition and fees can be found in the “Financial Facts for Students” brochure which is published annually and on the Cashier’s Office page on Marywood’s website www.marywood.edu/cashier/.

The University reviews its fees annually and reserves the right to adjust fees when necessary.

Room and Board

Information on room and meal plans is available from the director of residence life. Costs for room and meal plans are reviewed annually and can be found in the “Financial Facts for Students” brochure available from the Admissions Office or on the Cashier’s Office page on the Marywood website.

Other Fees

Other fees are assessed relating to academic program requirements such as clinical nursing courses and private music lessons. Additional fees are also assessed for transcripts, parking stickers, graduation, student teaching, and for courses requiring special materials, equipment, or services.

Payment Terms, Deferment Options, and Refund Policy

Ordinarily, payment for each semester’s expenses is due approximately three weeks before the first day of classes.

All students are required to make full payment of all expenses by the specified due dates or at registration, whichever occurs later, unless an application is made for the monthly automatic payment plan or Employer Deferment option by dates specified by the Cashier’s Office.

Further Information

Details regarding payment terms, deferment options/payment plans, current fees and the official refund policy are published annually in the “Financial Facts for Students” brochure, which is available on request from the Office of University Admissions, 570-348-6234 or 1-86-MARYWOOD.

Financial Assistance

Marywood University offers a comprehensive program of financial aid to assist students in meeting educational costs. Eligibility for federal and state-funded programs is based upon demonstrated financial need. In determining financial need, a federal eligibility formula is used to analyze family income and assets. In addition, the University also awards scholarships/grants from institutional sources on the basis of academic merit, without regard to financial need. Accepted students at Marywood University are considered for all financial assistance programs for which they qualify. 99 percent of incoming first-time students receive some type of financial assistance. Over \$27,000,000 in institutional aid is awarded each academic year to Marywood students.

University-Funded Programs

The Marywood University Presidential Scholars Program recognizes undergraduate students who have demonstrated their outstanding academic abilities. Candidates for the freshman class whose combined Critical Reading, Math, and Writing scores of the SAT are 1920 or higher and whose six-semester high school GPA is a minimum of 3.50 (on a 4.00 scale) are considered for these awards. Candidates for these awards must have applied and been accepted to Marywood prior to **January 31** of their senior year in high school.

These awards are only available for full-time freshmen entering in the fall semester. These awards are renewable for up to eight (8) full-time undergraduate semesters prior to the awarding of the baccalaureate degree. Students are required to maintain full-time status and a minimum 3.25 cumulative grade point average to renew the award each year.

Marywood University Trustees' Scholarships are awarded to students with exceptional academic achievements. While Marywood University utilizes a number of factors when evaluating admissions applications, including SAT or ACT scores, high school performance, and types of courses completed, students receiving this level of scholarship have an average SAT of 1180 (Critical Reading and Math) and an average high school GPA of 3.75. Both freshmen and transfer students are eligible for consideration for these awards; for transfer students performance on the postsecondary level is taken into consideration.

Marywood University Centennial Scholarships recognize students who typically have an average SAT of 1070 (Critical Reading and Math) and an average high school GPA of 3.50. Both freshmen and transfer students are eligible for consideration for these awards; for transfer students performance on the postsecondary level is taken into consideration.

Deans' Scholarships are awarded to students with an average SAT of 1000 (Critical Reading and Math) and an average high school GPA of 3.00. Both freshmen and transfer students are eligible for consideration for these awards; for transfer students performance on the postsecondary level is taken into consideration.

Marywood University Success Awards assist students who have demonstrated academic ability, with an average SAT of 950 and an average high school GPA of 2.75. Both freshmen and transfer students are eligible for consideration for these awards; for transfer students performance on the postsecondary level is taken into consideration.

Talent Awards are made to students who demonstrate outstanding proficiency in music, art, theatre, or communication arts and who plan to major in one of these areas at Marywood. Talent is demonstrated through evaluation of an art portfolio, a music audition, a communication arts portfolio, or participation in the annual theatre competition. Evaluations must be completed by **March 1**.

Maxis/Gillet Service Awards. The University grants service awards to incoming students who have demonstrated outstanding service to the community during their high school years and have a commitment to continue that service while enrolled at Marywood. To be considered for this award, the applicant must be accepted for admission and complete the Maxis/Gillet Service Award Application by **January 31**. For more information, contact the Office of Campus Ministry at 570-961-4723 or visit www.marywood.edu/www2/stu_life/campmin/maxis-gillet-service-scholars.

Marywood Scholarships/Grants are renewable for a total of eight (8) full time semesters of undergraduate study, if the student maintains the required minimum cumulative GPA specified in the merit award letter.

Scholarships for Transfer Students

In addition to the scholarships listed above, transfer students also qualify for:

Phi Theta Kappa Scholarships are awarded to transfer students who are members of this International Scholastic Order of two-year colleges. A minimum transfer GPA of 3.50 is required for consideration for this scholarship as well as an earned associate degree. The student must enroll at Marywood immediately upon graduation from a two-year college. Proof of PTK membership is required. This scholarship is renewable if the recipient maintains a minimum of a 3.00 cumulative GPA at Marywood University. Part-time students are not eligible for this award.

Federal/State Funded Programs

Marywood participates in all established programs of federal/state financial aid, which includes the following: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Perkins Loans, Federal Direct Student Loans, and Federal Work-Study Programs. Parents can borrow under the Federal Direct Parent Loan (PLUS) Program.

Students who are residents of Pennsylvania can apply for the PHEAA State Grant; residents of other states can apply through their respective State Higher Education Assistance Agency for state grant/scholarship consideration. Students should also investigate other scholarships/grants available through local, civic, religious and fraternal organizations, as well as Veterans Benefits or Office of Vocational Rehabilitation (OVR) funds, if eligible. Students are personally responsible for contacting these agencies directly.

Financial Aid Application Procedures

To apply for any type of financial assistance at Marywood University, freshmen and new transfer students must:

1. Apply for Admission
2. File the Free Application for Federal Student Aid (FAFSA) by **February 15** (fall semester entry) or **November 1** (spring semester entry). (This application can be accessed online at www.fafsa.ed.gov)

All federal, state and need-based financial aid is awarded for an academic year period only. Using the FAFSA, students must re-apply each academic year, if they wish to continue receiving such assistance. The Federal School Code for Marywood University is 003296.

The deadline for upperclassmen applications is usually **April 15**. If one misses the deadline date (either for incoming freshmen/transfer students or upperclassmen), certain funds may not be available.

Other Payment Options

Official Payments

Official Payments is the leading provider of electronic payment options for higher education institutions and federal, state, and local government agencies. Official Payments enables students and parents to pay tuition and fees by credit card, PIN-less debit card, or by electronic check via the Internet, telephone, and Point of Sale (POS). The payment process is simple and secure. (PLEASE NOTE: Credit card usage is limited to Visa, MasterCard, Discover, and American Express. There will be a service fee of 2.75% added to each credit card payment and a \$1.75 service fee will be added to each electronic check payment, when using this service. **(This fee is not associated with nor passed on to Marywood University.)**

1. **Payment Plan:** Marywood University has partnered with a third party vendor, Official Payments, to accommodate students who wish to make tuition payments monthly. Students can arrange for monthly automatic payments from a checking account or by credit card. A \$40.00 per semester nonrefundable payment plan fee will be charged for this option. **This option is only available for the Fall and Spring Semesters.**
2. **Payment by Credit Cards:** Marywood University will no longer accept direct credit card payments for tuition, fees, room and board. Credit card payments may be made through Official Payments, as described above.

For More Information

If you would like more information about financial aid at Marywood, contact the Office of Financial Aid:

Phone: 1-TO-MARYWOOD (1-866-279-9663) or 570-348-6225

E-mail: finaid@marywood.edu

Website: www.MyMarywood.com or www.marywood.edu/fin_aid/index.stm

Scholarship Calculator: www.mymarywood.com/financial_aid.asp

Federal Student/Parent Loans

Federal Direct Student Loan/Federal Direct Parent (PLUS) Loan Programs

Students who are enrolled on at least a half-time basis (6 credits per semester) may borrow under the Federal Direct Student Loan Program to assist with educational expenses. Applicants who meet federal eligibility requirements will receive a “subsidized” loan whereby the interest payments will be made by the federal government until the student is graduated or leaves school for any reason. Applicants who do not qualify for federal interest subsidy will receive an “unsubsidized” loan whereby the interest payments must be paid by the student. In both cases, the principal balance of the loan is deferred until the student is graduated or leaves school for any reason.

Parents of undergraduate students may borrow under the Federal Direct Parent Loan (PLUS) Program to help cover educational expenses. Under the Federal Direct PLUS Program, parents can borrow up to a maximum of the cost of attending Marywood University less any financial aid received by the student. Repayment of both principal and interest usually begins sixty (60) days after the funds are disbursed.

Alternative Loan Application Process

There are a number of lending institutions that have developed Alternative Loan programs to assist students in meeting educational costs. These Alternative Loans are in addition to the Federal Direct Student Loan and Federal Direct PLUS Loan programs sponsored by the federal government. A listing of current Alternative Loan options is available from the Office of Financial Aid webpage or the Cashier’s Office at Marywood.

Borrower-Based Academic Year Policy

Marywood University uses the Borrower-Based Academic Year policy for the processing of all student loan applications. This policy is as follows:

The Borrower-Based Academic Year is individualized for each borrower and may begin at any time within the school’s scheduled academic year based on the student’s start date in his/her program of study. The Borrower-Based Academic Year must meet the statutory requirements of an academic year or its equivalence. Equivalence for a Borrower-Based Academic Year at a term-based school is determined in two steps:

1. The school counts the number of terms in its scheduled academic year. The total of such terms then represents the minimum number of terms that must be included in a Borrower-Based Academic Year. At Marywood University, this number is two. A summer term falling outside the normal Scheduled Academic Year may be counted as one term in a Borrower-Based Academic Year. At Marywood University, a Borrower-Based Academic Year may consist of any of the following:
 - Fall and Spring semesters
 - Summer and Fall semesters
 - Spring and Summer semesters
2. The school must include in the Borrower-Based Academic Year only those terms in which it is or was possible for the student to enroll on at least a half-time basis.

IMPORTANT: In your best interest, Marywood University urges you to use discretion in borrowing money for school. In signing the loan application/promissory note, you are making a commitment to repay that loan. If you should default on your loan, the federal government can sue for collection, attach your wages, and/or withhold income tax refunds. In addition, your future credit rating will be affected. Therefore, borrow only those funds that are absolutely necessary for your educational expenses. All borrowers are required by Federal Law to complete an exit interview with the Office of Financial Aid prior to graduation, withdrawal, or leave of absence from Marywood University.

State Grants

Residents of Pennsylvania can apply for a PHEAA State Grant through the Pennsylvania Higher Education Assistance Agency (PHEAA), Harrisburg, PA. By completing the steps outlined under “Application Procedures” eligible students will be processed for a PHEAA State Grant and notified by PHEAA of their status. Residents of other states should follow the State Scholarship/Grant application procedures established by their respective State Higher Education Assistance Agency.

Satisfactory Academic Progress

In compliance with federal laws, financial aid recipients must make satisfactory academic progress each academic year according to standards established by the federal/state governments. Marywood University’s Satisfactory Academic Progress Policy is available on the Office of Financial Aid site. Print copies are available at the Office of Financial Aid.

The financial aid information listed in this catalog is current as of 2013. The University reserves the right, based upon changes in federal/state regulations and/or University policy, to amend such information when required or deemed appropriate.

Endowed Scholarships

Abbott/McDade Endowed Scholarship was established in 2011 by Mark and Michele Abbott McDade ‘70 in memory of their parents for undergraduate students pursuing a degree in early childhood and/or elementary education.

The Allen-Weiss Scholarship was established in 1993 by Douglas G. and Marie Weiss Allen (Class of 1967), in honor of their parents, Willard B. and Gertrude M. Allen, and Joseph F. and Marie A. Weiss, to provide financial aid for qualified undergraduate students. Preference is given to students from Lackawanna County who are pursuing a degree in the Health Sciences.

The Alperin Family Scholarship was established in 1985 to provide scholarship support to undergraduate students on the basis of financial need and scholastic achievement. Preference is given to children of employees of the Alperin Companies.

- Anonymous Scholarship** was established in 2006 to provide financial aid for undergraduate students to support their education.
- The Frank R. Antosh Endowed Scholarship** was established in 2003 by Dorothy Antosh, in memory of her husband, to provide scholarship support for students majoring in the Aviation Management Program.
- The Anita Appleton '40 Scholarship** was established in 2002 by Anita Stone Appleton, to provide scholarship support to juniors or seniors from Lackawanna County who are majoring in accounting.
- The Kathleen Baker Scholarship** was established in 2003 to provide scholarship support for undergraduate students who demonstrate financial need and major in nutrition and dietetics.
- The Kathryn Boyle Barrett '33 Scholarship** was established in 1998 by Mr. and Mrs. Charles Rotert to provide scholarship support to undergraduate students in the Department of Music with preference to piano students.
- The Katherine Mills Bartel Endowed Scholarship** was established in 2007 by Peggy McLaine '70 and her sisters and family to provide financial aid for undergraduate students with preference given to first generation female students of single parents.
- The Mr. and Mrs. John C. Baumann and Son Scholarship** was established in 1978 to provide financial aid for needy students.
- The Fannie and Joseph Bifano Memorial Scholarship** was established in 2005 by Dr. Rose Marie A. Petrucelli, to provide scholarship support to needy undergraduate students in the Department of Science.
- The Margaret M. Biglin Scholarship** was established in 1984 to aid worthy and deserving students.
- The John Blackledge and the Mary Blackledge Hitzel '75 Endowed Scholarship** was established in 2007 by John and Jean Blackledge Sweeney to provide financial aid for undergraduate students with preference given to students majoring in elementary education and/or secondary education with financial need.
- The Joseph P. and Gertrude Grindel Blier '44 Scholarship** was established in 2005 by the Blier, Connery, and Grindel families to provide scholarship support to undergraduate students in the Department of Business and Managerial Science.
- Dr. and Mrs. Stanley W. Blondek Scholarship** was established in 2012 by Dr. and Mrs. Stanley W. Blondek for a graduate or undergraduate student pursuing a degree in the physician's assistant program.
- The William and Marie (Robilotta) Bowe Scholarship** was established in 1997 to provide scholarship support for a needy undergraduate student.
- The Marguerite R. Bowen Scholarship** was established in 2003 to provide scholarship support to undergraduate students majoring in medically related studies.
- The Dr. Joseph T. and Anne Ferguson Boylan Scholarship** was established in 1989 by their children to provide scholarship support to qualified students.
- The Thomas J. Brennan Memorial Endowed Scholarship** was established in 2006 by Mrs. Dawn Brennan in memory of her late husband, Thomas J., to provide scholarship support to undergraduate students pursuing a science degree.
- The Margaret Briggs Foundation Scholarship** was established in 1995 to provide financial assistance to full-time undergraduate students on the basis of demonstrated financial need and scholastic achievement. Preference is given to residents of Lackawanna County.
- The William and Elizabeth Burkavage Scholarship** was established in 1986 to provide scholarship support to undergraduate students.
- Cynthia Caffrey '71 Endowed Scholarship** was established in 2012 by Robert and Catherine Gilligan Quinnan in memory of the late Cynthia Caffrey. Preference is given to an undergraduate student in the College of Health and Human Services.
- The Caldwell Memorial Scholarship** was established in 1993 by the estate of Angenette M. Caldwell to provide financial aid for undergraduate students who demonstrate financial need. Preference is given to students who are pursuing a degree in nursing.
- The William and Carmel Callahan Scholarship** was established in 1999 to provide scholarship support to graduate or undergraduate students with a preference to legal residents of the island of St. John, U.S. Virgin Islands.

- The Reverend William J. Campbell Scholarship Fund** was established in 1983 in honor of the twenty-fifth anniversary of his ordination to the priesthood. Preference shall be given to a student from the Diocese of Scranton.
- The Jean Cavanagh '29 and Patricia Gavin Walsh '61 Scholarship** was established in 2000 to provide scholarship support for undergraduate students on the basis of financial need.
- The Sister Maria Walter Cavanagh Scholarship** was established in 1989 to provide scholarship support, on the basis of financial need, to students in the Department of Music who are studying stringed instruments or conducting.
- The James and Marion Clauss Scholarship** was established in 1979 in honor of Sister Kathryn Clauss and Marie Clauss Acculto, to aid needy students.
- The Miriam Padden Coady '63 Scholarship** was established in 1999 by James M. and Miriam Padden Coady to provide scholarship support to undergraduate students majoring in Spanish or pursuing teaching certification in Spanish on the basis of academic performance and financial need.
- The Michaela M. Cohan '65 Scholarship** was established in 1999 by George & Lauretta Rondash to provide scholarship support to undergraduate students in theater arts.
- The Sister M. Alphonsa Concilio IHM Scholarship** was established in 1996 by Jane E. McGowty '46 to provide scholarship support for an undergraduate student. Preference is given to students majoring in voice.
- The Patricia Godwin Condron '41 Endowed Scholarship** was established in 2006 by Philip R. Condron to provide scholarship support to an undergraduate student demonstrating financial need and majoring in theatre.
- The Congregation of Sisters, Servants of the Immaculate Heart of Mary Endowed Scholarship** was established in 2002 by the Sisters to provide scholarship support to needy students.
- The Dr. Francis J. and Mary Allan Conlan Endowed Scholarship** was established in 2004 by Mary K. Conlan, in memory of her parents, to provide scholarship support to needy students majoring in the fields of education, social science, or psychology.
- The Mary Louise Egan Conway Scholarship** was established in 1992 by Dr. William M. Conway in memory of his wife, to provide financial aid for undergraduate students who demonstrate financial need.
- The Louis and Ernestine DeSarro Cortese Scholarship** was established in 1998 by Mr. Vincent Cortese in honor of his parents to provide scholarship support to undergraduate students majoring in nutrition and dietetics.
- The Louis R. and Lucy A. Costanzo Scholarship** was established in 1988 to provide scholarship support to qualified students.
- The Cottone Family Scholarship** was established in 1999, through bequest by Dr. Benjamin Cottone in honor of his parents, Mr. & Mrs. Salvatore Cottone, to provide scholarship support to undergraduate students on the basis of academic performance and financial need.
- The Dr. Benjamin J. Cottone Scholarship** was established in 1996 by the donor to provide scholarship support to an undergraduate student majoring in nursing.
- The Elizabeth Curran Memorial Scholarship** was established in 1987 to provide scholarship support to students on the basis of scholastic achievement.
- The Laura A. Davis Memorial Scholarship** was established in 2001 in memory of Laura A. Davis, a Marywood graduate and life-long teacher in the Scranton School District, to provide scholarship support to an incoming freshman who is a graduate of the Scranton School District and who plans to major in education.
- The William M. Dawson Communication Arts Scholarship** was established in 1997 by Dr. Geraldine Truslow Dawson and Family to provide scholarship support for an undergraduate student in the Communication Arts Department.
- The Michael J. and Gwen Calabro Delfino Scholarship** was established in 2002 to provide scholarship support to undergraduate education majors from the upper valley area of Scranton, PA.
- Sister Espiritu Dempsey, IHM, Ph.D. Endowed Scholarship** was established in 2012 by faculty, friends, and former students of Sister Espiritu Dempsey. Preference shall be given to an undergraduate student.

- The DeNaples Scholarship** was established in 1987 to provide scholarship support to outstanding students who have demonstrated scholastic achievement.
- The Ann Celli DiMattio '87 B.S. and '93 M.S. Endowed Scholarship** was established in 2007 by her husband Christopher L. DiMattio to provide financial aid for an undergraduate student with preference given to a student majoring in nutrition and dietetics.
- The Monsignor William L. Donovan Endowed Scholarship** was established in 2006 to provide aid for students with financial need, to support their education through their four years of undergraduate or graduate work.
- The Dorothy Buss Dreby and Wallace S. Dreby Memorial Scholarship** was established in 2009 by the estate of the late Dorothy Dreby to provide aid for students with financial need, who are majoring in nutrition and dietetics.
- The Christine Druffner '41 and Louise A. Druffner '44 Scholarship** was established in 2000 by Louise Druffner to provide scholarship support to undergraduate students.
- The Judge Ann Bender Dufficy '37 Scholarship** was established in 1997 by Ann Bender Dufficy '37 to provide scholarship support for a female undergraduate enrolled in the legal studies program.
- The Helen T. Duffy Memorial Scholarship** was established in 1988 to provide scholarship support to students on the basis of scholastic achievement.
- The John J. Sr. and Joanne M. Durkin Dunn '54 Scholarship** was established in 1997 by the donors to provide scholarship support to an undergraduate student.
- The Florence D'Urso Scholarship** was established in 1991 by Florence D'Urso to provide financial aid for female undergraduate students. Preference shall be given to Art, Interior Design and Music students.
- The Nell Walsh Ealy Scholarship** was established in 1996 by Eleanor Ealy '47 to provide scholarship support to an undergraduate student. Preference is given to students who are residents of Carbondale, PA.
- The Educational Freedom Award** was established in 1991 by Joseph B. McCaffrey to provide financial aid for male and female undergraduate students. Preference shall be given to students graduating from parochial high schools within the Scranton area and then, if necessary, expanded to include parochial high school students within the Diocese of Scranton.
- The Carolyn Edwards Memorial Scholarship** was established in 1988 to provide scholarship support to students on the basis of scholastic achievement.
- The Claire Ginty Edwards Endowed Scholarship** was established in 2005 by John P. Sweeney, Sr. and Jean Blackledge Sweeney to provide scholarship support to needy undergraduate students whose major is within the Department of Music.
- The Michael J. Egan Scholarship** was established in 1990 by Bernard A. Egan, Esquire, to provide financial aid for qualified undergraduate students. Preference shall be given to students demonstrating financial need.
- The R. Duane Elvidge Scholarship** was established in 1992 to provide financial aid for qualified undergraduate students. Preference is given to students in the Communication Arts Department.
- The Monsignor John A. Esseff Scholarship** was established in 2005, by family and friends in honor of Monsignor's Golden Jubilee, to provide scholarship support for needy undergraduate students.
- Tom and Jane Ferguson Endowed Scholarship** was established in 2012 by the family of Tom and Jane Ferguson. Preference shall be given to an undergraduate student who combines academic service with a passion for music, performance or dedication to the healing arts.
- The Anne M. Finnan '43 Scholarship** was established in 1999 by Eugene W. Finnan to provide scholarship support to undergraduate students majoring in music.
- Anne Joyce Flanagan Class of '32 and Marie Longo Delmonte Class of '44 Endowed Scholarship** was established in 2012 by the Flanagan and Delmonte families in memory of their mother and mother-in-law. Preference shall be given to an undergraduate junior or senior majoring in education.
- The Anna and James Foley Scholarship** was established in 1996 by Sister Ave Maria Foley, IHM, in honor of her parents, to provide scholarship support for a needy undergraduate student. Preference is given to students majoring in art education.

- The James Foley, Jr. and Dr. John W. Leahey Scholarship** was established in 1996 by Sister Ave Maria Foley, IHM, in honor of her brother and uncle, to provide scholarship support to a needy undergraduate student.
- The Sister M. Jamesine Fraser IHM Scholarship** was established in 1985 to provide scholarship support to full-time matriculating undergraduate students whose majors are within the Nutrition and Dietetics Department and who demonstrate financial need.
- The Paul Fricchione Scholarship** was established in 1995 by Mr. and Mrs. Patrick A. Fricchione, Sr., in memory of their son, to provide scholarship support for a needy undergraduate pursuing a major in the sciences.
- The Jerome F. Gaudenzi Scholarship** was established in 1990 by Sandra and Paul Montrone to provide financial aid for a worthy female student. Preference shall be given to a female of Italian heritage from the Scranton area.
- The Sister M. Judith Gavigan IHM Scholarship** was established in 2001 to provide scholarship support for undergraduate students majoring in music.
- The Edward and Alba Lori Gayeski Scholarship** was established in 1993 by Mrs. Alba Gayeski in memory of her late husband, Edward, to provide scholarship support for a qualified student(s) studying in the field of art, particularly interior design.
- The Jean D. Gerod Scholarship** was established in 1995 to provide scholarship support for a female undergraduate student majoring in the natural sciences, mathematics or computer science.
- The Carol E. Greenblatt Scholarship** was established in 2000 to provide financial aid for male and female graduate and undergraduate students, with preference given to those in the School of Social Work.
- The Kristy Grega Memorial Scholarship** was established in 2000 to provide scholarship support for undergraduate students with a preference given to graduates of Mid-Valley High School, Throop, PA.
- The Esther M. Groark Scholarship Fund** was established in 1982 to provide scholarship support and financial aid to needy students.
- The John S. and Lucille Guzey Scholarship** was established in 1982 to provide scholarship support to needy students. Preference is given to students from St. Tikhon's Orthodox Theological Seminary.
- The Rudolph Hanzi Scholarship** was established in 2000, by Evelyn V. McPherson, to provide scholarship support to needy undergraduate females.
- The Eleanor (Yevitz) Haselhuhn '45 and the Irene (Yevitz) Kotz '47 Endowed Scholarship** was established in 2004 to provide financial aid for undergraduate students with a preference given to students majoring in nutrition and dietetics.
- The Paul A. Henry Memorial Scholarship** was established in 2004 by Dr. Ann R. Henry '73 in memory of her father, to provide scholarship support to needy undergraduate and graduate students.
- The Sabine Santin Hersh '43 Scholarship** was established in 1997 by Jack S. Hersh to provide scholarship support to an undergraduate student in the Department of Music.
- W. Mark and Patricia Kucab Horvath '57 Scholarship** was established in 2004 by Patricia Kucab Horvath for students majoring in the Department of Education and Communication Arts.
- The Todd Houser Scholarship** was established in 2003 by Dr. Thomas H. Houser, in memory of his nephew, to provide scholarship support for students majoring in any area of the music program with strong academic performance. Recommendations are made by the Department of Music.
- The Frank and Jean Hubbard Scholarship** was established in 1989 to provide scholarship support to qualified graduates of North Pocono High School.
- The Randy Huester Scholarship** was established in 2003 by Marie Troy Huester and Jerry Huester in memory of their son. Preference shall be given to a male junior or sophomore majoring in physical education.
- Mildred Hammond Hunkele '45 Endowed Scholarship** was established in 2001 to provide scholarship support to needy graduate and undergraduate students.
- The Catherine Boylan Hussie Scholarship** was established in 1988 to provide scholarship support to graduate and undergraduate students on the basis of financial need.

- The Kathryn M. Jenkes Endowed Scholarship** was established in 2003 to provide scholarship support to students from Pittston, PA, who demonstrate financial need.
- The Pope John Paul II Scholarship** was established in 1996 by Mrs. Florence Perkoski D'Urso in honor of His Holiness, Pope John Paul II, to provide scholarship support for female undergraduate students.
- The St. Joseph's Scholarship** was established by Mrs. Norma Agati in 1985, in memory of her late husband, Guy, to provide scholarship aid to qualified female undergraduates who are majoring in special education and who demonstrate financial need.
- The Gerard P. and Linda Joyce Scholarship** was established in 1987 to provide scholarship support to outstanding students who have demonstrated scholastic achievement.
- The Rose Cortese Julian Scholarship** was established in 1999 by Mr. Vincent Cortese to provide scholarship support to undergraduate students majoring in English language, literature or art.
- The Richard and Erin Kane Endowed Scholarship** was established in 2008 to provide financial aid for undergraduate students with preference given to students from northeastern Pennsylvania.
- The MaryCarol Tighe Kanton B.S. '64 and M.A. '71 Endowed Scholarship** was established in 2006 by the donor to provide scholarship support to undergraduate students from Lackawanna County (PA) majoring in elementary education in preparation for a career in teaching.
- The John A. and Rosemary C. Kazimer '41 Scholarship** was established in 2003 to provide scholarship support to undergraduate students in the Department of Education.
- Sister Michel Keenan, IHM Endowed Scholarship** was established in 2010 in honor of Sister Michel Keenan, IHM through the bequest of her late sister, Mary Keenan Hecht, to aid female graduate or undergraduate music majors.
- The Peter Kohudic Scholarship** was established in 1995 to provide financial aid for a graduate or undergraduate student who is a communicant of the Orthodox Christian Faith, with a preference given to students from St. Tikhon's Orthodox Theological Seminary who are of at least sophomore status.
- The Stephen and Elizabeth Collins Kucab Scholarship** was established in 1985 by Patricia Kucab Horvath '57 to provide scholarship support to undergraduate students. Preference is given to members of St. Mary of Mount Carmel Parish, Dunmore, PA.
- The L.F. Brands Scholarship** was established in 1987 to provide financial aid for undergraduate students.
- The Angela R. Sette and Frank E. LaVerghetta Scholarship** was established in 1985 to provide scholarship support to qualified students with preference given to students majoring in music or communication arts.
- The Alice Lawrence Memorial Scholarship** was established in 1991 by Lora Diggins to provide financial aid for a graduate or undergraduate student pursuing a career-oriented degree. Preference shall be given to an adult female (over 35 years of age) returning to school to complete her degree or career choice.
- The Mary Donnelly Lenahan '43 Pre-Law Scholarship** was established in 1989 by the Lenahan family to provide scholarship assistance to a senior undergraduate student pursuing a pre-law track offered by the Department of Social Sciences. The Pre-Law Advisor, with the approval of the faculty of the Department of Social Sciences, will make the selection of the recipient of this scholarship each academic year.
- The Ellis Richard Levy Scholarship** was established in 1989 to provide scholarship support to special education majors who reside in the Carbondale, Pennsylvania, area.
- The Paul Levy and Anne Bronsky Levy Scholarship Fund** was established in 2008 to provide financial aid for graduate/undergraduate students.
- The Mary Kearney Lockery Scholarship** was established in 1976 by Francis Kearney in memory of his sister to provide scholarship support and financial aid for needy students.
- The Sister M. Lucretia Scholarship Fund** was established in 1964 to aid worthy music students.
- The Kathleen Howley MacDonald Scholarship** was established in 2001 to provide scholarship support for an incoming freshman student.
- The Robert J. Mahady Scholarship** was established in 2000 by Mrs. Betty Mahady to provide scholarship support for a student in the Department of Business and Managerial Science.

- The Margaret Mills Manley Scholarship** was established in 2000 to provide scholarship support to undergraduate students on the basis of financial need.
- The Ann M. Manno '42, Pat A. Manno, Angelo S. Manno, and Angeline Ciliberti Manno Endowed Scholarship** was established in 2006 by Ann M. and Pat A. Manno, in loving memory of their parents, to provide scholarship support to needy undergraduate students, residents of Lackawanna County (PA) with preference to accounting majors and, secondarily, to students majoring in special education or the physician assistant program.
- The Joseph Marguleas Memorial Scholarship** was established in 1988 in honor of Joseph Marguleas to provide financial aid for a male or female undergraduate student. Preference shall be given to a student majoring in Hotel and Restaurant Management.
- Raymond F. Martinetti, Ph.D., Scholarship** was established in 2011 by family, friends, and former students of Raymond F. Martinetti, Ph.D. Preference shall be given to an undergraduate student majoring in psychology.
- The Luke and Margaret Mahady Martyn (Martin) Scholarship** was established in 2002, by Dr. and Mrs. John P. Martin in memory of Dr. John P. Martin's parents, to provide scholarship support to needy undergraduate students.
- The Mary "Home Ec" Scholarship** was established in 1994 by Ms. Nell Ann Matulevich in honor of her late sister, Mary "Home Ec," to provide scholarship support to undergraduates, with preference given to human ecology students.

Marywood University Class Scholarships:

- Marywood Alumni Chapter Endowed Scholarship** was established in 2002 by Marywood graduates to provide financial support for undergraduate students who live in northeastern PA.
- The Class of 1948 Scholarship** was established in 1998, in honor of the fiftieth anniversary of their graduation, to provide scholarship support to undergraduate students on the basis of academic performance and financial need.
- The Class of 1949 Scholarship** was established in 1999, in honor of the fiftieth anniversary of their graduation, to provide scholarship support to undergraduate students.
- The Class of 1952 Endowed Scholarship** was established in 2003, in honor of the 50th Anniversary of the Class of 1952, to provide scholarship support to needy undergraduate students.
- The Class of 1954 Scholarship** was established in 1991 by members of the Class of 1954, families, and friends to provide scholarship aid to qualified undergraduate students. Preference is given to the descendants of the Marywood College Class of 1954.
- Scholarship in Memory of Deceased Members of the Class of 1955** was established in 2004 to provide scholarship support to a needy female student majoring in education.
- The Deceased Members of the Class of 1957 Memorial Endowed Scholarship** was established in 2006 by the Class of 1957 to provide scholarship support to needy graduate or undergraduate students with preference to direct descendents of the Marywood College Class of 1957.
- Class of 1958 Scholarship** was established in 2010 by the members of the Class of 1958 to provide aid for graduate or undergraduate students who need financial assistance in pursuing their educational goals and career dreams.
- The Class of 1971 Scholarship** was established in 1996 by the donors to provide scholarship support for a needy undergraduate student.
- The Class of 1984 Scholarship** was established in 1989 by the Class of 1984 to provide financial aid for full-time male and female undergraduates. Preference shall be given to those with financial need.
- The Class of 1985 Scholarship** was established in 1990 by the Class of 1985 to provide financial aid for full-time undergraduate students who demonstrate financial need. Preference is given to students who have exhibited an active interest in high school and college extra-curricular activities or community activities.
- The Class of 1986 Scholarship** was established in 1991 by members of the Class of 1986 to provide financial assistance to full-time undergraduate students on the basis of financial need. Such students should have attained at least a B high school average and have participated in activities at the high school or community level.

- The Class of 1987 Scholarship** was established in 1994 to provide financial assistance to full-time students who are actively involved in extra-curricular activities. Preference is given to descendants of members of the Class of 1987.
- The Class of 1989 Scholarship** was established in 1994 by the members of the Class of 1989. Preference is given to first-year students who demonstrate leadership in high-school and/or college and the ability to work with diverse individuals to improve the quality of life.
- The Class of 1990 Scholarship** was established in 1997 by the donors to provide scholarship support for an undergraduate student who manifests active involvement in extracurricular activities and community service.
- The Sister Patricia Ann Matthews, IHM, Ph.D. Endowed Scholarship** was established in 2009 by family, friends, and former students of Sister Patricia Ann to provide financial aid for undergraduate/graduate students to support their education.
- Most Reverend J. Carroll McCormick Scholarship Fund** was established in 1983 in honor of the retirement of Most Reverend J. Carroll McCormick, D.D., Bishop of Scranton. Preference shall be given to Catholic students of the Diocese of Scranton who attend Marywood University.
- The Jane Langan McLaughlin Scholarship** was established in 1993 by Mrs. McLaughlin (Class of 1927), to provide financial aid for female undergraduate students who are recent high school graduates (within the last five (5) years). Preference is given to students majoring in mathematics, computer science, accounting and/or finance, or related fields.
- The Minnie McLean Scholarship** was established in 1996 by William G. McLean to provide scholarship support for a female undergraduate student. Preference is given to a student in the Business and Managerial Science Department who is a resident of the City of Scranton, PA.
- The William B. and Mary Carden McMullen Scholarship** was established in 1990 by Mary Carden McMullen to provide financial aid for male or female undergraduate students. Preference shall be given to students who demonstrate financial need.
- The Dorothy R. McNulty Scholarship** was established in 1990 by Dorothy R. McNulty to provide scholarship support for qualified undergraduate students who demonstrate financial need.
- The Helen Dever Miegoc Memorial Scholarship** was established in 1983 by her sons and daughters in memory of their mother, a Marywood alumna, to provide scholarship support to qualified female students.
- The John Millington Aviation Endowed Scholarship** was established in 2009 by his family, friends, and students. Preference will be given to graduate and undergraduate students in the Aviation Management Program.
- The William S. Molloy Scholarship** was established in 2001, by Mary E. Molloy in honor of her father, to provide scholarship support for undergraduate students.
- The Montella-Carpentier Scholarship** was established in 1993 by Marie Carpentier '67, in honor of Theresa Montella Carpentier and Fred C. Carpentier to provide financial aid for adult female undergraduate students who demonstrate financial need. Preference is given to adult women entering Marywood University for the first time or returning to complete their degree.
- The Marcella Convey Mullaney Scholarship** was established in 1997 by the family to aid needy female students.
- The Claire Kathleen Mulrooney Scholarship** was established in 2002 to provide scholarship support to a junior or senior majoring in special education and living in the geographic area served by NEIU #19.
- Sister Anne Munley, Ph.D., IHM Endowed Scholarship** established in 2012 by the late Florence D'Urso '55 in honor of Sister Anne Munley, IHM, President of Marywood University. Preference shall be given to an undergraduate female who demonstrates financial need.
- The Honorable Marion L. Munley Endowed Scholarship** was established in 2009 by Munley, Munley and Cartwright, PC., in recognition of Mrs. Munley's outstanding career as mother and first woman elected to the Legislature from Northeastern PA. Her career in the House of Representatives spanned 20 years (including being elected Secretary by her fellow members) until she retired in 1967. Preference shall be given to worthy graduate or undergraduate students interested in a career in law and/or public service.

- The Elizabeth Scott Murphy '36 Scholarship** was established in 1996 by students and friends of Betty Scott Murphy, under the leadership of Carol Armezzani Howell '67 and Mary Jane Milner Memolo '59 to provide scholarship support to a needy undergraduate student. Preference is given to students majoring in nutrition and dietetics or early childhood development.
- The Margaret M. Murphy Scholarship** was established in 1957 to provide financial aid to young men and women.
- The Mary Alice Collins Murray '51 Scholarship** was established in 1998 to provide scholarship support to undergraduate students majoring in any field of science, music, or nursing.
- The Sister M. Coleman Nee, IHM Scholarship** was established in 1986 by the Board of Trustees in honor of Sister M. Coleman Nee, president emerita of Marywood University. Funds from this scholarship are awarded to students who have demonstrated outstanding academic achievement, but who do not have financial need.
- The Charlotte W. Newcombe Foundation Scholarship** was established in 1999 to provide financial aid for mature women for whom a Marywood University education will provide the basis of a second career.
- The Louise, Pasquale, and Pauline Notartomaso Scholarship** was established in 1998 by Ann M. Manno '42 and Pat A. Manno, her brother, to provide scholarship support to undergraduate students.
- The Ann and Mary O'Hora, Edwin and Irene O'Hora Burkhouse Endowed Scholarship** was established in 2009 by Barbara J. '63 and Ellen M. '66 Burkhouse to provide financial aid for undergraduate students. Preference shall be given to students in the Reap College of Education and Human Development enrolled in teacher education programs.
- Thomas and Rosemary Halligan O'Hora, Jr., Endowed Scholarship** was established in 2012 from the estate of the late Thomas and Rosemary Halligan O'Hora '52. Preference shall be given to future generations of students to pursue educational goals, achieve successful careers and follow lives of service to family and community.
- The Sister M. Dionysia O'Leary, IHM Endowed Scholarship** was established in 2005 to provide scholarship support to full-time undergraduate art students.
- The Mother Germaine O'Neil Scholarship** was established in 1995 by Mrs. Germaine O'Neil '33 in honor of her aunt, Mother Germaine, IHM, founder of Marywood College, to provide scholarship support to undergraduate students in the music department.
- The Sister M. Johnine O'Neill, IHM Endowed Scholarship** was established by friends and family in 1993. Preference shall be given to full-time/part-time undergraduate/graduate students who are currently employed and wish to further their education.
- The Anita and George Owen Scholarship** was established in 1996 to provide scholarship support for undergraduate students majoring in the nutrition and dietetics.
- The Alfred H. and Margaret Leech Pace Scholarship** was established in 1997 by Mary Therese Pace '47 to provide scholarship support to an undergraduate student. Preference is given to students in the Department of Music for whom the primary instrument is piano.
- The Dominic Pace Scholarship** was established in 1978 by Reverend William J. Pace, in memory of his father, for the purpose of aiding needy students.
- The Leonard D. Pace Scholarship** was established in 1991 by Reverend William J. Pace to provide financial aid for a male or female undergraduate student. Preference shall be given to needy students, preferably from St. Anthony of Padua Church, Dunmore, PA.
- The Mary I. Pace Scholarship** was established in 1992 by Reverend William J. Pace, in memory of his mother, to provide financial aid for undergraduate students who demonstrate financial need.
- The Dorothy T. Paoli Endowed Scholarship** was established in 2008 by the friends and family of Dorothy T. Paoli to provide financial aid for undergraduate students. Preference shall be given to students in the Scranton area to support their education.
- The Sister M. Reginald Patterson, IHM Scholarship** was established in 1997 by students, friends, and colleagues of Sister M. Reginald to provide scholarship support for a full-time undergraduate student pursuing a degree in music.
- John Peragallo, Jr. Endowed Scholarship** was established in 2009 by family and friends to assist aspiring graduate or undergraduate organ scholars.

- The John R. and Maureen McHugh '54 Pesavento Scholarship** was established in 1997, by the donors, to provide scholarship support for an undergraduate student.
- The Judith Piznar Scholarship** was established in 1989 to provide scholarship support to students majoring in education or religious studies.
- Robert and Catherine Gilligan Quinnan Endowed Scholarship** was established in 2011 by Robert and Catherine Quinnan '61. Preference shall be given to undergraduate students who have graduated from Holy Cross, Dunmore, or other high schools in Lackawanna County.
- Terry D. and Victoria K. Randall '69 Scholarship** was established in 2011 by Terry and Victoria Randall. Preference shall be given to female undergraduate students majoring in accounting.
- Virgina O'Malley Raymond Endowed Scholarship** was established in 2010 in loving memory of the late Virgina Raymond, by family and friends to aid undergraduate women from the Scranton/Wilkes Barre area in obtaining their educational goals.
- The Sister Mary Reap, IHM Scholarship** was established in 1995 by Wyatt Cafeterias, Inc., in honor of Sister Mary, the tenth president of Marywood University, to provide scholarship support to undergraduate students studying the areas of hotel/restaurant management, dietetics or nutrition and dietetics.
- The Sister Mary Reap, IHM Scholarship** was established in 1999 by Florence Perkosky D'Urso to provide scholarship support to female undergraduate students majoring in education and related studies.
- The Charles and Loretta Mulrooney Reilly Scholarship** was established in 2003 by Evelyn and Katherine Reilly, in memory of their parents, to provide scholarship support for students majoring in elementary education who are residents of Scranton, PA.
- The Dr. William and Karla Rieger Scholarship** was established in 1993 to provide financial aid for undergraduate students who demonstrate financial need. Preference is given to students pursuing a degree in economics or history.
- The J. Gerald and Marian Spitzer Robling '40 Endowed Scholarship** was established in 2006 by Mr. J. Gerald Robling to provide financial aid for undergraduate students. Preference shall be given to students majoring in education and/or business and who are from Lackawanna County.
- The Alice Marie Ruddy and Anne Clare Ruddy Scholarship** was established in 2001 to provide scholarship support to a Catholic female undergraduate student from Scranton, PA, who is a first-generation college student.
- The Mary Moyles Ruddy and John J. Ruddy Scholarship** was established in 2001 to provide scholarship support to a Catholic female undergraduate student from Scranton, PA, who is a first-generation college student.
- The Sadowski-Ambuske Family Endowed Scholarship** was established in 2006 by Dr. Barbara R. Sadowski and Dr. Robert P. Sadowski to provide scholarship support to undergraduate students majoring in mathematics education.
- The Mary Elizabeth Salmon Scholarship** was established in 2002 by William A. Salmon and Regina Salmon to provide scholarship support to students of the environmental sciences based upon financial need.
- The Sister Diane Saraceni, IHM Scholarship** was established in 1995 by Mrs. Anna Saraceni in honor of her late daughter, Sister Diane, to provide scholarship support to undergraduate students in music therapy.
- The John J. and Marie Schofield Scholarship Fund** was established in 1980 to provide scholarship support and financial aid to needy students.
- Helen Sebastianelli '53 Endowed Music Scholarship** was established in 2011 by the family and friends of the late Helen Sebastianelli '53. Preference shall be given to students majoring in music education.
- The Mr. and Mrs. Ludovico Severino Scholarship** was established in 1994 by Sister M. Immaculate Severino, IHM, in memory of her parents, to provide financial aid for undergraduate students who demonstrate financial need. Preference is given to students who are pursuing a Bachelor of Music degree in music education or performance with a major in piano.

- The Paul J. Shields Endowed Scholarship** was established in 2004, By Virginia P. Shields, in tribute to his leadership, dedication, and commitment to higher education, to provide scholarship support to needy students.
- Matthew J. and Mary J. Pesavento Sienkiewich Scholarship** was established in 2012 from the estate of the late Mary J. Sienkiewich. Preference shall be given to an undergraduate student from Dunmore beginning in their sophomore year.
- Dr. Frank Sottile Endowed Scholarship** was established in 2011 through the estate of his mother, the late Mrs. Josephine Sottile. Preference shall be given to worthy students who are pursuing a degree in the field of education.
- The Southeastern Chapter of the Marywood Alumni Association Endowed Scholarship** was established in 2005 by members of the Alumni Chapter to provide financial aid for undergraduate students. Preference shall be given to students from the Southeastern Chapter geographic region (including the states of North Carolina, South Carolina, Tennessee, Georgia and Alabama).
- The Madeline Geiger Spitzer Endowed Scholarship** was established in 2006 to provide financial aid for undergraduate students, with preference given to a graduating senior who will be attending a postgraduate program in education; the recipient is selected by a specially established committee.
- The Mary Donohue Stahl '36 Scholarship** was established in 1996 by her estate to provide financial aid to any student without preference or restriction.
- The Sally Smith Stewart '66 Endowed Scholarship** was established in 2009 by her husband, Peter G. Stewart, to provide financial aid for undergraduate students who have financial need.
- The Student Government Leadership Scholarship** was established in 1989 to provide scholarship support to a junior or senior student who is active in student government.
- The Dr. Philip J. Tama Endowed Scholarship** was established in 2006 by Peter and Margaret Mary Tama Hovell '63, Alan and Judith Tama Page '70, and Bettie Platt Tama, in honor of Dr. Philip J. Tama, who served on the faculty at Marywood University for 37 years and was former chairman of the English Department. Preference is given to an undergraduate student with financial need to support his/her education.
- The Tedesco Rosato Endowed Scholarship** was established in 2006 by Claire Rosato Tedesco '42 and Joseph A. Tedesco to provide scholarship support to needy undergraduate students.
- The Elizabeth and Margaret Teevan Scholarship** was established in 2003 from the estate of Edward J. Grady to provide scholarship support to needy undergraduate students.
- The Mother Teresa Scholarship** was established in 1999 by Florence Perkosky D'Urso to provide scholarship support to female undergraduate students in the field of sociology and related studies.
- The Times Shamrock Communications, Lynda Mulligan Lynett and Patricia Brady Lynett Scholarship Fund** was established in 1996 to provide financial aid for undergraduate students. The scholarship fund is established to assist employees with their education at Marywood University. A minimum of one year service is required, and the applicant or child must still be employed at the time of application.
- The Mary Ann Guarniere Toole '60 Endowed Scholarship** was established in 2005 by Patrick A. Toole to provide scholarship support to needy undergraduate students with a preference to qualified female student(s) who were graduated from Pittston Area Senior High School, Pittston, PA,
- The Joyce and David Tressler Scholarship** was established in 1997 by the donors to provide scholarship support to an undergraduate student actively involved in volunteer services/ leadership roles. Preference is given to residents of Lackawanna County, PA.
- The Troy-Shaklee Scholarship Fund** was established in 2007 from the estate of Elizabeth Troy Shaklee. Preference shall be given to freshman students with financial need.
- The Rose Robling Ulrich '33 Endowed Scholarship** was established in 2007 by Mr. J. Gerald Robling to provide financial aid for an individual student majoring in the field of special education and who is a resident of Lackawanna or Wyoming County in northeastern PA.
- The Scranton Chapter of UNICO National Foundation Scholarship** was established in 1992 to provide financial aid for undergraduate students. Preference is given to residents of Lackawanna County.

- The Anthony and Josephine Verduce Endowed Scholarship** was established in 2006 by Jo Ann Verduce '87 in honor of her parents to provide scholarship support to needy undergraduate students who are graduates of the Valley View School District, Archbald, PA.
- The John and Elizabeth Moran Vournakes '43 Scholarship** was established in 2001 by Elizabeth Moran Vournakes '43 to provide scholarship support for undergraduate students with preference to Native American students or students majoring in mathematics or science.
- The Reverend Michael B. and Elizabeth Warady Family Scholarship** was established in 2002 by Eugenia Riordan Mule, in memory of her parents and sister, to provide scholarship support to students studying nutrition, dietetics, and other health-related fields.
- The Mollie Eileen Ward '70 Scholarship** was established in 1996 in loving memory of Mollie Ward by her aunt, Jean Donohue '46, to provide scholarship support for an undergraduate student. Preference is given to students majoring in English.
- The William J. Weber Endowed Scholarship** was established in 2004 by Christopher DiMattio '88 to provide scholarship support to students in the Department of Music majoring in instrumental performance.
- The Margaret and Giraldu Williams Scholarship** was established in 2006 by John and Diane Williams Parks to provide scholarship support to undergraduate female students, first generation to attend college, whose major is within the Department of Science.
- The Hugh Wolff Music Scholarship** was established in 1986 by the Music Department to provide financial aid for qualified undergraduate students, based on musical talent and potential. Preference shall be given to performers of voice, keyboard, and band/orchestra instruments.
- The Gene and Florian ZaBach Scholarship** was established in 1992 by Florian and Gene Brislin ZaBach to provide financial aid for qualified undergraduate students. Preference is given to students pursuing a degree in journalism or music with a violin major. Alternate consideration is given to students pursuing a degree in communications.

Campus Resources

Office of Information Technology (OIT)

The Office of Information Technology provides computing facilities, networking access (wired and wifi all across campus), a student portal (MarywoodYou), 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 and World Wide Web, as well as dozens of academic software packages in eleven computer labs and drop-in facilities in various areas around campus. There is at least one lab in each major classroom building 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 Resources Center (LRC). Computer access is available to students at all times when the LRC 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 provides high-quality printing for class assignments and résumés. 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 world-wide 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, OIT staff also provide help in the form of:

- Trained students who staff all major labs during much of the time the labs are open in order to readily provide any assistance. In order to answer questions and troubleshoot technology problems, assistance is also provided by calling, emailing, or visiting the Help Desk located in the LRC, second floor.
- Computer workshops, (generally held in the training alcove on the third floor of the LRC) help students use technology more effectively. Workshops are scheduled and presented by various members of the OIT staff. Calendars of the workshops are found in the LRC and published on the web. 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.

Library Services

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

The library maintains a dynamic webpage, which contains links to over 60 subject-specific and multidisciplinary databases including Academic Search Elite, ARTstor, Credo Reference, ERIC, JSTOR, LexisNexis, The New York Times, and PsycINFO.

The library is fully integrated into the campus data network and remote access is available for most databases. Other resources available from the webpage include: the online catalog, and a variety of research assistance tools. Additional electronic services available 24/7 through the webpage include: interlibrary loan, electronic reserves, and live reference assistance.

Marywood University is a member of PALCI, the Pennsylvania Academic Library Consortium Inc., with 71 member institutions in Pennsylvania, New Jersey, and West Virginia. Through PALCI's EZBorrow service, the holdings of many Pennsylvania libraries, including large research libraries are easily accessible for borrowing by Marywood students. Through PALCI's RapidILL Interlibrary loan initiative, students may have electronic articles delivered directly to their e-mail boxes usually within a business day after placing a request on line.

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

The library is also equipped with wireless internet access.

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.

University Chapel

The Marian Chapel is located in the Swartz Center for Spiritual Life. A schedule of Masses, as well as information about other Campus Ministry services and activities, is available through the Campus Ministry Office, 961-4723 or at www.marywood.edu/campmin. Outside of liturgical services, students of every faith tradition are welcome and encouraged to use the chapel for personal prayer and devotion.

In addition to Marian Chapel, an interfaith Reflection Room is located in the Liberal Arts Center, Room 219. All members of the Marywood community are welcome to use this space for meditation, reflection, or prayer.

U.S. Post Office

The Marywood Postal and Mailing Center maintains standard hours and is located in its own building opposite the main entrance to the Learning Resources Center. All postal services, including domestic money orders, are available.

UPS

The United Parcel Service (UPS) operates a delivery service office in Nazareth Hall.

The Book Store

The Book Store (www.marywood.bkstr.com, 570-348-6248) is a modern, self-service store in Nazareth Student Center, which carries a complete stock of all required and recommended books selected by the faculty. School supplies, university-imprint clothing, novelties, convenience items, and gift items are available. The Book Store coordinates the sale of class rings and the ordering of caps and gowns.

Radio and TV Studios

The Radio and TV studios are located in the Media Center of the Learning Resources Center. The radio station (WVMW) and the TV station (TV Marywood:TVM) are student-staffed facilities. For more details, see the description in the Communication Arts Department section of the catalog.

Bus Service

A bus stop near the Memorial Arch affords convenient access to regularly scheduled public buses, which connect the campus to Scranton and nearby towns.

Student Life Services and Programs

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

Athletics and Recreation

The Athletics and Recreation Department provides opportunities for participation in intercollegiate athletics, club teams, intramural sports, and varied recreational activities. 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). Nineteen athletic teams, including ten sports for women (basketball, cross country, field hockey, lacrosse, outdoor track and field (fall 2014), soccer, softball, swimming and diving, tennis, and volleyball) and nine sports for men (baseball, basketball, cross country, golf, lacrosse, outdoor track and field (fall 2014), soccer, swimming and diving, and tennis) are sponsored. Formal and informal recreational opportunities are offered to students, faculty, and staff through intramural sports, open recreation programs, wellness classes, sports clubs, and numerous recreational and fitness activities. Facilities include a new athletics and wellness center with a 1,500 seat arena, an eight lane state-of-the-art aquatics center, elevated running/walking track, 5,000 square feet fitness center, two-story climbing wall, dance studio, athletic training room and lab, team rooms, and many other features. This facility is complemented by a sand volleyball court, tennis courts, softball and baseball fields, and a new multi-sport turf field that accommodates virtually all athletic, recreation and fitness needs and interests.

Campus Ministry

Campus Ministry serves the mission of the University by promoting a faith community among faculty, staff, and students and providing opportunities for liturgy, prayer, spiritual and moral development, community service, and social justice activities. Campus Ministry empowers students for roles of leadership in Church and society, and stimulates leadership that will create a more caring and just world. Programs are planned, organized, and administered by students with the guidance of the staff. All members of the Marywood community, regardless of denomination, are encouraged to participate in Campus Ministry activities.

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.

Career Services

Services of the Career Services Office are available to students and alumni at any stage on their career path. The staff assists students to make informed career choices, facilitates the transition from school to the work world, and assists with preparation of applications to graduate/professional programs.

Career counseling, workshops, and testing are available, and technology such as *InterviewStream* prepares students and alumni for employment/graduate school interviews. The Career Services web page provides information about specific services available, offers employment listings through *College Central* and a wide selection of other on-line resources. Audiovisual and printed materials on occupations, job search, and choosing a major also are available.

In addition, recruiters are hosted on campus to conduct job/internship interviews and resumes are forwarded in response to requests of employers. Students and alumni have the opportunity to attend on-campus employment fairs, as well as a regional employment/internship fair. Students are encouraged to use the services of the department early in their education and throughout their careers.

Counseling/Student Development Center

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

Dean of Students

The Dean of Students supervises a comprehensive student life program of services and activities to enhance student growth and development and to support the integration of formal and out-of-class learning experiences. Through coordination of planning, policy formulation, and management of the Housing and Residence Life and Student Activities and Leadership Development Offices, the Dean is a primary administrative liaison to the student body. The conduct policies and procedures also are administered by the Dean of Students.

Housing and Residence Life

The Housing and Residence Life Office strives to provide a safe, comfortable, secure, and nurturing living-learning environment, that enhances students' academic and personal development goals while intentionally fostering a sense of community, civic responsibility, and appreciation for diversity.

First and second year full-time students under the age of 21 who do not live with their parents/guardians in their family homes within a 50 mile radius of campus, are required to reside on campus. The University Housing and Dining Agreement is binding for the full academic year (or remaining portion thereof) and cannot be transferred or reassigned. A variety of meal plans is available; the current room and board fees are listed in "Financial Facts Information" available on the Cashier's page of the University website (www.marywood.edu/cashier/).

The room selection process for returning residents occurs in the spring semester. Options range from traditional corridor-style residence halls with double rooms to suites with private baths, townhouse-style residences, and small homes. Each facility is staffed by a graduate student residence director. Undergraduate and graduate students also serve as resident assistants in the living units. Selected on the basis of leadership and interpersonal relationship skills, the RAs are trained to develop a stimulating and rewarding living/learning community. Finally, the Residence Hall Advisory Board provides opportunities for all residents to participate in residence hall governance and programming, as well as, assisting the Housing and Residence Life staff address student needs and interests.

Residence Halls and Facilities

- **Bethany Hall** houses 8 same gender upperclass students.
- **Emmanuel Hall** houses 24 same gender upperclass students.
- **Immaculata Hall** accommodates 54 upperclass men and women in single rooms with common bathrooms.
- **Loughran Hall** accommodates 328 first-year men and women in quint (5-person), quad, triple, double, and single rooms.

- **Madonna Hall** houses 238 upperclass men and women with shared bathrooms.
- **McCarty Hall** accommodates 17 same gender upperclass students.
- **Perpetual Help Hall** houses 15 same gender upperclass students.
- **Regina Hall** accommodates 190 upperclass men and women in quad, triple, double, and single rooms and suites with common bathrooms.
- **Woodland Residences** provide apartment style living for 216 upperclass men and women. Each apartment includes a fully equipped kitchen and washer and dryer.

A bed, dresser, desk, chair, and closet or wardrobe are provided for each resident. All rooms are connected to the campus network for use with personal computers. Cable TV connections are provided. Cleaning service is provided for the public areas in the residence halls, and washers and dryers are located in each hall and in the Woodland Residences.

Student Activities and Leadership Development

The Center for Student Activities and Leadership Development provides a wide array of programs, activities, and services to increase students' personal, intellectual, social, and cultural development. Through involvement in activities, organizations, and programs, students have numerous out-of-class learning experiences and enhance the development of life-long leadership skills.

The New Student Orientation Program, a summer experience for first year students and parents, is coordinated by the Center for Student Activities and Leadership Development, along with the Housing and Residence Life Office. This program is structured to increase the new students' understanding of the academic and student life programs and services to ease transition to the college experience. The Student Activities and Leadership Development staff also manages the Family Weekend each fall and several other special focus programs. The director is the primary advisor to the Student Government Association (SGA) and its committees. Formal leadership education programs, the Student Activities budget system, advisement and supervision of student organizations, and social and co-curricular activities and related programs sponsored by the student organizations and by the University are among the primary functions of this office.

Student Government

All undergraduate students are members of the Student Government Association (SGA). This association organizes and promotes various activities and programs and offers opportunities for leadership experiences. The SGA works to assure students' understanding of their rights and responsibilities and promotes varied programs of organized volunteer activity.

Student Organizations

Active Minds	College Democrats
ALLY	Criminal Justice Club
American Chemical Society	Dance Team
Anime & Japanese Club	Digital Media Club
Architecture & Interior Architecture	Diversity United
Art Honor Society	English Club
Athletic Training Club	Health and Physical Education
Biology Club	Health Professions Society
Business Students Association	History Society
Caritas	International Club
CMYKlub (Cayenne, Magenta and Yellow)	Irish Dance Club
CEC (Council for Exceptional Children)	Kappa Delta Pi

MACC (Marywood Activists for
 Compassionate Choices)
 Marywood Aviators
 Marywood Dance Ensemble
 Marywood Gamer's Association
 Marywood Players
 Math Club
 MENC (Music Educators National
 Conference)
 Music Therapy Club
 POW (Peers on Wellness)
 Pre Physician Assistant Club
 PRSSA (Public Relations Student
 Society of America)

Psychology Club
 Pugwash
 Rock Climbing
 Sigma Pi Epsilon Delta
 Ski & Snowboard
 SOUL (Students Organized to Uphold
 Life)
 Speech & Hearing Club
 Step Team
 Student Alumni Association
 SVA (Student Veteran Alliance)
 VIA (Volunteers in Action)
 World Language Club
 Zeta Phi Delta

Sports Clubs

Cheerleading Squad

Dance Team

Pep Band

Social Sororities/Fraternities

Zeta Phi Delta (Sorority)

Students interested in organizing new clubs are encouraged to contact the staff of the Office of Student Activities and Leadership Development for information regarding the procedures to initiate new groups.

Honor Societies

Alpha Delta Mu
 American Society of
 Interior Design
 Chi Alpha Epsilon
 Chi Sigma Iota
 Delta Epsilon Sigma
 Delta Mu Delta
 Kappa Delta Pi
 Kappa Gamma Pi
 Kappa Mu Epsilon
 Kappa Omicron Nu
 Kappa Pi

Lambda Epsilon Chi
 Lambda Iota Tau
 Lambda Pi Eta, Rho Tau
 Chapter
 Phi Alpha Theta, Iota
 Sigma Chapter
 Phi Epsilon Kappa
 Phi Sigma Iota
 Pi Alpha Alpha
 Pi Gamma Mu
 Pi Kappa Lambda
 Psi Chi

SALUTE
 Sigma Delta Kappa
 Sigma Phi Omega
 Sigma Pi Epsilon Delta
 Sigma Pi Mu
 Sigma Theta Tau, Xi
 Gamma Chapter
 Theta Alpha Kappa
 Zeta Omicron,
 Marywood Chapter of
 Kappa Pi

Student Publications

Several opportunities are offered for artists, journalists, and creative writers. The student newspaper, *The Wood Word*, is published monthly. *Bayleaf*, a student arts/literary journal, attracts creative work from student writers and artists for bi-annual publications.

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 inter-

national 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.

All full-time students must furnish evidence of health insurance, otherwise, they will be enrolled in a University endorsed healthcare plan. Additional details about the mandatory student health insurance program are provided each semester and are available online and in the Student Health Services Center.

Honors Program



Dr. Erin Sadlack, Honors Program Director

Honors and Fellowships Board

Dr. Erin Sadlack, Honors Program Director

Ms. Rosemary Burger, Office of the Registrar

Dr. Edward Crawley, Reap College of Education and Human Development

Mr. Joseph Gluba, School of Architecture

Dr. Philip Jenkins, College of Liberal Arts and Sciences

TBA, College of Health and Human Services

Dr. Lindsey Wotanis, Insalaco College of Creative and Performing Arts

Mission

The Honors Program provides a vibrant academic community that presents Marywood's students with a variety of challenging intellectual opportunities to engage in research and scholarship. Whether through honors seminars in the core curriculum or through in-depth studies in their majors, students practice critical thinking skills, learn and apply research methods in their disciplines, and create new knowledge in their fields of study. By participating in the program's extracurricular activities and learning to do independent research, honors students practice the skills that prepare them to take leadership roles in a diverse and interdependent world.

Through engaging in research and taking advantage of opportunities to gain professional experience by participating in academic conferences, research forums, exhibitions, and leadership colloquia or by attending campus speakers' talks or gallery exhibitions, honors students enhance their baccalaureate experience and prepare for post-graduate success in their chosen fields.

Marywood is a member of both the National Collegiate Honors Council (NCHC) and the Northeast Region Collegiate Honors Council.

Requirements

The Honors Program at Marywood University is an open program. In order to register for honors courses, a student must maintain a minimum QPA of 3.33. To graduate with the Citation in Honors, a student must achieve a minimum 3.50 cumulative QPA.

To earn the Citation in Honors, a student must successfully complete:

- 4 honors seminar courses that meet core curriculum or liberal arts requirements (12 credits);
- 2 honors courses in the student's major (6 credits);

- 1 honors course elective OR a third honors course in the student's major (3 credits);
- Senior honors thesis (3 credits).

The Honors Program at Marywood will accept one honors course transferred from another college or university or one study abroad course. Students may be asked to provide a syllabus or sample of honors level work.

The Honors Thesis

The Honors Thesis is the capstone of the Honors Program at Marywood University. Broadly defined, the thesis brings together the student's major area of study and the liberal arts core. For example, an analysis of the structure of a novelist's style may contain reflections on the meaning of that style within a historical or sociological context. The thesis thus contains two elements: specialization in discipline and generalization in humanities.

Students who are planning to write their theses should begin by meeting with their advisers the semester before they would like to begin their research and writing. While students generally write their theses in their senior year, we recommend that students planning their student teaching, internships or field research start in their junior year to avoid conflicts.

To receive academic credit for the thesis, students must register for the courses Honors Thesis 478A and 478B (psychology majors should consult with their advisers and the Honors Program Director for alternate course scheduling) under their respective departments. Each section comprises 1.5 credits, and students must submit a timeline for the work they plan to complete over the course of each semester they are writing. The grade for 478A is based on the research the student accomplishes, while 478B is for the completed, written version of the thesis. The thesis will be due in the spring semester of the student's senior year, submitted to the Honors Program Director by the annual published deadlines.

All honors students planning to write a thesis must schedule a formal meeting with the Honors Program Director during the first two weeks of the semester they begin in order to discuss the issues related to the thesis. At this meeting, monthly appointments will be scheduled to ensure that procedure is followed and to address questions and doubts that may arise during the research.

Admission

Based on their high school transcripts, standardized test scores, class rank, and specified interests, freshmen may be placed in honors courses their first semester at Marywood. Students who meet the requirements may choose to apply to continue in the program after their first semester.

Any Marywood student who achieves a 3.33 QPA or higher after his or her first semester may register for honors courses, and after the first semester taking honors courses, may elect to apply to complete the program. Note: a 3.50 cumulative QPA is required to complete the degree and graduate with the Citation in Honors. Students interested in pursuing the Citation in Honors should visit the Honors Program Director to review the requirements and fill out the necessary forms.

Recognition

Honors courses and projects are designated by a special code that appears on a student's transcript. A student completing the honors degree receives the Citation in Honors, which is noted on all official transcripts and on the diploma.

Research at Marywood

The Honors Program and the Undergraduate Research Review Committee promote and support undergraduate research and scholarly activity by providing funding for undergraduates to conduct research and to travel to present their work. The committee also sponsors the Undergraduate Research Forum, at which students can present research projects, read papers, exhibit original art and photography, and discuss experiences from conferences and conventions. Students can apply for funding by visiting the Honors Program website for a Research Proposal Form. The Committee reviews and evaluates the proposals, then submits approved projects to the Honors Program Director for funding.

Scholarships and Fellowships

The Scholarships and Fellowships Committee is dedicated to helping students apply for awards at the undergraduate and graduate level. The committee identifies eligible students, advises during the application process, and recommends or nominates students for awards. Scholarships and fellowships are available for study in the United States as well as abroad. Interested students should contact the scholarship's assigned faculty adviser for more information.

Colleges



Reap College of Education and Human Development

Dean: To be announced

Mission Statement

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

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

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

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

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

Areas of Study

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

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

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

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

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

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

Communication Sciences and Disorders

REAP COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT



Andrea M. Novak, M.A., Graduate Program Director, Chairperson

Mona R. Griffer, Ed.D.

Renee S. Jourdanais, M.S.

Mary Margaret Mazzaccaro, M.S.

Vijayachandra Angalli Ramachandra, Ph.D.

Bruce A. Wisenburn, Ph.D.

*Sheri Skrutski, AuD.

*Part-time

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 department also provides pre-professional education for students interested in careers in audiology. The faculty of the Department of Communication Sciences and Disorders is dedicated to providing students with a quality education and opportunities to integrate theory and research into clinical practice.

Objectives of the Communication Sciences and Disorders Department

The five-year program leading to a Master's Degree in Speech-Language Pathology prepares students to:

1. Acquire academic knowledge and develop clinical skills pertaining to the scientific study of human communication processes that are necessary to perform competent practice of speech-language pathology, according to the current ASHA certification standards.
2. Evaluate the etiologies, pathologies, social-emotional, cognitive and educational factors associated with disorders of language, articulation-phonology, voice, fluency, swallowing, and hearing.
3. Exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional clinical practice.
4. Critically evaluate and be sensitive to issues pertaining to cultural and linguistic diversity.
5. Become eligible to earn certification from ASHA and state licensure as a speech-language pathologist in Pennsylvania.

6. Pursue teacher certification from the Commonwealth of Pennsylvania Department of Education (optional).
7. Work in a variety of settings such as schools, rehabilitation clinics, hospitals, community clinics, nursing homes, and private practice.

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

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

Special Facilities

The program is housed in the William G. McGowan Center for Graduate and Professional Studies. This attractive physical plant contains specialized space for classrooms, laboratories, and offices. The Center also houses the Marywood Speech-Language-Hearing Clinic. The clinic allows students to work with individuals with speech, language, and hearing needs as part of their educational preparation. The clinic is equipped with video monitoring equipment and a complete audiological evaluation facility. Students have access to computers to develop competence for both academic and personal use.

Program Overview

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

The Pre-Professional Phase

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

The Professional Phase

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

Program Flexibility – Multiple Points of Entry

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

Program Admission and Matriculation Requirements

1. A minimum SAT score of 1050 (M+V) is required for admission to the program – (Pre-Professional Phase); SATs below 1050 are reviewed on a case by case basis by the CSD Department Chairperson.
2. Enrollment is limited to 25 students in any given academic year due to ASHA FTE guidelines.
3. **Upon completion of the first year curriculum (freshman year), a minimum QPA of 3.25 in the CSD major is expected and a minimum cumulative QPA of 2.5 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 cumulative and CSD QPA of 3.25 by the end of the third year curriculum 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 Chairperson, the Graduate Program Director, and the Clinic Director 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, Graduate Program Director, Academic Advisor, and course instructor(s) will be held to determine which of those courses the student will be required to repeat. The student will be informed of the decision by their Academic Advisor and placed on academic probation until the course is repeated with a minimum grade of B-. Students who re-take a course are only permitted to re-take the course one time and a revised plan of study will be determined. If a student fails to earn the minimum expected grade of B- once the course is repeated, he/she will be dismissed from the program. Advisement as to other career opportunities will be provided. Students who earn below a C grade in any CSD course will be required to repeat the course with a minimum grade of B-.
5. Students who have successfully met all required liberal arts core and CSD Pre-Professional Phase coursework may apply for admission to the Professional Phase of the CSD five-year program during the spring semester of year three. See Graduate Admissions for a CSD Transition Application to the Professional Phases 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 C+ in any CSD graduate course or below a B– in any CSD practicum experience (Professional Phase) will be expected to develop a remediation 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. Students who have an undergraduate degree from another institution, who enter the CSD five-year program at the Professional Phase are required to submit:
 - Graduate Record Examination test scores and official undergraduate transcripts.
 - Two letters of recommendation from individuals who can comment on the applicant's academic and clinical skills and potential for successful graduate study (e.g., former professors, clinical supervisors).
 - Submission of a typewritten essay. See specific essay questions and requirements included in the Graduate Admissions Application Packet or on-line application.
 - A personal or phone interview at the discretion of the CSD department chair and/or 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 admitted on a case-by-case basis and are expected to carry nine credits per semester.

Transfer Students

Students transferring into the CSD major from another program within Marywood or from other institutions must have a 3.25 overall QPA on a minimum of 12 credits. An interview with the CSD Chairperson and/or Graduate Program Director may also be required. Students will be expected to provide evidence of good oral and written communication skills and above average grades in science courses. Students who meet this criterion will be admitted to the major provided that there are openings in the program.

Degree Conferral and Certification

Those students entering the program as undergraduates will be awarded the 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 four and five) of the five-year program will be awarded a Master of Science Degree in Speech-Language Pathology and will be eligible to pursue ASHA certification and state licensure.

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

Students with out-of-field undergraduate degrees are eligible to apply for the Professional Phase of the program and will be admitted provisionally. Enrollment in graduate level courses, however, requires the following:

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

A plan of study will be developed by the CSD department chair and/or graduate program director, who will serve as the student's academic advisor. Students will be required to sign a statement regarding their plan of study, which reads:

"The student named on this form understands that to be eligible to matriculate in the Professional Phase of the program, he/she must complete this plan of study with an overall minimum quality point average (QPA) of "B." The student must earn a minimum QPA of "B" in the fall semester before being permitted to enroll for courses offered during the spring semester."

CSD Prerequisite Course Sequence

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

The typical sequence of CSD undergraduate pre-requisite 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 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)
ENGL 160	Composition and Rhetoric (3)
PHIL 113	Introduction to Philosophy (3)
PSYC 211	General Psychology (3)
UNIV 100	Living Responsibly in an Interdependent World (1)
Total:	18 (5 UG CSD and 13 LA)

Spring 1

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

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)

PHYS or CHEM

or ENVS Physical Science (3) (*Required for ASHA*)

FL Foreign Language (3)

Total: 17 (11 UG CSD and 6 LA)

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 (<i>elective</i>) (3)

OR

LA General Elective (Educational Psychology required for Teacher Certification) (3)

FL ** Foreign Language (3)

PHIL 315 or 404 Ethics or Biomedical Ethics (3)

Total: 17 (8 or 11 UG CSD and 6 or 9 LA)

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

Sum 1 (Session I)

ENGL English (> ENGL 301)

LA General Elective (3)

Total: 6 (6 LA)

Third Year Curriculum: (47 credits; 42 undergraduate credits – 5 graduate credits)

Fall 3

CSD 363	Audiology (3)
CSD 363L	Audiology Lab (0)
CSD 366	Communication Disorders in Adults (3)
MATH 216	Statistics for the Behavioral and Social Sciences (3)
HIST	History (3)
FA	Fine Arts (3)
LA	General Elective (Social Foundations required for Teacher Certification) (3)
Total:	18 (6 UG CSD and 12 LA)

Spring 3

CSD 364	Auditory Amplification and Aural Rehabilitation (3)
CSD 361	Clinical Methods and Processes (3)
CSD 469	Special Topics (1)
HIST 105	Ethnicity and Diversity in the Modern World (3)
RST	Religion (above 100 level) (3)
LA	General Elective (Method/Assess ESL required for Teacher Certification) (3)
Total:	16 (7 UG CSD and 9 LA)

Sum 2 (Session I)

CSD 508	Fluency (2)
CSD 505	Augmentative and Alternate Communication Systems (3)
LA	General Elective (3)
Total:	8 (5 Grad CSD and 3 LA)

Sum 2 (Session II)

CSD 468A	Introductory Clinical Practicum in Speech-Language Pathology (2) (begins Sum I – 10 wks)
LA	General Elective (3)
Total:	5 (2 UG CSD and 3 LA)

NOTE: 121 credits toward an undergraduate degree have been earned at the completion of the third year curriculum (which includes summers I and II). For those students transitioning to the Professional Phase, five additional CSD graduate credits will be counted toward the 126 credit requirement for the undergraduate degree. For those students who will not be transitioning, undergraduate elective liberal arts credits will be needed to complete the 126 required for their undergraduate degree.

Professional (Graduate) Phase

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

Fall 4 Grad

CSD 502	Seminar in Aphasia (3)
CSD 504	Language Learning Disorders in School-Age Children and Adolescents (4)
CSD 506P	Diagnostic Procedures and Clinical Writing (3)
CSD 515	Dysphagia (3)
CSD 516A	Clinical Practicum in Speech-Language Pathology (1)
CSD 518P*	Independent Study in Clinical Methods and Processes (1)
CSD 524	Neuroscience (2)

Total: 16 CSD Grad Credits for students completing 5-year program or (*) 17 CSD Graduate Credits for 2-year graduate students

Spring 4 Grad

CSD 500	Research Methods in Speech-Language Pathology (3)
CSD 507	Voice Disorders (2)
CSD 503	Seminar in Phonological and Articulation Disorders (3)
CSD 511	Pediatric Neuromotor Speech Disorders (2)
CSD 514	Adult Neurogenic Motor Speech Disorders (2)
CSD 516B	Clinical Practicum in Speech-Language Pathology (1)
CSD 506L	Language Sample Analysis Computer Lab (1)
CSD 521	Diagnostic Practicum in Speech-Language Pathology (2) (1/2 cohort)

Total: 14 or 16 CSD Grad Credits

Sum 3 Grad (Session I)

CSD 505	Augmentative and Alternate Communication Systems (previously taken by 5-year students) (3)
CSD 508	Fluency Disorders (previously taken by 5-year students) (2)
CSD 525	Autism (elective – either 512, 525, or both) (2)
EDUC 502	Multidisciplinary Foundations of Education (Required for Teacher Certification) (3)

AND/OR

EDUC 523	Seminar: Psychology of Education (Required for Teacher Certification) (3)
Total:	2 CSD Grad Credits depending on elective options for five-year students; 7 CSD Grad Credits for two-year students; 3-6 EDUC credits if pursuing Teacher Certification and not already completed

Sum 3 Grad (Session II)

CSD 501	Family Systems and Counseling: Multicultural Perspectives in Speech-Language Pathology (2)
CSD 512	Cleft Palate (elective-either 512, 525, or both) (2)
CSD 522	Audio/Aural Rehab Pract (1) (begins Sum I – schedule varies)
CSD 516C	Clin Pract SLP (1) (begins Sum I – 10 weeks)
CSD 517P	Prof. Issues (1) (begins Sum I – 10 weeks)
CSD 521	Dx Pract (1/2 Cohort) (2) (begins Sum I)
EDUC 561	Method/Assess ESL (required for Teacher Certification) (3)
Total:	5 to 9 CSD Grad Credits depending on elective options and semes- ter where CSD 521 and 522 are taken; 3 EDUC if pursuing Teacher Certification and not already completed.

Fifth Year Curriculum (8 CSD Graduate credits) or (19 Graduate credits; 7 CSD Graduate credits and 12 EDUC credits if pursuing Teacher Certification)

Fall 5 Grad

CSD 510	Communication Disorders in High-Risk Infants, Toddlers, & Preschoolers (3)
CSD 513	Communication Disorders Related to Traumatic Brain Injury, Dementia, & Right Hemispheric Dysfunction (3)
CSD 519I	Clinical Internship in Speech-Language Pathology (1)
Total:	7 CSD Grad Credits

Spring 5 Grad

CSD 520E	Clinical Externship in Speech-Language Pathology (1)
OR	
EDUC 597	CSD Student Teaching Clinical Internship (12) (Required for Teacher Certification)
Total:	1 CSD Grad Credit or 12 EDUC Grad Credits

Communication Sciences and Disorders Courses (CSD)

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 166 Anatomy and Physiology of Speech and Hearing (4)

Comprehensive study of the structure and function of the auditory, speech, and neurological mechanisms as they relate to the communicative process. *Prerequisite: BIOL 130 Principles of Anatomy and Physiology (meets core requirement).*

CSD 241 American Sign Language I (3)

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

CSD 242 American Sign Language II (3)

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

CSD 261 Speech Science (3)

Physics of sound, perceptual and productive processes of speech, basic instrumentation, and the interrelationships of these areas to communication. *Prerequisites: CSD 164, 166.*

CSD 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 265 L Language Sample Analysis Lab (2)

Students will learn to obtain and analyze a language sample from a developmental perspective. The process of language sample analysis (LSA) that stresses the importance of analyzing the semantic, morphological, syntactic, and pragmatic aspects of language will be used. Normal and atypical patterns of language development will be discussed within an LSA framework. *Co-requisite: CSD 265.*

CSD 266 Introduction to Language Disorders in Children (3)

An overview of the nature and causes of pediatric language disorders across clinical populations and age groups. Provides a basic understanding of theoretical frameworks, identification protocols, and general assessment in intervention approaches. *Prerequisite: CSD 265 and 265L.*

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 271 Introduction to Articulation and Phonological Disorders (3)

The nature, causes, symptoms, and treatment of articulation and phonological disorders and dysarthria. *Prerequisites: CSD 164, 166, 265, and 265L.*

CSD 361 Introduction to Clinical Methods (3)

Principles, methods, and procedures necessary for the development of clinical competencies required for a positive transition into the entry-level clinical practicum experience.

CSD 363/363L Audiology and Audiology Lab (3, 0)

Fundamental aspects of hearing measurement and the nature and prevention of auditory disorders. *Prerequisite: CSD 270.*

CSD 364 Auditory Amplification and Aural Rehabilitation (3)

Presents theory and practice of aural habilitation/rehabilitation. Contemporary practices regarding hearing aids, speechreading, and auditory training. *Prerequisite: CSD 363 and 363L.*

CSD 366 Communication Disorders in Adults (3)

The nature, causes, and treatment of communication disorders in adults.

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 C, and permission of department chairperson.*

CSD 469 Special Topics in Communication Disorders (1)

Varying topics, periodic offerings in specific areas reflecting contemporary needs and interest. *Prerequisite: upper division status or approval of department chairperson.*

CSD 470 Assistantship in Audiology (2)

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

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 chairperson.*

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 chairperson.*

Education

REAP COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT



Patricia Sullivan Arter, Ed.D., Chairperson
Kathryn Clauss, IHM, Ph.D.
Christine Fryer, Ed.D.
Gwynne Gilbert, M.S., director, Fricchione Day Care Center
Michelle Gonzales, Ph.D.
Bernice Lukus, M.S.
Sister M. Marilyn Muro, IHM, M.Ed., director, Early Childhood Center
Joseph Polizzi, Ph.D.
Sister Frances E. Russell, IHM, Ph.D., C.M.F.C.
Kathleen O'Neill Ruthkosky, Ph.D.
Linda Skierski, M.S.
Kerri Tobin, Ph.D.
*Part-time

Members of many departments cooperate in the Teacher Education Program, specifically in special subject methodology and supervision of student teaching.

Goals

Marywood's Teacher Education Program prepares beginning teachers to succeed in varied school settings. The department has major responsibility for the sequences in early childhood education (PK-4), elementary education (grades 4-8), and special education (PK-8 and 7-12). Additionally, it cooperates with many other departments to offer the professional education components for prospective teachers of biology, communication, English, general science, mathematics, and social studies in secondary grades 7-12; for prospective teachers of art, French, Spanish, health and physical education, home economics/family and consumer science, and music, grades K-12.

Teacher Education Programs complement the Undergraduate Core Curriculum, especially as it fosters the development of creative and responsive leadership in personal and professional life.

Conceptual Framework for Teacher Education at Marywood University

We believe that faculty and prospective educators should be liberally educated professional persons who can effectively communicate with students, colleagues and parents. They model and hold themselves responsible for designing, imple-

menting, and evaluating instruction that promotes for *all* students; mastery of a dynamic body of knowledge, creativity, problem solving, active learning, intellectual excitement, lifelong reflective learning, cooperation and collaboration, responsible work habits, wellness, respect for and integration of individual, group and cultural differences, and civic responsibility for an interdependent and just world. They strive to promote learning in a developmentally appropriate, technologically rich, and affirming environment.

To prepare prospective educators to realize the vision presented in the conceptual framework, the Teacher Education Program seeks to develop experiences that allow all teacher candidates to develop the following competencies. (INTASC, PA Chapter 354)

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches, and can create learning experiences that make these aspects of subject matter meaningful for all students.
2. The teacher understands how all children learn and develop, and can provide learning opportunities that support their life-long intellectual, social, career and personal development.
3. The teacher understands how students differ in their cultural background, ability, and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.
4. The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students' development of critical thinking, problem solving and performance.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, information literacy, collaboration and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, curriculum goals and the Pennsylvania Academic Standards.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.
10. The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student wellness and learning.

Special Features

The department's programs are approved by the Pennsylvania Department of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE).

The Pennsylvania Department of Education (PDE), who approves all teacher education certification programs, is in the process of revising its Teacher Certification Guidelines, which may necessitate curriculum changes at Marywood.

Program Requirements

Initial Admission

Applicants must meet the prevailing SAT minimum score requirement policy for all teacher education programs. **The minimum QPA requirements discussed in this section for admission to the program, student teaching approval, recommendation for certification and graduation are subject to change based on minimums established by the Pennsylvania Department of Education.**

Upper Level Admission, Retention

Students make formal application for upper level teacher education courses as they complete 48 credits, often in the second semester of the sophomore year.

Requirements are as follows:

1. application;
2. recommendation from two faculty;
3. cumulative overall QPA of 3.00 minimum;
4. completion of 6 credits of college level math and 6 credits of college level English (3 credits in composition, 3 credits in literature);
5. speech/hearing/communication screening;
6. evidence of ongoing field experience with minimum of 40 hours (NOTE: Act 34/Act 151 clearances and FBI fingerprints are required for field experience participation);
7. interview with faculty and practitioners;
8. passing scores on PAPA: Reading, PAPA: Writing, and PAPA: Math tests taken in first sophomore semester (involves fees);
9. character reference;

Student teaching approval requires:

1. completion of all admission procedures specified above;
2. completion of at least 190 hours of field experience, appropriately distributed over scope of sequence;
3. minimum QPA of 3.00 overall;
4. minimum QPA of 3.00 in the major and also in the professional education sequence for secondary/K-12; Elementary Education majors need a QPA of 3.0 in the major and also in the two areas of certification;
5. continuing recommendation of major department; Mantoux test (formerly TB), FBI fingerprint, criminal background, child abuse clearance, and other clearances specified locally.

Recommendation for certification requires:

1. completion of degree requirements;
2. completion of program in education (3.00 minimum QPA);
3. completion of major (3.00 QPA).
4. Passing scores on Praxis II.

Note: State certification tests are commonly required; passing levels are set by each state and are increasing.

Pennsylvania licensure requires:

1. successful completion of an approved certification program;
2. passing scores on applicable PRAXIS tests, (involves fees);
3. application for certification, with required signature, fees, etc.;
4. additional evidence, as may be required, regarding health, freedom from substance addiction, absence of criminal record, etc.

State requirements existing at the time of application for certification will apply. Hence, students are advised to seek certification immediately upon completion of a program regardless of their future plans.

Licensure is controlled by each state. Many require PRAXIS tests, which are administered at Marywood each year. The continuing NCATE accreditation earned by Marywood is a major advantage for licensure in many states.

Handbook

Students should consult handbooks on teacher education procedures, field experience, and student teaching.

Transfer Students

Students transferring into Education from another program within Marywood or from other institutions must have a 3.00 overall QPA on a minimum of 12 credits.

Transfer students in all teacher education programs should arrange an appointment with the chairperson of the Education Department immediately upon arrival.

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 current and on file in the Field Experience Office throughout field placement and Student Teaching semesters.

Beginning in the first year, a preprofessional phase consists of exploration of education as a profession and the building of a commitment to teaching. Experiences with children are begun through assigned observation in local schools.

Level I Field Experience

The first independent field experience placement typically happens during the teacher candidate's second through fourth semesters at Marywood University. 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.

Level II Field Experience

Teacher candidates, generally by junior year, are more involved in the classroom activity. 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 at this placement level are related to the objectives of the upper level methods courses in which they are currently enrolled.

Student Teaching

The prospective teacher is assigned as a full-time student teacher for one semester, usually during the last year. 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. No courses should be taken during this semester except those directly supporting the student teaching experience, such as SPED 352 for Early Childhood, EDUC 520 for Special Education majors and SPED 300 for Elementary (4-8) and Secondary/K-12 majors.

Although every effort is made to accommodate transportation needs, students should anticipate local travel expenses related to field experiences throughout the program.

Degree Requirements

	Major	Core	To Graduate
Early Childhood Education (PK-4)	80.5	43-46	126.5
Special Education (PK-8) with dual certification (PK-4)	87.0	43-46	133
Elementary Education with certification (Grades 4-8)	Varies based on option chosen	43-46	130-135
Special Education (PK-8) with dual certification in Elementary Education (Grades 4-8)	Varies based on option chosen	43-46	135

Curriculum Requirements

Early Childhood Education (PK-4)

(available independently or as dual certification with Special Education)

The curriculum requirements discussed in this section are subject to change, based on guidelines and the program approval process established by the Pennsylvania Department of Education.

The program prepares prospective early childhood educators who have a desire to specialize in working with children from birth through age nine in a variety of programs, including preschool and primary classrooms. The Early Childhood Education program is a unique program that blends the historical and philosophical perspectives of early childhood education and research and practice in the field in order to give prospective teachers the knowledge and skills required to work in inclusive classroom settings.

This program also gives students the opportunity to pursue dual certification in special education.

The curriculum requirements are:

EDUC 00_	Field Experience (ongoing)
EDUC 004A	ECE Field Experience I & II (.5/.5)
EDUC 005A	Practicum Block A (1)
EDUC 005B	Practicum Block B (1)
EDUC 100/101	Introduction to Education (.5/.5)
PSYC 214	Child Psychology (Prerequisite to EDUC 311) (3)
SPED 100	Characteristics of Students with Disabilities (3)
EDUC 108	Orientation to Early Childhood Education (3)
EDUC 300	Early Childhood Curriculum I (3)
EDUC 301	Early Childhood Curriculum II (3)
EDUC 302	Child in the Family (3)
EDUC 309F*	Curriculum and Instruction: Math (3)
EDUC 309G*	Curriculum and Instruction: Science (3)
EDUC 309H*	Curriculum and Instruction: Social Studies (3)
EDUC 309L	Curriculum and Instruction: Children's Literature (1.5)
EDUC 309M*	Curriculum and Instruction: Language & Literacy I (4)
EDUC 309N*	Curriculum and Instruction: Language & Literacy II (3)
EDUC 311	Educational Psychology (3)
SPED 300*	Curriculum Adaptations (3)
SPED 350	Assessment and Planning for Young Children (3)
SPED 352**	Diagnostic and Prescriptive Teaching (3)
SPED 367*	Behavior and Classroom Management (3)
SPED 400	Law and Collaboration (3)
EDUC 461*	Methods, Materials and Assessment of ELL (3)
EDUC 442	Student Teaching (9)

Additional Liberal Arts Credits

MATH 110 Mathematics in Contemporary Society (3)

OR

MATH 120 Math in the Liberal Arts (3)

BIOL 110/110L Principles of Biology + Lab (4)

SSCI 201 Introduction to Social Sciences (3)

COMM 101 Dynamics of Speech (2)

*Course requires successful completion of sophomore screening

**Course taken with student teaching

Students seeking dual certification program with special education take the following additional courses:

SPED 350A Practicum I (PK-K) (1)

SPED 352B* Practicum II (1-6) (1)

SPED 362* Secondary Programming & Career Education (3)

EDUC 420 Universal Design for learning (3)

Field experience begins in the first year and culminates with the student teaching experience. Students have the opportunity to work in a variety of settings including early intervention programs, home-based programs, preschool/day care programs, and primary (K-4) classrooms in urban, rural, and suburban locations.

The Tony Domiano Early Childhood Center, a campus facility for three-to-six year olds, serves as one of a number of sites at which students observe, participate, or student teach. The Frichione Day Care Center, also on campus, serves children from infancy upwards and is used for field experience by students in the ECE program.

Students may also elect to enroll in a dual certification program. These lead to teacher certification in special education (PK-8) and elementary education (Grades 4-8), special education (PK-8) and early childhood education (PK-4), or special education (7-12) and secondary education (7-12).

These options may require some additional coursework. Contact the department chairperson for more information.

In order to graduate with a Bachelor of Science in Early Childhood Education, students must complete all required liberal arts and major courses, with a minimum QPA of 3.00 overall and in the major. Additionally, they must undertake student teaching experiences. Student teaching is evaluated as satisfactory/unsatisfactory. If a satisfactory grade is not earned in both experiences, the student must complete the equivalent number of approved major credits as a substitution, in order to graduate. Under such circumstances, recommendation for certification will be withheld.

Elementary Education (Grades 4-8)

The curriculum requirements discussed in this section are subject to change, based on the guidelines and program approval process established by the Pennsylvania Department of Education.

The prospective teacher requires a broad and strong liberal arts foundation. Advisement is done primarily by education faculty, with support of faculty in the minor area.

The curriculum requirements are:

EDUC 00_ Field Experience (ongoing)

EDUC 005C Practicum III Middle Level (1)

EDUC 100/101 Introduction to Education (.5/.5)

PSYC 252 Adolescent Psychology (prerequisite to EDUC 311) (3)

EDUC 110 Middle School Philosophy and Foundations (3)

EDUC 311* Educational Psychology (3)

EDUC 310F* Elementary Curriculum & Instruction: Math & Science (3)

EDUC 310M*	Elementary Curriculum & Instruction: Language Arts & Social Studies (3)
EDUC 461*	Methods, Materials, & Assessment of ELL (3)
SPED 100	Characteristics of Students with Disabilities (3)
SPED 300**	Curriculum Adaptations (3)
SPED 367*	Behavior Management (3)
EDUC 442*	Student Teaching (9)

*Course requires successful completion of sophomore screening

**Course taken with student teaching

Specific courses supportive of Elementary Education (4-8) must be chosen within two concentration areas. Candidates may choose concentrations in Math & Science, Math & English, Math & Social Studies, English & Science or Science & Social Studies. They are listed under program requirements in the Undergraduate Teacher Education Handbook.

In order to graduate with a Bachelor of Science in Elementary Education (Grades 4-8), students must complete all required liberal arts and major courses, with a minimum QPA of 3.00 overall and in the two areas of concentration. Additionally, they must undertake student teaching experiences. Student teaching is evaluated as satisfactory/unsatisfactory. If a satisfactory grade is not earned in both experiences, the student must complete the equivalent number of approved major credits as a substitution, in order to graduate. Under such circumstances, recommendation for certification will be withheld.

Secondary and K-12 Certifications

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

Secondary (7-12) certification is available in:

communication	social studies
English	biology
mathematics	general science

All grades (K-12) certification is available in:

art	health/physical education
music	home economics/family and consumer science
French	
Spanish	

The prospective teacher seeking secondary or all-grades certification in any area should be guided by the chairperson of the major discipline and by the Education Department administrator. The professional education requirements for secondary, K-12 certification are:

EDUC 00_	Field Experience (ongoing)
EDUC 005D	Practicum IV Secondary/K-12 (1)
EDUC 100/101	Introduction to Education (.5,.5)
PSYC 251	Developmental Psychology (3) (prerequisite to EDUC 311)
EDUC 311*	Educational Psychology (3)
EDUC 411A*	Effective Instruction in Secondary and K-12 Education (3)
Various	Special methods (variable in title, number, and credit, taken in major department)
SPED 100	Characteristics of Students with Disabilities (3)
SPED 300**	Curriculum Adaptations (3)
SPED 367*	Behavior and Classroom Management (3)

EDUC 442*	Student Teaching (6,6)
EDUC 414*	Social Foundations (3)
EDUC 461*	Methods, Materials and Assessment of ELL (3)

*Course requires successful completion of sophomore screening

**Course taken with student teaching

Curriculum Requirements for the Special Education Degree

The major in Special Education requires completion of a content area major. Candidates must choose dual certification with early childhood (PK-4), elementary (Grades 4-8), or a secondary content area (7-12).

EDUC 001-004 Field Experience (ongoing)

SPED 100 Characteristics of Students with Disabilities (3)

SPED 300 Curriculum Adaptations (3)

SPED 350 Assessment and Planning for Young Children (3)

SPED 350A Practicum I: (PK-K) (for early childhood (PK) dual certification only) (1)

EDUC 352* Diagnostic Evaluation/Prescriptive Teaching (3)

SPED 352B* Practicum II: (Grades 1-6) (1)

SPED 362* Secondary Programming and Career Education (3)

SPED 362C* Practicum III: (Grades 7-12) (secondary (7-12) dual certification) (1)

SPED 367* Behavior and Class Management (3)

SPED 400* Law and Special Education (3)

EDUC 420** Universal Design for Learning (3)

*Course requires successful completion of sophomore screening

**Course taken with student teaching

In addition to the credits listed, dual certification in Early Childhood Education (PK-4) requires the following courses:

EDUC 004A ECE Field Experience I & II (.5/.5)

EDUC 005A Practicum Block A (1)

EDUC 005B Practicum Block B (1)

EDUC 100/101 Introduction to Education (.5/.5)

PSYC 214 Child Psychology (prerequisite to EDUC 311) (3)

EDUC 108 Orientation to Early Childhood Special Education (3)

EDUC 300 Early Childhood Curriculum I (3)

EDUC 301 Early Childhood Curriculum II (3)

EDUC 302 Child in the Family (3)

EDUC 309F* Curriculum and Instruction: Math (3)

EDUC 309G Curriculum and Instruction: Science (3)

EDUC 309H* Curriculum and Instruction: Social Studies (3)

EDUC 309M* Curriculum and Instruction: Language & Literacy I (4)

EDUC 309N* Curriculum and Instruction: Language & Literacy II (3)

EDUC 311 Educational Psychology

EDUC 461* Methods, Materials and Assessment of ELL (3)

EDUC 442* Student Teaching (1 of 2 placements is in a SPED setting) (9)

Additional Liberal Arts Credits

MATH 120 Math in the Liberal Arts (3)

BIOL 110/110L Principles of Biology + Lab (4)

SSCI 201 Introduction to Social Sciences (3)

COMM 101 Dynamics of Speech (2)

A dual certification program in Elementary Education would require the following courses as well as two content concentration areas as noted above:

EDUC 00_	Field Experience (ongoing)
EDUC 100/101	Introduction to Education (.5/.5)
PSYC 252	Adolescent Psychology (prerequisite to EDUC 311) (3)
EDUC 110	Middle School Philosophy and Foundations (3)
EDUC 311	Educational Psychology (3)
EDUC 310F*	Elementary Curriculum & Instruction: Math & Science (3)
EDUC 310M*	Elementary Curriculum & Instruction: Language Arts & Social Studies (3)
EDUC 442*	Student Teaching (1 of 2 placements will be in a SPED setting) (9)
EDUC 461*	Methods, Materials and Assessment of ELL (3)

*Course requires successful completion of sophomore screening

**Course taken with student teaching

The minor program for Special Education requires 18 semester hours in the following courses:

SPED 100	Characteristics of Students with Mild Disabilities (3)
SPED 350	Assessment and Planning for Young Children (3)
SPED 352*	Diagnostic Evaluation/Prescriptive Teaching - Phase II (3)
SPED 362*	Secondary Programming and Career Education (3)
SPED 367*	Behavior and Classroom Management (3)
SPED 400*	The Law and Special Education (3)

*Course requires successful completion of sophomore screening

Education Courses (EDUC)

EDUC 00_ Field Experience (0)

Requires weekly experience with children and youth in participating public and private schools and service agencies. Requires sign-up in the Office of Professional Education Field Experience each semester. Students are responsible for their own transportation. Experiences in urban, rural, suburban placements are required. Clearances are needed prior to placement.

EDUC 004A Early Childhood Practicum I and II (0.5)

Supervised sustained field experience with children in P-K classroom settings. Early Childhood Practicum I and II are taken with EDUC 300/FCS 300 and EDUC 301/FCS 301. Field activities and assignments are tied to the courses. Students need transportation.

EDUC 005A/005B Practicum I Block A and Practicum II Block B (1,1)

Supervised sustained field experience with children in PK-4 classroom setting. Practicum I and Practicum II are taken with the “Junior” block courses.

EDUC 005C Practicum III Middle Level (1)

Supervised sustained field experience with students in 4-8 classroom setting. Practicum is taken with the “Junior” block courses.

EDUC 005D Practicum IV Secondary/K-12 (1)

Supervised sustained field experience with students in a Secondary or K-12 classroom. Practicum is taken with the “Junior” block courses.

EDUC 100, 101 Introduction to Education (0.5,0.5)

Seminar course that orients students in elementary, secondary, special education and K-12 certification programs to educational careers and program requirements. Discussions focus on issues and trends that impact education.

EDUC 108 Orientation to Early Childhood Education (3)

Presents history, philosophy, and rationale for early childhood programming for all children. Includes studies of typical and atypical development with an emphasis on observation skills.

EDUC 110 Middle School Philosophy and Foundations (3)

Discusses the philosophical and historical foundations of middle schools. Emphasis on current trends in designing and developing curriculum and environments for students grades 4-8.

EDUC 300 Early Childhood Curriculum (3)

Presents a conceptual framework for learning and development for all children ages three through nine. Encompasses modern theory and research in curriculum development with an emphasis on developmentally appropriate practice in the following areas of the curriculum: language and literacy, play, art and music. Requires concurrent enrollment in field practicum 004A (.5 credit) in an early childhood setting or kindergarten classroom.

EDUC 301 Early Childhood Curriculum (3)

Presents a conceptual framework for learning and development for all children ages three through nine. Encompasses modern theory and research in curriculum development with an emphasis on developmentally appropriate practice in the following areas of the curriculum: Math, Science, Social Studies, and Health. Requires concurrent enrollment in field practicum 004A (.5 credit) in an early childhood setting or a kindergarten classroom. Prerequisite: EDUC 300/FCS 300.

EDUC 309 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.

Typically taken over two semesters minimum; all except EDUC 309L require upper-level screening approval. Must be taken concurrently with Practicum 005A or 005B.

F	Math	3.0
G	Science	3.0
H	Social Studies	3.0
L	Children's Literature	1.5
M	Language and Literacy I	4.0
N	Language and Literacy II	3.0

EDUC 309F Curriculum and Instruction: Math

Active, materials-based, collaborative investigation of mathematics learning/teaching, in light of Pennsylvania and NCTM Standards. *Prerequisite: upper level screening approval.*

EDUC 309G Curriculum and Instruction: Science

Science theories and methodology applied through cooperative, hands-on teaching experiences. Emphasis on PA Academic Standards as well as NSTA guidelines. *Prerequisite: upper level screening approval.*

EDUC 309H Curriculum and Instruction: Social Studies

Social studies instruction that promotes informed, responsible citizenship in a pluralistic society. Emphasis on interdisciplinary approaches, Pennsylvania Academic and NCSS Curriculum Standards. *Prerequisite: upper level screening approval.*

EDUC 309M Curriculum and Instruction: Language and Literacy I

Theory and practice are blended in the study of reading/language arts skill development in children from PK through grade four. Various philosophies, methods, and approaches are explored in the context of current research and practice. *Prerequisite: upper level screening approval.*

EDUC 309N Curriculum and Instruction: Language and Literacy II

Theory and practice are blended in the study of reading/language arts skill development in children, grades PK through grade 4. Skill in developing reading and writing in the content areas is also emphasized. *Prerequisite: EDUC 309M and upper level screening approval.*

EDUC 310F Elementary Curriculum & Instruction (Grades 4-8):**Math & Science (3)**

An interdisciplinary methods course designed for candidates interested in teaching in Grades 4-8. It is focused on collaborative investigation of math and science learning with an emphasis on PA Academic Standards and Anchors, NCTM and NSTA guidelines. *Prerequisite: upper level screening approval.*

EDUC 310M Elementary Curriculum & Instruction (Grades 4-8): Language Arts & Social Studies (3)

Course takes an interdisciplinary approach to teaching reading/language arts skills in the context of teaching social studies curriculum. PA Academic Standards and Anchors as well as NCSS, IRA, and NMSA standards are used to guide curriculum development for students in grades 4-8. *Prerequisite: upper level screening approval.*

EDUC 311 Educational Psychology (3)

Presents the learning process in light of contemporary theory and research. Examines teacher-student relationships in the context of cultural and economic diversity. Deals with learning and behavior problems of students, assessment of student progress, and classroom management. *Prerequisite: PSY 251.*

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

Integrates the theory and practice of teaching. Topics include classroom management, planning, techniques and strategies, evaluation, reading in the content area, and instructional materials and technology. (See departmental listings for complementary specific methods.) *Prerequisite: upper level screening approval.*

EDUC 414 Social Foundations of Education (3)

Students interpret historical, sociological, legal, multicultural, and philosophical themes underlying educational practices, especially in the United States. *Prerequisite: upper level screening approval.*

EDUC 420 Universal Design for Learning: Principles, Practice and Leadership (3)

This course will examine the concept of Universal Design for Learning (UDL) and address the practical application of UDL in the classroom to teach and reach all students. This course will provide an overview of learner differences, brain research on learning, and the use of multimedia technologies to include all students. It will also provide participants with strategies to integrate the application of UDL into the curriculum as well as hands-on practice with multimedia technologies. Mentoring techniques will also be discussed and action plans for mentoring colleagues, utilization of technology resources, and integration of UDL in the classroom will be developed. *Recommended only for candidates with senior standing.*

EDUC 461 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. *Recommended only for candidates with senior standing.*

EDUC 442 A-Q Student Teaching (9)

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

EDUC 499 Independent Study

Involves student initiated activity in area of choice, according to University policy. *Requires approval of chairperson.*

Special Education Courses (SPED)

SPED 100 Characteristics of Students with Mild Disabilities (3) fall

Examination of etiology, characteristics, and educational interventions for those with disabilities. Course requires service learning; Clearances are required.

SPED 300 Curriculum Adaptations (3)

This course provides the student with instructional strategies and educational procedures proven to be best practices for at-risk and students with special needs. Course is taken with student teaching for K-12/secondary education students.

SPED 350 Assessment and Planning for Young Children (3)

Studies curriculum, methods, materials, and activities for preschool and primary level students with disabilities. Stresses formal and informal assessments for identification, programming, and evaluation. Emphasis on planning individualized learning experiences for young children. Emphasis on planning individualized learning environments for young children. Field experience in an early intervention setting is required. Taken concurrently with SPED 350A. Clearances are required.

SPED 350A Practicum I: (PK-K) (1)

Involves supervised practicum at early intervention/preschool levels of performance for children with disabilities. Education forms must be filed upon completion of competencies. Involves transportation, which is the student's responsibility. Taken concurrently with SPED 350.

SPED 352 Diagnostic Evaluation/Prescriptive Teaching (3)

Studies curriculum, methods, materials, and activities for elementary, middle, and secondary level students, encompassing supportive, supplemental, or replacement intervention levels. Stresses formal and informal assessment, task analysis, monitoring devices, and individualized programming strategies.

SPED 352B Practicum II: (Grades 1-6) (1)

Involves supervised practicum at elementary and middle level with students with disabilities. Education forms must be filed upon completion of competencies. Involves transportation, which is the student's responsibility. *Students should also be registered for SPED 352. Clearances are required.*

SPED 362 Secondary Programming and Career Education (3) spring

Emphasizes teaching and curriculum strategies for the education of adolescents with disabilities. Discusses the relationship of adolescent development and psychology to career education theory and practice. Investigates program models and evaluation strategies. *Students should also be registered for SPED 362C.*

SPED 362C Practicum III: (Grades 7-12) (1)

Involves supervised practicum at the secondary level with students with disabilities. *Students should also be registered for SPED 362. Clearances are required.*

SPED 367 Behavior and Classroom Management (3)

Designed to train students in the functional use of terminology and techniques in the field of behavior and classroom management.

SPED 400 The Law and Special Education (3)

Presents litigation involving the rights to treatment, a fair classification, and education. Discusses student and teacher rights and responsibilities. Recommended only for candidates with senior standing.

SPED 499 Independent Study (1-3) fall, spring

Allows a student to develop in-depth knowledge in a personal interest area in Special Education. Must be directed by a faculty member, with permission of the department chairperson. Subject to University and department restrictions, including, but not limited to, minimum quality point average, faculty availability, and upperclass standing.

Psychology

REAP COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT



Edward Crawley, Ph.D., Chairperson

Sister Gail Cabral, Ph.D., C.M.F.C.

C. Estelle Campenni, Ph.D.

Brooke Cannon, Ph.D.

Andy Dattel, Ph.D.

*Margaret S. Karolyi, Ph.D.

Dana Leighton, Ph.D.

Edward O'Brien, Ph.D., C.M.F.C.

David Palmiter, Ph.D.

Tracie Pasold, Ph.D.

David Renjilian, Ph.D.

*Part-time

Goals

The Department of Psychology attempts to provide the student with an in-depth understanding of human behavior, stressing its complexity, development, and integration. The department is committed to a broad interdisciplinary study of humanity. Because psychology is an empirically-based discipline, the scientific nature of psychology is emphasized in both general and specialized courses.

The Psychology curriculum is designed to meet the diverse needs of today's students. For the Psychology major, this includes an integrated sequence of learning experiences that prepare the student for multiple career options after graduation.

In view of the importance of advanced degrees in psychology, a thorough preparation for graduate work is emphasized. An undergraduate major in psychology is the best preparation for graduate training in psychology and is also an acceptable major for graduate study in a variety of related fields. Bachelor's-level career paths are also frequently pursued by graduates of the department (e.g., in business, government, and clinical settings).

Programs

The 48 credit **Clinical Track** involves preparation for professional careers in clinical psychology and related areas. The Clinical Track is available for those majors who desire employment in the field immediately after graduation and/or who seek to pursue graduate study in clinical psychology or related areas. Special guidelines are provided in the Student Handbook, which is available from the department. The track requires that the student maintains at least a 3.00 QPA in Psychology and completion of a four-course sequence (Psychology 431 or 432, 433, 434, and 451A), along with other recommended courses. (It is recommended that the student select at least two of the following courses: Psychology 316, 317, 319, and 420).

The **Industrial Organizational (I/O) Track** is a 60 credit interdisciplinary program in cooperation with the Business and Managerial Science Department. This track offers students a blend of psychology and business training and is designed for those who wish to directly enter the corporate world after graduation or to further pursue graduate study in industrial/organizational psychology. The track requires that the student maintains at least a 3.00 QPA in Psychology. In addition to the 30 hours of Psychology core courses, students are required to complete four Psychology courses (Psychology 425, 345, 318, and one of the following: 451B, 350, 310) and three Business courses (341, 422, and 221, or 424). Additionally, students must complete two Psychology electives from: Psychology 317, 319, 415, 438, 440, 451B, or 350 or 310*; and one Business elective from: Business 200, 252, 255, 344, 380.

Only one course from among 451B or 350 or 310 can be used to fulfill this requirement.

Honors Research is another important alternative in our curriculum. Students who are interested in pursuit of graduate study in psychology are particularly advised of the importance of honors research in facilitating advanced study. Honors research in Psychology requires the maintenance of a QPA of 3.25 in Psychology and 3.00 overall. Honors research in Psychology involves completion of Psychology 452 and/or Psychology H478 along with the completion of a presentation of the results of this research. Psychology H478 is part of the University Honors Program. Students are encouraged to take Psychology 310, Research Apprenticeship, early in their coursework (e.g., sophomore year). Further details regarding Honors Research are available in the Student Handbook.

Experiential learning opportunities are integrated with classroom-based instruction at every opportunity. Students are encouraged to participate in a variety of formal and informal field experiences. Supervised internships in local agencies, leading to undergraduate credit, ordinarily are open only to those students who are majoring in Psychology.

Courses in the Psychology Department also frequently provide knowledge and tool skills for students in other programs concerned with human behavior and development. Concentrations in Psychology also may be combined with other areas, such as education, pre-law, biology, social work, and special education. While not offered as a specific program track, the department offers a number of courses related to various aspects of health psychology, a growing area in the field of psychology. See the Student Handbook for a listing of these courses.

General Requirements — All Students

PSYC 211, General Psychology, as part of the general liberal arts curriculum, fulfills the Social Sciences requirement and is a prerequisite of all other psychology courses. It is hoped that study in Psychology will aid the student in acquiring self-knowledge and gaining understanding of the scientific nature of the field. PSYC 211 attempts to enhance student skills in critical thinking, information literacy, computer/technology utilization skills, and awareness of diversity issues.

Curriculum Requirements — Majors and Minors

Majors

The student who majors in Psychology is required to complete a total of 48 credits in Psychology (60 credits in the I/O program track, including credits from Psychology and Business). The core sequence of courses required of all Psychology Majors includes the following courses:

PSYC 211	General Psychology (3)
PSYC 251	Developmental Psychology (3)
PSYC 270	Psychological Applications of Statistics (3)

PSYC 314	Physiological Psychology (3)
OR	
PSYC 325	Sensation and Perception (3)
PSYC 315	Contemporary Approaches to Learning (3)
PSYC 410	Social Psychology (3)
PSYC 421	Experimental Psychology I (3)
PSYC 422	Experimental Psychology II (3)
PSYC 450	Personality Psychology (3)
PSYC 490	Senior Seminar (3)

Psychology majors are advised to schedule MATH 216, Statistics for the Behavioral and Social Sciences. It also is suggested that, where possible, majors take Biology 130, Anatomy and Physiology. Students must earn a total of 126 credits across the major, core, and electives in order to be awarded the baccalaureate degree.

Minors

Students in other majors who wish to minor in Psychology must complete 18 credits offered by the department. The student should consult with the Psychology Department chairperson so that an organized, coherent set of courses can be planned and special areas of interest can be made known.

Facilities

The Psychology Department is housed in the McGowan Center for Graduate and Professional Studies. Facilities available in the department include: psychology laboratory with psychophysiological equipment, biofeedback, experimental psychology equipment, computerized online data acquisition equipment, counseling laboratory facilities with one-way mirrors, videotaping and editing equipment, digital video, and CD-ROM authoring capabilities. State-of-the-art computer laboratory facilities support student research, writing and presentation work (e.g., statistics, online data acquisition, Internet access, desktop presentation software, and web authoring software).

Accelerated Programs

Highly motivated, qualified students may begin graduate study in Psychology or Counseling in the senior year of the baccalaureate program, through cooperation with the Graduate Psychology and Graduate Counseling program tracks in the department. Qualified students may earn up to twelve graduate credits which can be counted toward the undergraduate degree requirements. See the department Student Handbook for further details.

Psychology Courses (PSYC)

PSYC 211 General Psychology (3)

Offers broad-based investigation of the nature of behavior, stressing general scientific principles, the complexity of human motivation, and the potential of psychology for the student's self realization. (Prerequisite for all other courses.)

PSYC 251 Developmental Psychology (3)

Presents an overview of human development throughout the life span, including all aspects of personality. Emphasizes interaction of societal expectations with processes of growth and development. Carefully examines major theoretical viewpoints. *Prerequisite: PSYC 211.*

PSYC 252 Psychology of Adolescence (3)

Explores the psychological characteristics of contemporary adolescents, including cognitive development, peer relations, sexuality, and identity issues. *Prerequisite: PSYC 211, PSYC 251.*

PSYC 253 Psychology of Adult Development and Aging (3)

Investigates goals, expectations, and processes related to transitions in adult life, including work, marriage, parenting, and other personal relationships. Examines the aging process and the needs of the elderly in society. *Prerequisite: PSYC 211.*

PSYC 270 Psychological Applications of Statistics (3)

The use of descriptive and inferential statistics in solving actual behavioral research problems. Emphasizes conceptual understanding of descriptive and inferential statistics such as correlation, Z-scores, t-test, and analysis of variance. *Prerequisite: PSYC 211.*

PSYC 310 Research Apprenticeship (3)

Involves student collaboration with faculty in research. Student involvement would include all phases of the research process from literature review to data collection, analysis, and possible presentation or publication of results. Faculty mentors and students are paired, based on availability and shared interests. *Prerequisite: PSYC 211.*

PSYC 312 Fundamentals of Neuroscience (3)

Examines basic concepts in neuroscience including: neurons, glial cells, the action potential, and mechanisms of neurotransmitter action. Neuroanatomy will be examined and specific functions of brain regions will be explored in terms of learning and memory, language, behavioral neuroendocrinology, and neurological and psychiatric disorders. Methods used by neuroscientists and neurologists will be discussed throughout the course (cross-listed with Biology 305). *Prerequisite: PSYC 211.*

PSYC 314 Physiological Psychology (3)

Survey of the anatomical, physiological, and chemical correlates of behavior. Emphasis on psychopharmacology, sensation, motivation, emotion, learning, and memory. Integrates experimental and clinical research methodologies. *Prerequisite: PSYC 211.*

PSYC 315 Contemporary Approaches to Learning (3)

Presents a survey and critical examination of prominent contemporary theoretical approaches to learning. Emphasizes issues, research support, and applicability of selected theories to human situations. *Prerequisite: PSYC 211.*

PSYC 316 Principles and Practices in Behavioral Modification (3)

Investigates the current theory, range of support for modern behavioral and cognitive-behavioral intervention approaches. Ethical issues in the practice of behavior modification. *Prerequisite: PSYC 211.*

PSYC 317 Psychology of Assessment (3)

Examines the theory and principles of psychological assessment. Major approaches to be covered include: self-report, objective assessment, computerized assessment, projective methods, and behavioral observations. *Prerequisite: PSYC 211.*

PSYC 318 Industrial Psychology (3)

Presents an introduction to industrial psychology. Focuses on the application of psychological concepts and methods to personnel selection and training, employee motivation and productivity, human engineering, and work effectiveness. *Prerequisite: PSYC 211.*

PSYC 319 Health Psychology (3)

An introduction to the links between physical health, psychological factors, and emotional well being. Considers theory and research related to optimizing physical and psychological functioning along with risk factors related to illness and psychological dysfunction. Provides an overview of professional issues in this emerging area of psychology. *Prerequisite: PSYC 211.*

PSYC 321 Industrial-Organizational Seminar in Special Topics (3)

These seminars are designed to provide the I/O major an in-depth study and practice of theories and systems implemented by I/O psychologists within organi-

zational settings. Different seminar topics include Work Motivation and Job Satisfaction, Training and Development, Employee Selection, Organizational Career Development, and Survey Design and Needs Analysis. *Prerequisite: PSYC 211.*

PSYC 325 Sensation and Perception (3)

The study of human sensory and perceptual processes and phenomena, as well as the scientific methods used to discover this information. Includes study of the visual auditory, gustatory, olfactory, tactile, and proprioceptive senses. *Prerequisite: PSYC 211.*

PSYC 335 Teaching Apprenticeship (3)

Provides students with didactic and experiential opportunities related to the process of teaching in general and psychology in particular. Student participation will include tutorial work, literature reviews related to teaching, course syllabus construction, course preparation and delivery activities, and processes related to student evaluation. Faculty mentors and students will be matched based on faculty availability and student career objectives. Limited to senior Psychology majors. *Prerequisite: PSYC 211.*

PSYC 341 Psychology in Film

This course is designed to develop students' understanding of foundational knowledge in Psychology through the analysis of both classic and contemporary films and to explore the effect popular cinema has on audience attitudes and perceptions. *Prerequisite: PSYC 211.*

PSYC 342 Psychology of Hitchcock

This course is designed to develop students' understanding of foundational knowledge in Psychology through the analysis of films by Alfred Hitchcock and the role played by Hitchcock's own life experiences and psychological dynamics in his filmmaking. *Prerequisite: PSYC 211.*

PSYC 345 Human Factors and Crew Resource Management

Introduction to the human capabilities and limitations to the design of workplace (and play) systems, human-computer interaction, human information processing, and human performance. Effects of environmental stressors, socio-technical implications, team performance, and perception are surveyed.

PSYC 350 Industrial-Organizational (I/O) Apprenticeship (3)

Provides Psychology majors in the I/O track with mentoring opportunities to participate in work and consulting activities performed by professional I/O psychologists, such as corporate training, employee selection procedures, conflict resolution activities, organizational surveys, etc. *Prerequisite: PSYC 211.*

PSYC 388 Psychological Profiles in Literature (3)

Investigation of psychological characteristics and behavior patterns of major figures in world literature. Students will be expected to undertake independent research relative to specific literary characters. *Prerequisite: PSYC 211.*

PSYC 390 Psychology of Religion (3)

An overview of theoretical and empirical investigations of the study of religion in psychology. A variety of representative research methods, content areas, and religious traditions will be sampled, including objective laboratory approaches and subjective and phenomenological approaches. *Prerequisite: PSYC 211.*

PSYC 399 Research Proposal (variable credit)

Directed readings course involving preparation for honors-level research in Psychology (Psychology 452 or H478). Identification of a topic of interest and preliminary review of existing literature. Development of research proposal and formulation of the design of an original study. *Prerequisite: PSYC 211.*

PSYC 410 Social Psychology (3)

Deals with foundations of modern social psychology; discusses effects on social interaction by intrapersonal factors and processes, other individuals, groups, and group processes, physical environment; presents theoretical and practical perspectives.

Prerequisite: PSYC 211.

PSYC 412 Psychology of Friendship and Peer Relations (3)

Examines the meaning of friendship and the development of concepts of friendship with age. Includes adult relationships, attraction, and affiliation. *Prerequisite: PSYC 211.*

PSYC 415 Cognitive Psychology (3)

Presents an overview of new areas of research in cognition, including information processing, perception, memory, imagery, and language. *Prerequisite: PSYC 211.*

PSYC 416 Behavioral Medicine (3)

Examines the application of psychological intervention techniques to the prevention, treatment, and rehabilitation of illness. Consideration of topics including biofeedback, relaxation methods, pain management, cognitive and behavioral interventions in rehabilitation, and improving the communication between physicians and patients.

Prerequisite: PSYC 211.

PSYC 420 Drugs and Behavior (3)

An overview of the effects of psychoactive drugs on behavior. Examination of clinical applications in anxiety, mood disorders, and schizophrenia. Nonclinical drug use and abuse is also analyzed. *Prerequisite: PSYC 211.*

PSYC 421 Experimental Psychology I (3)

Designed to help the student understand and apply the research tools of the behavioral sciences. Emphasizes a conceptual understanding of statistics and experimental design. Involves the development of an original research proposal by each student.

Prerequisite: PSYC 211, MATH 216 or PSYC 270.

PSYC 422 Experimental Psychology II (3)

Applies principles of PSYC 421 in a laboratory context. Coordinates lectures with experiments. Includes psychophysics, sensation, perception, learning, memory, and individual differences, as well as other research topics. *Prerequisite: PSYC 211, PSYC 421, MATH 216 or PSYC 270.*

PSYC 424 Multi-Media Applications in Psychology (3)

This course combines applied research in social psychology, personality, I/O psychology, and human factors with practical training in media applications used by psychologists. Students develop proficiency in word processing programs, spreadsheet applications, presentation software, web page authoring techniques, and interactive computer media. *Prerequisite: PSYC 211.*

PSYC 425 Conflict and Dispute Resolution (3)

This class explores the theories of justice, analyzes the causes and consequences of conflict, and develops skills for conflict resolution, with emphasis on cooperative communication and mediation. Students will be required to analyze conflict, negotiate settlements, and mediate agreements. *Prerequisite: PSYC 211.*

PSYC 429 Psychology of the Exceptional Individual (3)

Discusses etiology, characteristics, diagnosis and prognosis of varied exceptionalities, as well as services and educational prescriptions for individuals with variations of exceptionality covering a full range of human functioning. (Recommended background for a variety of potential internship settings.) *Prerequisite: PSYC 211.*

PSYC 431 Abnormal Psychology (3)

Introduces the study of maladaptive behavior from a number of theoretical perspectives — e.g., psychoanalytic, behavioral, and biological. Reviews current research

concerning the etiology, diagnosis, treatment, and prevention of disturbing behavior. Covers major DSM-IV adult diagnoses. (Recommended background for certain internship settings.) *Prerequisite: PSYC 211.*

PSYC 432 Abnormal Behavior in Children and Adolescents (3)

Investigates maladaptive patterns occurring in childhood and adolescence. Integrates experimental and clinical data concerning etiology, evaluation, and treatment. (Recommended background for certain internship settings.) *Prerequisite: PSYC 211.*

PSYC 433 Clinical I: Clinical Psychology (3)

Introduction to the scientific and professional aspects of clinical psychology. Examination of multiple roles of clinical psychologists and relationships with other mental health disciplines. Coverage of clinical assessment, treatment, and research, including laboratory experiences in each of these areas. Use of videotape observations, role playing, and analysis of case studies. *Prerequisite: PSYC 211.*

PSYC 434 Clinical II: Strategies and Techniques (3)

Designed to develop practitioner skills through theory presentation and discussion, examination of clinical issues and experiential applications of appropriate clinical strategies and techniques. Includes role playing, modeling, and audiotape and videotape experiences. *Prerequisites: PSYC 211, PSYC 433.*

PSYC 435 Stress, Coping and the Self-concept (3)

Provides direct experience in research, assessment, and treatment issues concerning stress, coping, and the self-concept. Emphasis on in-depth consideration of cognitive and phenomenological theory and research. Students will gain experience with self-monitoring, psychophysiological measures, questionnaire, and experimental methods of assessment. Treatment focuses on cognitive, behavioral, and experiential strategies. Course format will involve lecture, discussion, laboratory, and seminar components. *Prerequisites: PSYC 211, PSYC 450.*

PSYC 436 Human Relations Training (3)

Designed to afford the student an opportunity to promote personal and interpersonal development through voluntary participation in an ongoing growth group and experiential exercises. Human relations concepts and group process issues complemented by readings, audiotapes, lectures, and group discussion. *Prerequisite: PSYC 211.*

PSYC 438 Psychology of Gender (3)

Examines gender differences and similarities in socialization, abilities, psychological disorders, and roles in contemporary society. Provides analyses of the historical treatment of women in scientific psychology and potential gender biases in research. Includes films, videotapes, and guest lecturers. *Prerequisite: PSYC 211.*

PSYC 439 Introduction to Sports Psychology (3)

This course will introduce students to concepts relevant to the competitive sport process. Variables which affect motivation, aggression, skill acquisition, and confidence will be explored. Particular attention will be paid to those psychological techniques applied to speed recovery from injury and interventions utilized to enhance performance. *Prerequisite: PSYC 211.*

PSYC 440 Forensic Psychology (3)

Examines the nature of forensic evaluations, reports, and expert witness testimony and the professional and ethical responsibility involved. Surveys the primary areas of law including: family law, mental health law, criminal law, child abuse and juvenile law, and personal injury law. Evaluation and treatment of accused persons and working effectively with the criminal justice system. *Prerequisite: PSYC 211.*

PSYC 445 History and Systems of Psychology (3)

A survey of the historical background and the development of modern psychology with an emphasis on origins and influences of theories. Special attention is given to

the Schools of Psychology and their underlying philosophies of science. *Prerequisite: PSYC 211.*

PSYC 450 Personality Psychology (3)

Presents analysis of major theoretical approaches: psychoanalytic, behavioral, cognitive, biological, phenomenological/existential. Also, presents major areas of personality research — e.g., anxiety, aggression, dominance, self-esteem. *Prerequisite: PSYC 211.*

PSYC 451A Clinical Internship (variable credit)

Involves experiential opportunity to integrate didactic and applied methods and to acquire and demonstrate basic skills. Provides opportunity to interact with supervisory and professional personnel and to evaluate career goals. Varied placement settings relative to personal career objectives. Permission of instructor required. *Prerequisite: PSYC 211.*

PSYC 451B Industrial Organizational Internship (variable credit)

Involves experiential opportunity to integrate didactic and applied learning, acquire and demonstrate basic skills; also provides opportunity to interact with supervisory and professional personnel and to evaluate career goals. Varied placement settings relative to personal career objectives. Permission of instructor required. *Prerequisite: PSYC 211.*

PSYC 452 Honors Thesis in Psychology (variable credit)

Involves opportunity for students to do independent research in psychology under the supervision of a faculty mentor. Requires execution and presentation of an empirical research study. Honors thesis analyzes the results of the study in relation to existing literature and examines ways in which the study enhances knowledge in this area. *Prerequisite: PSYC 211, PSYC 399 recommended. Requires permission of Undergraduate Psychology Department chairperson.*

PSYC 455 Mediation Practicum (3)

This course is for those who want to improve their mediation skills for mediating complex cases or to become practicing mediators. In class, participants will engage in role playing that presents challenging situations in a variety of disputes such as business, consumer, intergovernmental, neighborhood, landlord/tenant, multiparty, cross cultural, divorce and family, and school-based peer mediation programs. *Prerequisite: PSYC 211, PSYC 425, Conflict and Dispute Resolution, or Prior Mediation Training.*

PSYC H478 Honor Senior Thesis (3)

Research and/or creative scholarly activity in Psychology under faculty supervision. (Requires permission of honors director.) *Prerequisite: PSYC 211, PSYC 399 recommended.*

PSYC 490 Senior Seminar (3)

Seminar designed to be a capstone experience in the undergraduate psychology curriculum. Purpose of the course is for students to demonstrate an integration of their learning and mastery of issues in contemporary psychology. Completion of semester-long project that involves student research on a topic of interest, analysis of an internship or service learning experience. Presentation of the results of the senior project would take place in written and oral presentation formats. To be completed in senior year. *Prerequisite: PSYC 211.*

PSYC 499 Independent Study (variable credit)

For qualified upperclass students, granted permission to do intensive, independent study in an area of interest. Requires supervision by a faculty member. *Prerequisite: PSYC 211.*

Insalaco College of Creative and Performing Arts

Dean: Collier B. Parker, M.F.A.

Mission Statement

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

Goals and Objectives

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

The programs in the Insalaco College of Creative and Performing Arts are designed to develop students' skills to successfully meet the continual challenge of a technological society and nurture values conducive to ethical and socially responsible behavior in the arts. In keeping with the mission and goals of Marywood University, **the comprehensive education of the programs in art, communication arts, and music, theatre, and dance**, provides a framework for students to master the professional and ethical leadership skills necessary for various careers in their fields of study, while at the same time enables them to develop their highest human potential.

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

The programs are designed to:

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

Communication Arts

INSALACO COLLEGE OF CREATIVE AND PERFORMING ARTS



Michael Mirabito, Ph.D., Chairperson

Douglas B. Lawrence, Ph.D.

Lindsey Wotanis, Ph.D.

*Catherine Bolton, B.A.

Iris Davidson, B.A.

*James Fitzgerald, B.A.

*Ernie Mengoni, B.A., Coordinator of Broadcast Operations

†Chris Norton, B.A.

*Patricia Richards, M.A.

†Paul J. Sevensky, M.A.

*Part-time

†Part-time, consultant in professional area

Goals

The Communication Arts curriculum at Marywood University provides students with a comprehensive education in the communication discipline. It is a broad-based program that includes Advertising and Public Relations (Ad/Pr), Digital Media/Broadcast Production (Broadcast and Corporate Communication), and Broadcast Journalism. Students may also take courses in Speech, Scriptwriting, and Audio Production.

The department also supports an ad hoc program. Students can, with an advisor, develop an individualized program consisting of digital media, or advertising/public relations. A program can also be developed with courses from other departments, such as Art.

The department prepares students to assume roles as communication professionals in television and radio stations, advertising and public relations firms, newspapers, audio/video production houses, and other public and private organizations. The jobs range from digital filmmakers to TV producers to media reporters to advertising specialists to administrators and educators.

The department also echoes the University's goal to provide an education directed toward the self-development of a fully human person; to pursue truth and academic excellence. Students are also encouraged to develop critical, creative, and independent thinking skills and to examine contemporary issues.

Department Programs

Specific program aims are as follows:

1. Advertising and Public Relations

Students are prepared for careers in advertising and public relations agencies and varied private and public organizations.

2. Digital Media and Broadcast Production

The major has two tracks: Broadcast and Corporate Communication. A student selects either track in conjunction with an academic advisor.

Broadcast Communication:

The Digital Media and Broadcast Production program will give you the high tech and creative skills used in the rapidly expanding media production field. You will explore digital audio and video editing, as part of your introduction to digital filmmaking. You will learn how to tell a story through scriptwriting and how to turn these words into a production. You will learn about emerging digital tools and how to produce, direct and shoot in the field and in a television studio. To round out your experience, you will learn leadership skills, acting in front of a camera, newswriting and working in a student managed radio station.

Students are prepared for careers in web-based media outlets, radio and television broadcast stations, and in production houses. Students would also be equipped to produce and direct their own independent audio and video productions (e.g. documentaries).

Corporate Communication:

The non-broadcast media include media departments in hospitals, private and public organizations, consulting firms, and the government.

3. Broadcast Journalism

Students are prepared for careers in the journalism field. Students gain practical and theoretical skills and knowledge applicable to reporting, editing, and writing, using current, as well as new and emerging media such as print, radio, television, and online platforms. Special emphasis is placed on electronic media.

4. Secondary School Teacher Certification Program

Directed to the preparation of secondary school teachers in Communication Arts, the programs of study with specialization in theatre arts and media are approved for certification by the Pennsylvania Department of Education.

5. Program in Arts Administration

Communication Arts students who pursue the program in Arts Administration pursue a focus in corporate communications. The promulgation of the arts to various public constituencies implicitly requires a knowledge of the art form itself, as well as, a familiarity with relevant business procedures. The program prepares a student for both competencies.

6. Ad Hoc Program in Communication Arts

To meet a student's unique educational objectives that cannot be satisfied within existing programs, an Ad Hoc major combines studies in the several areas of the Communications Arts and related disciplines. Consequently, if an established program does not meet a student's needs, a special program can be developed.

This course of study is designed with an academic advisor and can include courses outside the department. Sample Ad Hoc majors include: Advertising/Art; Broadcast Journalism/English; Digital Media and Broadcast Production/Broadcast Journalism.

7. Five Year Bachelor/Master (BA/MA) in Communication Arts

Students who present appropriate qualifications will be able to study and complete two degrees in five years. The program is scheduled to allow completion of both bachelor’s and master’s degrees within a five-year coordinated program.

Special Features

The department offers a student a number of opportunities to enhance his or her education. These include professional internships, independent studies, and membership in professional and student-based organizations, such as the AAF and PRSSA (advertising/public relations), and the NACB (digital media). The department also supports its activities through its own and campus-wide, contemporary teaching facilities.

Professional Internships

Internships provide practical experience under the direction of qualified professionals at cooperating organizations in all of the areas of specialization in Communication Arts. An internship may be arranged with organizations in various geographical locations to meet the student’s career objectives.

Facilities

WVMW-FM: On-air stereo radio station licensed by the FCC; studio for interview programs equipped with PC-based music system and a digital delay for talk shows. A student staff manages and operates the station’s daily broadcasting schedule with a coverage area that encompasses northeastern Pennsylvania; affiliated with the Intercollegiate Broadcasting System.

TV MARYWOOD: Digital facilities with full audio and video production capabilities, electronic field, graphics, and post-production facilities. Students have ready access to computer-based audio labs, nonlinear editors, and a comprehensive television control room and studio. Professional audio and lighting kits complement sophisticated digital field production systems. Student management and operational staff direct live and taped programming via regional facilities of Comcast Cable; programming may also be produced for internal and external clients.

DIGITAL LEARNING LAB: A Mac based audio suite combined with a digital imaging suite, complete with high end mics, music keyboard, audio production software, and photo imaging software and printer.

MULTIMEDIA THEATRE: Audio-video facility for public presentations involving cinema, slides, audio and video recordings, and computer-based media.

COMPUTER LABORATORIES: Word processing, desktop publishing, three-dimensional computer graphics, scriptwriting, and multimedia productions. Access is also provided to the Internet.

WOOD WORD: Marywood’s student newspaper.

Degree Requirements

	Major	Core	Electives	To Graduate
1. Advert/Public Relations	50	43/46	30/33	126
2 Digital Media				
a. Broadcast				
Communication	50	43/46	30/33	126
b. Corporate				
Communication	50	43/46	30/33	126
3. Broadcast Journalism	50	43/46	30/33	126

	Major	Core	Electives	To Graduate
4. Secondary School Certification Specialization in Non-print Media	74/71	43/46	15/21	135
5. Arts Administration (Corporate Communication)	77	43/46	4/7	127

Requirements — All Majors

The following courses are required for all Communication Arts students, in Advertising/Public Relations, Digital Media, and Broadcast Journalism (23 credits):

COMM 101	Dynamics of Speech Communication (2)
COMM 112	Communication Theory (3)
COMM 115	News Writing (3)
COMM 130B	First-Year Practicum (1)
COMM 230A and B	Communication Arts Practicum (1,1)
COMM 233	Video Production I (3)
COMM 233L	Video Production I Lab (0)
COMM 330A and B	Practicum in Digital Media Broadcast and Production (1,1)
COMM 336	Broadcast Newswriting (3)
COMM 430A or B	Practicum in Digital Media Broadcast and Production (1)
COMM 451	Coordinating Seminar in Communication Arts (3)

Note: Seniors must take 430A or 430B during the semester in which they are not registered for COMM 451.

Specific Program Requirements

1. Advertising and Public Relations

Major specialization in Advertising and Public Relations requires 50 total credits:

COMM 201	Marketing Principles for Communication (3)
COMM 202	Advertising: Principles and Practices (3)
COMM 204	Public Relations: Principles and Practices (3)
COMM 301	Advertising Copywriting (3)
COMM 303	Public Relations Writing for the Media (3)
COMM 305	Media Planning and Buying (3)
COMM 306	Communication Graphics (3)
COMM 307	Case Problems in Public Relations (3)
COMM 309	Computer Graphics (Desktop Publishing; Multimedia Production) (3)

Minor in advertising requires 18 credits:

COMM 115	News Writing (3)
COMM 201	Marketing Principles for Communication (3)
COMM 202	Advertising: Principles and Practices (3)
COMM 230A or B	Communication Arts Practicum (1)
COMM 301	Advertising Copywriting (3)
COMM 305	Media Planning and Buying (3)
COMM 330B	Practicum in Digital Media Broadcast and Production (1)
COMM 430B	Practicum in Digital Media Broadcast and Production (1)

The practica may be replaced by COMM 450 Internship, with permission of the program director and department chair.

Minor in public relations requires 18 credits:

COMM 115	News Writing (3)
COMM 201	Marketing Principles for Communication (3)
COMM 204	Public Relations: Principles and Practices (3)
COMM 230A or B	Communication Arts Practicum (1)

COMM 303	Public Relations Writing for the Media (3)
COMM 307	Case Problems in Public Relations (3)
COMM 330B	Practicum in Digital Media Broadcast and Production (1)
COMM 430B	Practicum in Digital Media Broadcast and Production (1)

The practica may be replaced by COMM 450 Internship, with permission of the program director and department chair.

2. Digital Media and Broadcast Production

Broadcast Communication

Major specialization in Broadcast Communication requires 50 total credits:

COMM 231	Audio Production (3)
COMM 234	Video Production II (3)
COMM 234L	Video Production II Lab (0)
COMM 237	New Communication Technologies (3)
COMM 238	Media Scriptwriting (3)
COMM 334	Media Management (3)
COMM 337	Media Programming (3)
COMM 339	Media Performance (3)
COMM 389	Telecommunications Sales and Promotions (3)
COMM elective:	3 credits (Internship or any other Communication Arts course; i.e., COMM 431 or 448)

Minor in Broadcast Communication requires 18 credits:

COMM 233	Video Production I (3)
COMM 233L	Video Production I Lab (0)
COMM 234	Video Production II (3)
COMM 234L	Video Production II Lab (0)
COMM 237	New Communications Technologies (3)
COMM 238	Media Scriptwriting (3)
COMM 330B	Practicum in Digital Media and Broadcast Production (1)
COMM 337	Media Programming (3)
COMM 430A, B	Practicum in Digital Media and Broadcast Production (1,1)

The practica may be replaced by COMM 450 Internship, with permission of the program director and department chair.

Corporate Communication

Major specialization in Corporate Communication requires 50 total credits:

COMM 204	Public Relations: Principles and Practices (3)
COMM 206	Organizational Communication (3)
COMM 234	Video Production II (3)
COMM 234L	Video Production II Lab (0)
COMM 237	New Communication Technologies (3)
COMM 306	Communication Graphics (3)
COMM 334	Media Management (3)
COMM 340	Writing for Corporate Communication (3)
COMM 400	Instructional Design and Media (3)
COMM elective:	3 credits (Internship or any other Communication Arts course with permission of the program director)

Minor in Corporate Communication requires 18 credits:

COMM 206	Organizational Communication (3)
COMM 233	Video Production I (3)
COMM 233L	Video Production I Lab (0)
COMM 237	New Communication Technologies (3)
COMM 330B	Practicum in Digital Media and Broadcast Production (1)

COMM 340	Writing for Corporate Communication (3)
COMM 400	Instructional Design and Media (3)
COMM 430A, B	Practicum in Digital Media and Broadcast Production (1,1)

The practica may be replaced by COMM 450 Internship, with permission of the program director and department chair.

3. Broadcast Journalism

Major in Broadcast Journalism requires 50 total credits:

COMM 118	Introduction to Electronic Journalism and Social Media (3)
COMM 224	Electronic Newsgathering Seminar (3)
COMM 234	Video Production II (3)
COMM 234L	Video Production II Lab (0)
COMM 237	New Communication Technologies (3)
COMM 238	Media Scriptwriting (3)
COMM 306	Communication Graphics (3)
COMM 320	Communications Ethics and Law (3)
COMM 418	Electronic Storytelling and Documentary Production (3)
ENGL 484	Political Writing and Rhetoric (3)

4. Secondary School Teacher Certification in Communication Arts with Specialization in Non-Print Media

To fulfill secondary school teacher certification requirements, students must complete:

Non-print Media Core

COMM 112	Communication Theory (3)
COMM (varies)	Practicum (5)
COMM 231	Audio Production (3)
COMM 233	Video Production I (3)
COMM 237	New Communications Technologies (3)
COMM 433	Educational Telecommunications (3)
COMM 451	Coordinating Seminar in Communication Arts (3)
ENGL 412A	Teaching Writing (3)
ENGL 412B	Teaching Literature (3)
ENGL (varies)	English Electives (6)

Choose 6 credits from the following:

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

Professional Education Requirements

EDUC 000	Field Experience (ongoing)
EDUC 005D	Practicum IV Secondary/K-12 (1)
EDUC 100/101	Introduction to Education (.5,.5)
PSYC 252	Psychology of the Adolescent (3)
*EDUC 311	Educational Psychology (3)
*EDUC 411A	Effective Instruction in Secondary and K-12 Education (3)
*EDUC 414	Social Foundations of Education (3)
SPED 100	Characteristics of Students with Disabilities (3)
**SPED 300	Curriculum Adaptations (3)
*SPED 367	Behavior and Classroom Management (3)

- EDUC 442 Student Teaching (9)
 *EDUC 461 Methods, Materials, & Assessment of ELL (3)

*requires upper level screening

**taken with student teaching

Also see Education Department for a description of admission and retention criteria and further course requirements.

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

5. Arts Administration (with Specialization in Corporate Communication)

Major in Arts Administration requires the following:

- a. 24 credits in Corporate Communication as an area of primary concentration.

The courses are:

- COMM 204 Public Relations: Principles and Practices (3)
- COMM 206 Organizational Communication (3)
- COMM 233 Video Production I (3)
- COMM 233L Video Production I Lab (0)
- COMM 234 Video Production II (3)
- COMM 234L Video Production II Lab (0)
- COMM 237 New Communication Technologies (3)
- COMM 340 Writing for Corporate Communication (3)
- COMM 400 Instructional Design and Media (3)
- COMM 451 Coordinating Seminar in Communication Arts (3)

- b. 15 credits in Art or Music, Theatre, and Dance as an area of secondary concentration in courses designated by the respective departments. Please see the course list in each department for specific requirements.

- c. 24 credits in Business, including the following courses:

- BUS 111 Principles of Marketing (3)
- BUS 123 Management and Career Options (3)
- BUS 131 Accounting I (3)
- BUS 132 Accounting II (3)
- BUS 200 Advanced Computer Tools for Management (3)
- BUS 252 Business Law I (3)
- BUS Elective: The student will select 6 credits in business courses to complete their 24 credits

6. Arts Administration (with Secondary Concentration in Corporate Communication)

a. Student selects Art or Music as an area of primary concentration. Please see the course requirements listed for each department in this catalog.

b. Student selects a second concentration of 15 credits in Corporate Communication. The courses are:

- COMM 204 Public Relations: Principles and Practices (3)
- COMM 206 Organizational Communication (3)
- COMM 233 Video Production I (3)
- COMM 233L Video Production I Lab (0)
- COMM 340 Writing for Corporate Communication (3)
- COMM 400 Instructional Design and Media (3)

7. Ad Hoc Program in Communication Arts

Students develop a specialized course of study in consultation with an academic advisor. All students must take the Communication Arts 12 credit core. Other courses are selected on an individual basis in consultation with an academic advisor.

Additional Requirements for Communication Arts Majors

1. Transfer credits in Communication Arts will be accepted from other colleges and universities, up to a maximum of one-half the total number required in an area of specialization.
2. The program directors and chairperson determine appropriate course equivalences (if applicable). The department may also require personal demonstration of specific competencies in Communication Arts consistent with program objectives.
3. All major programs of study in Communication Arts additionally require that the student submit an approved thesis or equivalent project. The thesis or project is completed as part of the requirements for Senior Seminar in Communication Arts.
4. Students may take one (1) additional practicum as an elective (7 credits total).
5. All students, including transfer students, must take six (6) practica.
6. Students can take up to 63 Communication Arts credits toward their degrees.

8. Journalism and Multimedia Minors

The Department supports journalism (with English Department) and multimedia (with Visual Art Department) minors.

Minor in journalism requires 18 credits:

English Department

ENGL 160	Composition and Rhetoric (3)
ENGL 400	Structure of Linguistics (3)
	OR course substitution approved by Communication Department Chair
ENGL 321	The Essay as Literature (3)
OR	
ENGL 480	Advanced Writing (3)

Communication Arts Department

COMM 115	News Writing (3)
COMM 233	Video Production I (3)
COMM 233L	Video Production I Lab (0)
COMM 336	Broadcast Newswriting (3)

Minor in multimedia requires 18 credits:

Visual Art Department

ART 118	Two-Dimensional Design and Color (3)
ART 221A	Visual Concepts (3)
ART 221L	Visual Concepts Lab (0)
ART 241	Computer Graphics (3)
ART 241L	Computer Graphics Lab (0)

Communication Arts Department

COMM 233	Video Production I (3)
COMM 233L	Video Production I Lab (0)
COMM 237	New Communication Technologies (3)
COMM 309	Computer Graphics (3)

9. Five Year Bachelor/Master Program in Communication Arts

A combined undergraduate/graduate program will allow students to receive both bachelor's and master's degrees in only five years. Students must meet specific qualifications and follow a prescribed program in order to successfully complete both degrees in five years.

Students seeking completion of the combined degree program (BA/MA) must:

1. Apply for the combined program in their sophomore year.
2. Meet all undergraduate requirements for degree completion and for taking graduate courses in the senior year.

3. Meet all admission requirements for acceptance into the graduate program.

Graduate courses taken in senior year will be selected in consultation with the department chairperson. Contact the Communication Arts Department for further information on the master's degree in communication arts.

Communication Arts Courses (COMM)

COMM 101 Dynamics of Speech Communication (2)

Offers a laboratory approach to the communicative skills needed for the changing conditions of a contemporary world.

COMM 111 Mass Media of Communication (3)

Presents a comprehensive introduction to communication in the modern world; studies the role of the media in today's society; examines the challenges and opportunities in the communications professions.

COMM 112 Communication Theory (3)

Studies the nature of communication in its psychological, social, philosophical, and technical contexts; includes a review of media institutions in regard to communication theory.

COMM 115 News Writing (3)

Presents fundamentals of newspaper and broadcast style; how to spot news; get information; interview; organize, write, and edit stories. Computer lab simulates real reporters in real situations.

COMM 116 Feature Writing (3)

Introduces fundamentals of writing and editing feature stories for newspapers and magazines, including personality profiles, human interest, in-depth analysis, investigative reporting, and trend stories; computer lab.

COMM 117 Corporate Communication Media Aesthetics and Production (3)

Examines computer applications relevant to the corporate communication field. Topics include desktop publishing and multimedia production. Students are introduced to underlying concepts, aesthetic foundations, software/hardware operations, and work on various projects (e.g., creating a newsletter and a multimedia production).

COMM 118 Introduction to Electronic Journalism and Social Media (3)

This course complements COMM 115 News Writing and serves as an introduction to the electronic journalism field. Existing and emerging media systems and tools are covered as well as fundamental design concepts, ethics, and research.

COMM 130B First-Year Practicum (1)

Introduces first-year students to the principles and protocol that govern work in the Communication Arts field. Students are required to apply these principles through practical work in the areas of Advertising/Public Relations, Digital Media, and Broadcast Journalism.

COMM 201 Marketing Principles for Communication (3)

Analyzes the four factors in marketing—product, price, place, and promotion from a creative communications perspective; a managerial approach for advertising copywriters that considers consumer, industrial, business-to-business, retail, and non-profit organizations. Cross listed with BUS 111.

COMM 202 Advertising: Principles and Practices (3)

Studies social and economic aspects of advertising; discusses creative strategy and media planning, including concept development and preparation of copy and art; evaluates role of marketing and consumer research; examines ethics of advertising. Cross-listed with BUS 212.

COMM 204 Public Relations: Principles and Practices (3)

Studies the nature of public relations; the processes of researching and influencing public opinion; analysis of public relations programs; responsibilities of the public relations practitioner to professional principles, to the media, and to the public.

COMM 205 Principles of Corporate Communication (3)

Basic approaches to developing various kinds of programs to meet company and client needs, including training activities, product marketing, personnel recruitment, corporate positioning, among others.

COMM 206 Organizational Communication (3)

Cross-listed with BUS 221. See BUS 221 for course description.

COMM 213 Consumer Behavior (3)

Cross-listed with BUS 213. See BUS 213 for course description.

COMM 222 Dissent and Discussion (3)

Presents principles of argumentation and techniques of leadership and participation in discussion. Permission of the instructor required.

COMM 223 Phonetics of American Speech (3)

Analyzes characteristics and production of speech sounds in the context of acceptable professional standards for American English.

COMM 224 Electronic News Gathering Seminar (3)

The seminar explores advanced journalism topics. The subject will change, on a semester to semester basis reflecting current issues. These can range from the impact of new media tools in the news market to the reporter and editor's role in ensuring that news is accurately portrayed and reported.

COMM 230A, B Communication Arts Practicum (1, 1)**COMM 330A, B Practicum in Digital Media Broadcast and Production (1, 1)****COMM 430A, B Practicum in Digital Media Broadcast and Production (1, 1)**

Under supervision of the department faculty, involves students in the application of theory through practical experience in the various programs of study. Requires 45 activity hours for academic credit.

COMM 231 Audio Production (3)

This course is designed to study the principles and techniques of sound and audio recording. With an emphasis on audio production, several formats for the expression of sound will be explored. As sound is a medium for artistic expression, each student will be expected to write and produce audio programs that will reflect their understanding of audio potentials. The course will also place a special emphasis on digital recording and music recording and editing. These elements represent the present and future use of audio applications.

COMM 233 Video Production I (3)

Introduces basic video equipment for broadcast and non-broadcast purposes; presents training in the planning and presentation of various types of television productions, using studio and ENG/EFP facilities.

COMM 234 Video Production II (3)

Continues the study of video production, including more complex techniques and special effects. Electronic digital field production and nonlinear editing skills are also emphasized. *Prerequisite: COMM 233 or permission of program director.*

COMM 237 New Communication Technologies (3)

Examines the applications and implications of the new communications technologies. Relevant issues cut across the broadcasting/non-broadcasting fields and include satellite communication, HDTV, digital technology, relevant computer applications, and optical media. Social, legal, economic, ethical, and aesthetic issues are also

covered. These include intellectual property and aesthetic principles governing multimedia productions.

COMM 238 Media Scriptwriting (3)

Uses workshop approach to the techniques of writing for film and TV, including commercial and public service announcements, documentaries, dramas, and programming geared for smaller, specific audiences.

COMM 239 Telecommunications Research (3)

Examines research methodologies and applications relevant for the telecommunications field. These include questionnaire design, surveys, and analysis of broadcast ratings. Data analysis and spreadsheet operations for organizational/analytical purposes are also covered.

COMM 301, 302 Advertising Copywriting (3,3)

Analyzes strategic and tactical creative decisions; writing for print, television, and radio; emphasizes campaign development, positioning, concept, copy structure, visualization, and execution; use of computer word processing, and computer graphics.

Prerequisite: COMM 202 or permission of program director.

COMM 303 Public Relations Writing for the Media (3)

Presents fact gathering and writing skills for the print and electronic media from a public relations viewpoint. *Prerequisite: COMM 204 or permission of program director.*

COMM 304 Publicity and Special Events (3)

Discusses techniques for creating public awareness and planning a publicity campaign; presents practical analysis and development of specialized communications materials and events to gain reaction and support from various publics.

Prerequisite: COMM 204 or permission of program director.

COMM 305 Media Planning and Buying (3)

Reviews media planning, execution, and control of advertising media programs for print and broadcast; analyzes media and audience characteristics, sources of analytical media data, computer-assisted media planning techniques, buying and selling process. *Prerequisite: COMM 202 or permission of program director.*

COMM 306 Communication Graphics (3)

Provides a managerial approach to hands-on skill training in graphics, including visualization, design, layout, typography, and production for advertising; includes computer art graphics and practical applications for advertising campaigns.

COMM 307 Case Problems in Public Relations (3)

Presents case studies of public relations problems in industry, labor, education, government, social welfare, and trade associations. *Prerequisite: COMM 204 or permission of program director.*

COMM 308 Sales Promotion (3)

Presents sales promotion techniques and planning, implementation, evaluation and legal aspects of strategies for consumer, industrial, and trade markets; coordinates promotion campaigns with marketing, advertising, and public relations programs.

Prerequisite: COMM 202 or permission of program director.

COMM 309 Computer Graphics (Desktop Publishing; Multimedia Production) (3)

Covers elementary to more advanced desktop publishing and multimedia skills; application to advertising, public relations, newsletters, and brochures. *Suggested prerequisite: COMM 306 or permission of program director.*

COMM 310 Promotion, Publicity and Public Relations (3)

Integrated techniques for effectively conveying corporate messages to relevant clients, including internal constituencies, consumer public, business-to-business, and the media.

COMM 311, 312 Multimedia Approaches to Oral Interpretation (3,3)

Involves creative oral interpretation of various forms of literature, directed towards an experience shared by the reader and an audience, combining the techniques of the various media of modern communication.

COMM 316 Telemarketing (3)

Cross-listed with BUS 316. Please see BUS 316 for course description. *Prerequisites: COMM 201, 202, BUS 111 or permission of program director.*

COMM 320 Communications Ethics and Law (3)

This course covers key ethical and legal issues relative to the journalism field. It will also be used to explore, in an in-depth fashion, some topics introduced in earlier courses.

COMM 334 Media Management (3)

Studies administrative principles and procedures in radio, television, and possibly, cable operation; staff organization; business affairs. Management issues relevant for new, emerging media institutions may also be covered.

COMM 336 Broadcast Newswriting (3)

Deals with news reporting, writing, editing, and production for the electronic media; the role and responsibilities of the newscaster; the impact of words and pictures; ethical and legal issues; class is held in a production/workshop environment.

COMM 337 Media Programming (3)

Examines past, present, and future programming in light of industry structures and public demand. Programming options for new, emerging media institutions may also be covered.

COMM 338 Telecommunications Law and Policy (3)

Examines legal topics relevant to the communications field. Topics include the FCC, regulation and deregulation, libel, and slander, copyright; designed to introduce future TV/Radio/Cable station personnel and managers to legal issues that affect their field(s). The course also covers relevant ethical issues.

COMM 339 Media Performance (3)

Offers practical training in techniques for appearances before the microphone and camera in broadcast and non-broadcast settings; includes discussions of suitable clothing, body movement, and articulation; students participate in various audio and video exercises.

COMM 340 Writing for Corporate Communication (3)

Practical writing skills for a corporate communication environment. The course covers essential technical communication principles and examines writing for, among other topics, internal publications and annual reports. Students may also explore a topic(s) of their particular interest, such as slide-tape shows and software documentation.

COMM 389 Telecommunications Sales and Promotions (3)

Examines sales, marketing, and promotional strategies in the radio, television, and possibly, cable industries. May also cover new, emerging media institutions.

COMM 400 Instructional Design and Media (3)

Planning modes of instruction to meet corporate needs, use of instructional technologies and evaluation of instructional methodologies. Also reviews principles and practices of broadcast/non-broadcast applications of various form of media (e.g., slide-tape show) for instructional purposes.

COMM 401 Retail Advertising (3)

Presents planning and preparation of retail advertising with emphasis on the smaller retailer; hands-on experience in developing a unique positioning and image,

including preparation of copy, layout, television storyboards, radio scripts; reviews media research, planning, and buying.

COMM 411B Curriculum Materials and Methods in the Communication Arts (3)

Analyzes classroom techniques in teaching the Communication Arts in the secondary school; curriculum design and execution; resources in technological aids to effective teaching.

COMM 416 Advanced Reporting – Local, Regional and International Perspectives (3)

Students explore advanced reporting techniques relative to the electronic and print news fields, with a focus on the former. Topics include: conducting research for a news story, interviewing techniques, working with alternate news sources, community reporting, reporting for an international audience, reporting through new modalities (e.g. podcasts), verifying sources, data mining.

COMM 418 Electronic Storytelling Documentary Production (3)

This course builds on the concepts and techniques covered in COMM 336 Broadcast Newswriting, and COMM 238 Media Scriptwriting. Students, for example, learn how to write and produce a documentary that could subsequently be distributed via a traditional communications channel (e.g., cable station) or through a social networking site.

COMM 422 Personnel Management (3)

Examines the changing responsibilities of a personnel manager within an organization; addresses human and interorganizational behavior. Discusses processes and philosophies of obtaining personnel, developing their abilities, rewarding them monetarily, aligning group and individual interests with organizational goals, and preserving the health of the work force. Cross-listed with BUS 422.

COMM 431 Contemporary Issues in Telecommunications (3)

Examines topical issues in the Telecommunications field. Cuts across broadcast/non-broadcast operations and introduces students to the contemporary forces that are changing and challenging their disciplines. Topics can range from fast-breaking legal issues to an in-depth analysis of economic and/or aesthetic forces. May be cross-listed with another department or may be substituted with a course from another department, with the permission of the program director.

COMM 433 Educational Telecommunications (3)

Examines the policies and practices of radio and television for instructional applications in and out of the classroom; discusses how to meet the challenge of cultural improvement and continuing education through the media.

COMM 435 Media Criticism (3)

Analyzes examples of television and, possibly, cable programming in respect to their form and content; the role of the media critic; basis for criticism; the relationships between the media and society.

COMM 448 Special Topics in Communication Arts (3)

Examines topics of immediate current interest in communication arts; focus of course changes each time offered, according to evolving directions in various professional areas.

COMM 449 Film and Society (3)

Introduces students to film history and the relationships between film and society. Movies are viewed in class; class focus can change on a semester basis.

COMM 450 Internship (3-6)

Involves practical experience under the direction of qualified professionals at cooperating organizations and institutions in the areas of specialization in communication arts. Requires 45 training hours per academic credit. *Prerequisites: minimum QPA of 2.50 Communication Arts courses and 2.00 in all other university work; approval of*

department chair. Generally, only open to students majoring in the Communication Arts. An exception may be made with the permission of the department chairperson.

COMM 451 Coordinating Seminar in Communication Arts (3)

Synthesizes the related disciplines in Communication Arts, involving individual in-depth exploration of various problems and preparation of thesis or equivalent project. Generally, only open to students majoring in the Communication Arts. An exception may be made with the permission of the department chairperson.

COMM 499 Independent Study (3)

Involves options not offered in regular courses, permitting maximum freedom to enhance a student's personal interests in academic pursuits, under the direction of the department faculty. Requires approval of the faculty member directing the student's program as well as the department chairperson; minimum QPA 3.00 in Communication Arts courses. Generally, only open to students majoring in Communication Arts. An exception may be made with the permission of the department chairperson.

Music, Theatre, and Dance

INSALACO COLLEGE OF CREATIVE AND PERFORMING ARTS



Joan McCusker, IHM, Ph.D., Chairperson
*Christiane Appenheimer-Vaida, M.M.
Barbara Blackledge, M.F.A.
*William Carter, M.Div.
*Joseph Cole, B.M.
Jennifer Cowgill, D.M.
Anita L. Gadberry, Ph.D., M.T.-B.C.
*Paulette Gallo, M.A.
*Wendy Grice, M.M.
*Thomas Hamilton, B.A.
*Thomas Heinze, M.M.
Rick Hoffenberg, D.M.A.
*Maria Hricko-Fay, M.S.W./L.S.W., L.C.A.T., M.T.-B.C.
*Thomas Hryniw, M.M.
*Todd Hunter, M.M.
*Philip Ioanna
*Peter Ivanov, M.A.
*Cheryl L. Jones-Ellsworth, M.S., M.T.-B.C.
*David Jumper, M.M.
*Patricia Koch, M.M.
*Dominique Lemire-Ross, M.C.A.T., M.T.-B.C.
*Mark Laubach, M.M.
*Latoya Martin, M.F.A.
*Steven Mathiesen, M.M.
*Linn McDonald, M.Ed.
Nathaniel Parker, D.M.A.
*Sister Joan Paskert, IHM, M.M., N.C.T.M., C.M.F.C.
*Samantha J. Phillips, M.F.A.
*William Roditski, B.M.
F. David Romines, D.M.A.
*Ellen Rutkowski, M.A.
*Mary Ethel Schmidt, M.F.A.
Judy Snyder, M.F.A., production manager
*Heather Stuart, B.F.A.
*Sophie Till, M.M.
D. Patrick Toomey, B.A., technical director
D. Charles Truitt, M.A.
*Edward Wargo, M.M.
*Christina Williams, M.F.A.
*David Zarko, M.F.A.
*Part-time

Goals

In keeping with the mission and goals of Marywood University, the programs in music, theatre, and dance provide a framework for students to master the professional and leadership skills necessary for various careers in the performing arts, while at the same time enabling them to develop their highest human potential. Our goal is to foster and inspire spiritual, ethical, and religious values as we teach our students to live in an interdependent world.

The programs in music prepare students for careers as school music teachers, as private studio instructors, as music therapists in a variety of clinical settings, and as performing artists. Programs in theatre prepare students for careers in musical theatre, acting and theatre production, stage direction, technical production, and the business of theatre. The 18-credit Dance minor offers courses from ballet to modern form, all with performance components. Teacher certification programs in music (K-12) and theatre (7-12) are approved by the PA Department of Education.

Graduating students may also choose careers in a related performing arts industry as music librarians, arrangers, arts managers, fine arts consultants, or further graduate study.

Requirements for all Bachelor of Music Majors

All music majors whose primary performing instrument is not keyboard must pass a piano proficiency examination. If keyboard skills are lacking, further applied piano study is required. Music Therapy majors must also pass guitar and voice proficiency examinations. B.M. candidates must present a senior recital in the major performing area.

All music majors participate in a major ensemble appropriate to their primary performing instrument each semester of full-time status. Vocal, keyboard, and guitar majors enroll in Campus Choir. Winds and percussion majors enroll in wind ensemble. Strings majors enroll in orchestra. Additionally, non-vocal majors (string, woodwind, brass, and percussion) must participate in a vocal ensemble for four semesters.

All music majors complete the University liberal arts core requirements and competency courses according to the major area of study. Students should consult with their academic advisors to determine the exact combination of courses required for their specific degree program.

Degree Requirements

	Major	Core	Electives	To Graduate
B.M. Music Education	85	43/46	0	135
B.M. Performance	78	43/46	3	126
B.M. Music Therapy	86-88	43/46	0	132-134
Collaborative Programs:				
B.A. Musical Theatre	74	43/46	6	126
B.A. Theatre	65	43/46	15	126
B.A. Theatre Education	74	43/46	6	126
B.A. Arts Administration				
a) Music	65	43/46	15	126
b) Theatre	67	43/46	13	126

Curriculum Requirements

B.M. in Music Education

Graduates are eligible for Pennsylvania teacher certification in music education (K-12), and for further graduate study. A Music Education candidate must complete 190 hours of assigned fieldwork in observation prior to student teaching. Pennsylvania Department of Education (PDE) requires a minimum QPA of 3.00 for formal acceptance into the teacher education program. Application is typically done via sophomore screening process in the second year of study. Teacher certification requires a successful student teaching experience and the passing of Pennsylvania state teacher education tests. The music education program requires at least eight regular semesters and additional summer sessions.

Post-Baccalaureate Teacher Certification (music K-12)

Applicants possessing a bachelor's degree in a related music field (e.g., music performance, music therapy, church music) who are seeking initial teacher certification must successfully complete Components II and III: Music Education (II), and Professional Education (III).

Applicants with a bachelor's degree in a field *other than music* (e.g., education, art, etc.) must successfully complete all three components: Basic Musicianship (I), Music Education (II), and Professional Education (III).

I. BASIC MUSICIANSHIP AND PERFORMANCE – 46 credits

MUSC 111 A, B	Written Theory I (4)
MUSC 112 A, B	Aural Skills I (2)
MUSC 115 A, B	Conducting I (2)
MUSC 120 A, B	Fundamentals of Vocal Techniques (2)
MUSC 127 A, B	Class Piano, where applicable (4)
MUSC 211 A, B	Written Theory II (2)
MUSC 212 A, B	Aural Skills II (2)
MUSC 213 A, B	Keyboard Harmony (2)
MUSC 309	Form and Analysis (3)
MUSC 318 A, B, C	Italian Vocal Diction (German-, French-), voice majors only (3)
MUSC 322	History of Music I (3)
MUSC 323	History of Music II (3)
MUSC 412	Orchestration (2)
MUSC 421	Introduction to World Music (1)
MUSC 419	Conducting II (1)
MUSC varies	Applied Major (14)
MUSC varies	Applied Minor (2)
MUSC varies	Ensemble (4+)
MUSC 482	Senior Recital (0)

II. MUSIC EDUCATION COMPONENT – 14 credits

MUSC 118	Percussion Methods (2)
MUSC 215A	Violin Methods (2)
MUSC 215B	Cello/Bass Methods (2)
MUSC 303A	Woodwind Methods I (1)
MUSC 303B	Woodwind Methods II (1)
MUSC 311B	Music Education in Elementary School (2)
MUSC 312	Music Education in Secondary School (2)
MUSC 315C	Instrumental Lab (0)
MUSC 315D	High Brass Methods (1)
MUSC 315E	Low Brass Methods (1)

III. PROFESSIONAL EDUCATION – 25 credits

EDUC 000	Field Experience (0)
EDUC 005D	Practicum IV Secondary/K-12 (1)
EDUC 100, 101	Introduction to Education (.5,.5)
*PSYC 251	Developmental Psychology (3)
*EDUC 311	Educational Psychology (3)
*EDUC 411A	Effective Instruction in Secondary and K-12 Education (3)
*EDUC 414	Social Foundations of Education (3)
SPED 100	Characteristics of Students with Disabilities (3)
**SPED 300	Curriculum Adaptations (3)
*SPED 367	Behavior Management (3)
EDUC 442M	Student Teaching (9)
*EDUC 461	Methods, Materials, & Assessment of ELL (3)

*requires upper level screening

**taken with student teaching

B.M. in Performance

Graduates of this program are prepared for solo/ensemble performance, studio teaching and further graduate study. In addition to a solo recital in the senior year, the performance major must also present a solo recital in the junior year.

I. MAJOR AREA - 40 credits

MUSC varies	Applied Major (32)
MUSC varies	Pedagogy/Literature in major performing instrument/voice (1-4)
MUSC varies	Ensemble (4+)
MUSC 382	Junior Recital (0)
MUSC 482	Senior Recital (0)

II. SUPPORTIVE MUSIC COURSES – 41 credits

MUSC 111A, B	Written Theory I (4)
MUSC 112A, B	Aural Skills I (2)
MUSC 115A, B	Conducting I (2)
MUSC 120A, B	Fundamentals of Vocal Techniques (2)
MUSC 127A, B	Class Piano where applicable (4)
MUSC 211A, B	Written Theory II (2)
MUSC 212A, B	Aural Skills II (2)
MUSC 213A, B	Keyboard Harmony (2)
MUSC 309	Form and Analysis (3)
MUSC 318 A, B, C	Italian Vocal Diction (German-, French-), voice majors only (3)
MUSC 322	History of Music I (3)
MUSC 323	History of Music II (3)
MUSC 411	Modal Counterpoint (3)
MUSC 412	Orchestration (2)
MUSC 413	Tonal Counterpoint (3)
MUSC 415	Composition (2)
MUSC 419	Conducting II (1)
MUSC 421	Introduction to World Music (1)
MUSC varies	Elective (3)

B.M. in Music Therapy

Completion of this program leads to board certification as a music therapist. Following the academic studies and the required clinical training, the candidate is awarded the B.M. degree and is eligible to take the National Board Certification Examination for Music Therapists, designed and administered by the Certification

Board for Music Therapists (CBMT). The credential awarded is Music Therapist-Board Certified (MT-BC).

The music therapy degree candidate must complete the required clinical training experience, which has two components: pre-internship and internship. Pre-internship training consists of various practical field experiences with at least three different populations, taken by a student in conjunction with music therapy coursework as prerequisite for internship placement. Internship is the culminating, in-depth, supervised clinical training experience in music therapy completed at a national roster internship site. A minimum of 1040 hours is required (or hours until entry-level competence is achieved) at an AMTA-approved clinical training site.

This competency-based curriculum prepares students for a career using music in a systematic sequence of interventions leading to specific changes with children, adolescents, and adults requiring special services. A credentialed music therapist is employed in such places as community health centers; traditional state and private facilities serving persons with mental and physical challenges, including psychiatric partial hospitalization day programs, group homes or intermediate care facilities for people with developmental disabilities; general hospitals; allied health rehabilitation centers; day care centers; nursing homes; senior centers; hospice care; correctional facilities; schools; private practice; consultative work, and/or further graduate study. Professional membership is available through the American Music Therapy Association, Inc. (AMTA).

I. BASIC MUSICIANSHIP AND PERFORMANCE 52-54 credits

MUSC 111A, B	Written Theory I (4)
MUSC 112A, B	Aural Skills I (2)
MUSC 115A, B	Conducting I (2)
MUSC 118C	Percussion Class (2)
MUSC 120A, B	Fundamentals of Vocal Techniques (2)
MUSC 127A, B	Class Piano, where applicable (4)
MUSC 211A, B	Written Theory II (2)
MUSC 212A, B	Aural Skills II (2)
MUSC 213A, B	Keyboard Harmony (2)
MUSC 318 A, B, C	Italian Vocal Diction (German-, French-), voice majors only (3)
MUSC 322	History of Music I (3)
MUSC 323	History of Music II (3)
MUSC 376	Recreational Music (2)
MUSC 412	Orchestration (2)
MUSC varies	Applied Major (14)
MUSC varies	Applied Guitar (2)
MUSC varies	Ensemble (4+)
MUSC 482	Senior Recital (0)

II. MUSIC THERAPY COMPONENT 19 credits

M TH 170A, B	Introduction to Music Therapy (4)
M TH 171	Clinical Experience – 20 hours (0)
M TH 271	Pre-Internship Clinical Experience – 40 hours (0)
M TH 271S	Pre-Internship Seminar (.5, .5)
M TH 371	Pre-Internship Clinical Experience – 50 hours (0)
M TH 371S	Pre-Internship Seminar (.5, .5)
M TH 372	Psychological Foundations I (2)
M TH 373	Psychological Foundations II (2)
M TH 377	Improvisation (2)
M TH 471	Pre-Internship Clinical Experience – 50 hours (0)
M TH 471S	Pre-Internship Seminar (.5, .5)
M TH 474	Music in Therapy (3)

M TH 475	Influence of Music on Behavior (3)
M TH 480, 481	Music Therapy Internship – 1040 hours (0)

III. BEHAVIORAL/HEALTH/NATURAL SCIENCES 15 credits

*BIOL 130	Anatomy and Physiology and lab (4)
*PSYC 211	General Psychology (3)
PSYC 251	Developmental Psychology (3)
PSYC 431	Abnormal Psychology (3)
PSYC 432	Abnormal Behavior in Children and Adolescents (3)
SPED 152	Orientation to Exceptionalities (2)
SPED 355M, A	Fine Arts for Students with Disabilities (2)
*SOC 211	Introductory Sociology (3)

* Included in liberal arts requirements

Degree—Equivalency in Music Therapy Certificate Program

This program is designed for the student who holds a bachelor's degree in music and wishes to seek board certification in order to begin professional practice as a music therapist. The equivalency program consists of all core music therapy and clinical training requirements, plus any pertinent courses in related fields (e.g., abnormal psychology, etc.) It should be noted that an equivalency program is regarded as entry level, regardless of the level of credit awarded for course work. The student usually earns undergraduate credit for these courses.

Prior to beginning the program, the director of Music Therapy designs a course of study with the student that will result in entry-level competencies in three main areas: musical, clinical, and music therapy foundations and principles, as specified in the AMTA Professional Competencies. The transcripts of the student's work, i.e., the first degree plus the music therapy course work, must meet the required competency-based standards.

The Equivalency in Music Therapy requires a minimum of three semesters or one and a half years, plus the minimum of 1200 internship hours as specified above. The internship follows the completion of all music therapy coursework.

Upon successful completion of the academic and internship components, the candidate is eligible to take the national Board Certification Examination for Music Therapists. Successfully passing the exam, the candidate is awarded the credential Music Therapist-Board Certified (MT-BC) by the Certification Board for Music Therapists (CBMT). Professional membership is available with the American Music Therapy Association, Inc. (AMTA).

B.A. in Musical Theatre

Combining competencies in both music and theatre, the Bachelor of Arts emphasis in Musical Theatre program provides opportunities for students to develop skills and competencies in both the artistic and technical production of musical theatre. Admission to this program requires an audition (with music, theatre, and dance components).

Completion of this program prepares the student for professional work in musical theatre, as well as for further graduate study. This program has received final approval for listing in the NASM Directory.

Music courses — a total of 33 credits

MUSC 111A, B	Written Theory I (4)
MUSC 112A, B	Aural Skills I (2)
MUSC 115A	Conducting I (1)
MUSC 120A, B	Fundamentals of Vocal Techniques (2)
MUSC 127A or B	Class Piano (2)
MUSC 224A or B	Audition Workshop (2)

MUSC 319A, B	Musical Theatre Repertoire (3)
MUSC 322	History of Music I (3)
MUSC 323	History of Music II (3)
MUSC varies	Applied Major (7)
MUSC varies	Vocal Ensemble (2)
MUSC varies	Elective (2)

Theatre courses — a total of 29 credits

THEA 113	Introduction to the Theatre (3)
THEA 230B	Practicum (1)
THEA 241	Fundamentals of Acting (3)
THEA 242	Advanced Acting (3)
THEA 244A,B,C,D	Audition Workshop (.5,.5,.5,.5)
THEA 247A	Stage Management (2)
THEA 330B	Practicum (1)
THEA 341	Theatre History (2)
THEA 342A	Tragedy in Dramatic Literature (2)
THEA 342B	Comedy in Dramatic Literature (2)
THEA 347	Fundamentals of Directing (3)
THEA 404	Theatre as a Business (2)
THEA 451	Capstone Project: Musical theatre Showcase (3)

Dance courses — a total of 15 credits

DANC 140	Fundamentals of Dance/Movement (3)
DANC 141	Body Awareness (3)
DANC 142	Fundamentals of Improvisation/Choreography (3)
*DANC varies	Dance Technique (6)

*Six credits of dance technique required. Courses are offered in ballet, jazz, modern dance, tap, musical theatre, and special topics.

Additional Requirements

A musical theatre major must appear in public musical performances each year at Marywood and is required to audition for all dance and musical theatre productions. In addition, a musical theatre major must attend all master classes and workshops offered in dance.

The musical theatre major will be evaluated or juried each year in music, theatre and dance to make recommendations for further study.

Requirements for all Bachelor of Arts in Theatre

There are two concentrations in the theatre program: (1) Theatre Arts prepares students as performing artists, directors, technicians, designers, and managers. (2) Theatre Education leads to Pennsylvania teacher certification in Communication Arts 7-12 (which includes English, theatre, and non-print media).

All students adhere to Marywood University's liberal arts core curriculum requirements as outlined in the undergraduate catalog.

Curriculum Requirements

Basic requirements for all students in Theatre Arts or Theatre Education (15 credits):

THEA113	Introduction to Theatre (3)
THEA 247A	Stage Management (2)
THEA 341	Theatre History (2)
THEA 342A	Tragedy in Dramatic Literature (2)
THEA 342B	Comedy in Dramatic Literature (2)
THEA 451	Capstone Project (3)
THEA130A	Theatre Lab (1)

B.A. in Theatre Arts (65 credits)

The broad base of the theatre arts program allows for the exploration of a student's strengths, which are then converted into marketable skills. With the advisement of faculty and staff, students are eventually directed toward a focus on performance, technical production or management. For all theatre students, production experiences place strong emphasis on the development of an ensemble work ethic. Course requirements include the basic requirements of 15 credits for the major, plus:

THEA 241	Fundamentals of Acting (3)
THEA 247B	Scenic Design (2)
THEA 247C	Lighting and Sound Design (2)
THEA 247D	Costuming and Make-Up (2)
THEA 343	Theatre Management (2)
THEA 347	Fundamentals of Directing (3)
THEA 404	Theatre as a Business (2)
THEA 130B	Theatre Lab (1)
THEA 230A,B	Theatre Lab (1,1)
THEA 330A,B	Theatre Lab (1,1)
THEA 430A,B	Theatre Lab (1,1)

Select 6 credits from the following:

THEA 242	Advanced Acting (3)
THEA 348	Advanced Directing (3)
THEA 247	Advanced Production (3)
DANC140	Fundamentals of Dance/Movement (3)

Select 21 credits of electives with advisement. Students are encouraged to take an 18-credit minor in an area of related interest.

B.A. in Theatre Education (74 credits)

Students are certified to teach Communication Arts at the secondary level. The certification area includes English, theatre, and non-print media. Theatre Education candidates complete 190 hours of assigned fieldwork in observation prior to student teaching. Pennsylvania Department of Education (PDE) requires a minimum QPA of 3.00 for formal acceptance into the teacher education program. Application is typically done via sophomore screening process in the second year of study. Teacher certification requires a successful student teaching experience and the passing of Pennsylvania state teacher education tests.

Course requirements include basic requirements of 15 credits for the major plus:

COMM 112	Communication Theory (3)
THEA 230A or B	Theatre Lab (1)
THEA 330A or B	Theatre Lab (1)
THEA 430A or B	Theatre Lab (1)
THEA 241	Fundamentals of Acting (3)
THEA 247B	Scenic Design (2)
THEA 247C	Lighting and Sound Design (2)
THEA 347	Fundamentals of Directing (3)
+ENGL 412A	Teaching of Writing (3)
OR	
+ENGL 412B	Teaching of Literature (3)

+ The course selected may be applied both as a requirement for the major and as an upper level Liberal Arts core requirement.

Select 6 credits from the following non print courses:

COMM 231	Audio Production (3)
COMM 233	Video Production I (3)
COMM 234	Video Production II (3)
COMM 237	New Communication Technologies (3)

COMM varies Non-print media electives (3)

Professional Education Component

EDUC 000 Field Experience (0)
EDUC 005D Practicum IV Secondary/K-12 (1)
EDUC 100, 101 Introduction to Education (.5,.5)
PSYC 251 Developmental Psychology (3)
*EDUC 311 Educational Psychology (3)
*EDUC 411A Effective Instruction in Secondary and K-12 Education (3)
*EDUC 414 Social Foundations of Education (3)
SPED 100 Characteristics of Students with Disabilities (3)
**SPED 300 Curriculum Adaptations (3)
*SPED 367 Behavior Management (3)
EDUC 442M Student Teaching (9)
*EDUC 461 Methods, Materials, & Assessment of ELL (3)

*requires upper level screening

**taken with student teaching

Theatre Minor

To compliment an academic major or to provide student enrichment, the theatre minor includes a broad scope of interest in the field. Minor specialization in theatre requires 18 credits:

THEA 230A or B Theatre Lab (1)
THEA 247A Stage Management (2)

Choose two courses from the following three (247B, C, D):

THEA 247B Scenic Design (2)
THEA 247C Lighting/Sound Design (2)
THEA 247D Costuming/Make-Up (2)
THEA 330A or B Theatre Lab (1)
THEA 341 Theatre History (2)
THEA 342A Tragedy in Dramatic Literature (2)
THEA 342B Comedy in Dramatic Literature(2)
THEA 347 Fundamentals of Directing (3)
THEA 430A or B Theatre Lab (1)

Dance Minor

The objectives of the dance minor at Marywood University are to develop technique and competency in the body as an instrument of expression and to provide an awareness of the body itself. Dance is the most fundamental of the arts, involving a direct expression of oneself through the body. It is a basic form of communication. The application of dance theory has broadened in recent decades to include a variety of fields of study. The Marywood dance minor not only addresses the need for developing technique and aesthetic principles for theatre or music majors, but is compatible with study in other academic areas at Marywood.

Minor specialization in Dance requires 18 credits:

DANC 140 Fundamentals of Dance/Movement (3)
**DANC 141 Body Awareness (3)
DANC 142 Fundamentals of Improvisation/Choreography (3)
DANC 143A or B Ensemble (3)
*DANC varies Dance Technique (6)

*Six credits of dance technique required. Courses offered in ballet, jazz, modern dance, tap, musical theatre, stage combat and special topics.

**Some majors (such as Psychology or Early Childhood Special Education) may require a student to substitute Body Awareness with Kinesiology.

In addition, all dance minors are required to attend master classes and workshops in dance.

B.A. in Arts Administration

Primary concentration — Music; Secondary Concentration — Art or Theatre

Music, art, or theatre and a business component as a combined form have cultural and practical aspects. Encompassing the arts in their broadest interpretation and incorporating a basic business component, this program permits students to live responsibly in an interdependent world. It forms an intrinsic parallel to the undergraduate curricular purpose regarding the human condition.

The program consists of these objectives:

- (a) develop student competencies in music;
- (b) develop in the students basic skills in business administration;
- (c) familiarize student with the separate as well as the combined standards for effective arts management.

Graduates of this program are prepared for a variety of positions in organizations concerned with artistic presentations. Arts administrators are needed in federal, state, and community arts agencies, as well as in the promotion of arts education programs.

Required Courses (24 credits)

BUS 111	Principles of Marketing (3)
BUS 123	Management and Career Options (3)
BUS 131	Accounting I (3)
BUS 132	Accounting II (3)
BUS 200	Advanced Computer Tools (3)
BUS 252	Business Law I (3)
BUS varies	Electives (6)

Primary Concentration — Music (26 credits)

MUSC 111A & 112A	Written Theory I & Aural Skills I (3)
MUSC 115A	Conducting I (1)
MUSC 120A	Fundamentals of Vocal Techniques (1)
MUSC 322	History of Music I (3)
MUSC 323	History of Music II (3)
MUSC varies	Applied Music (4)
MUSC varies	Choral/Instrumental Ensemble (3)
MUSC 203	Arts Management (3)
MUSC 303	Practicum (2)
MUSC 403	Internship (3)

If one chooses Art or Theatre as a primary concentration, then Music becomes the secondary concentration as follows:

Secondary Concentration — Music (15 credits)

MUSC 111A & 112A	Written Theory I & Aural Skills I (3)
MUSC 115A	Conducting I (1)
MUSC 120A	Fundamentals of Vocal Techniques (1)
MUSC 322	History of Music I (3)
MUSC 323	History of Music II (3)
MUSC varies	Applied Music (2)
MUSC varies	Choral/Instrumental Ensemble (2)

Primary Concentration Theatre (28 credits)

THEA 113	Introduction to Theatre (3)
THEA 130A or B	Theatre Lab (1)
THEA 247A	Stage Management (2)

Choose two courses from the following three (247B, C, D):

THEA 247B	Scenic Design (2)
THEA 247C	Lighting/Sound Design (2)
THEA 247D	Costuming/Make-Up (2)
THEA 330A or B	Theatre Lab (1)
THEA 341	Theatre History (2)
THEA 342A	Tragedy in Dramatic Literature (2)
THEA 342B	Comedy in Dramatic Literature (2)
THEA 343	Theatre Management (2)
THEA 404	Theatre as a Business (2)
THEA 430A or B	Theatre Lab (1)
THEA 451	Capstone Project (3)
THEA 450	Internship (3)

Secondary Concentration Theatre (15 credits)

THEA 230A or B	Theatre Lab (1)
THEA 247	Stage Management (2)

Choose two courses from the following three (247B, C, D):

THEA 247B	Scenic Design (2)
THEA 247C	Lighting/Sound Design (2)
THEA 247D	Costuming/Make-Up (2)
THEA 341	Theatre History (2)
THEA 342A	Tragedy in Dramatic Literature (2)
THEA 342B	Comedy in Dramatic Literature (2)
THEA 343	Theatre Management (2)

Minor in Music

Designed for students who wish to combine their aptitude for music with a major in another area. A total of 18 credits is required.

MUSC 111A & 112A Written Theory I & Aural Skills I (3)

MUSC 115A, B Conducting I (2)

MUSC 120A, B Fundamentals of Vocal Techniques (2)

MUSC 322 History of Music I (3)

OR

MUSC 323 History of Music II (3)

MUSC varies Applied Music (4)

MUSC varies Electives (2 electives should be in ensemble) (4)

Requirements for Admission

In addition to fulfilling the general requirements for admittance to the University, the student auditions in the major performing medium (for music or musical theatre). A placement test is also given at the time of the audition. This test includes:

- **Written Theory** – music applicants must demonstrate: (a) familiarity with basic music terms; (b) ability to read treble and bass clefs; (c) knowledge of key signatures of all major and minor scales and ability to write the scales, including the three forms of the minor scale; (d) understanding of meter and rhythm; and (e) ability to write common and major/minor triads. Satisfactory completion of this test is a prerequisite for MUSC 111A.
- **Sight Singing** – music applicants will be expected to sing, at sight, material of the difficulty of an average folk song.

- **Piano Skills** – music applicants who have some piano skills must demonstrate these by sight-reading a short excerpt from piano literature.
- **Acting/Dance** – musical theatre applicants must demonstrate basic skills in singing, acting, and dance.

Transfer Students

Students transferring from other schools or other courses of study must follow the same procedure as new applicants. Transfers must complete a minimum of 30 credit hours in Music at Marywood.

Graduation Requirements

Before graduation, candidates for the Bachelor of Music degree must fulfill the requirements for the degree program as stated in the current catalog and student handbook.

Accreditation

Marywood University has been a full member of the National Association of Schools of Music (NASM) since 1945. This association is responsible for the accreditation of music curricula in higher education and all other levels of music. Membership in this organization ensures the establishment and maintenance of minimum standards for the education of musicians while encouraging both diversity and excellence in all educational programs.

Marywood University also has full approval of the American Music Therapy Association (AMTA). Both the AMTA and the NASM collaborate regarding standards for education and clinical practice. Curriculum, personnel, and criteria are recommended by the AMTA to the NASM for accreditation. AMTA approval places colleges and universities offering programs in health related fields on a par with other health care associations that require this type of approval.

The professional Music Therapist Board Certified (MT-BC) credential is awarded by the Certification Board for Music Therapists (CBMT). The CBMT is committed to maintaining the current standard for eligibility to sit for the national examination in that “Candidates must have completed academic and clinical training requirements established by the American Music Therapy Association.”

Facilities

University facilities that support the performing arts programs include holdings in books, scores, audio, DVDs, and video recordings in the University library, as well as the following scores and equipment in the Sette LaVerghetta Center for Performing Arts:

- 1,100 seat theatre, lighting control system
- Black Box Theatre (Lab theatre with flexible staging/design)
- performing arts facility seating 125
- digital piano lab
- 2 harpsichords, 3 harps
- practice facilities - including a complement of band and orchestra instruments
- orchestral scores library
- choral library; vocal solo scores library
- wind ensemble scores library
- curriculum lab and learning center
- 2 computer labs
- MIDI Creator equipment and Roland digital keyboard (Music Therapy Lab)
- Multiple organs including: Peragallo pipe organ (Marian Chapel), Moeller pipe organ (I.H.M. Center) and an ALLEN AE-50 electronic organ with MIDI-capability (SLC Theatre).

Music Courses (MUSC)

Applied Music (100- through 400-level)

Music lessons are offered on 100-, 200-, 300-, and 400-levels according to year of study. Music majors and minors must take applied music according to academic program requirements. Other University students may take applied music lessons according to individual interest and skill. To ensure instructor availability, approval of MTD chair is required.

MUSC 124A,B	Voice
MUSC 126A,B	Piano
MUSC 126C,D	Applied Jazz Piano
MUSC 128A,B	Organ
MUSC 130A,B	Violin
MUSC 132A,B	Viola
MUSC 134A,B	Cello
MUSC 136A,B	String Bass
MUSC 138A,B	Harp
MUSC 140A,B	Flute
MUSC 142A,B	Clarinet
MUSC 144A,B	Oboe
MUSC 146A,B	Bassoon
MUSC 148A,B	Trumpet
MUSC 150A,B	French Horn
MUSC 151A,B	Baritone
MUSC 152A,B	Trombone
MUSC 154A,B	Accordion
MUSC 156A,B	Percussion
MUSC 158A,B	Saxophone
MUSC 160A,B	Tuba
MUSC 162A,B	Classical/Jazz Guitar
MUSC 162T,U	Electric Bass Guitar
MUSC 164A,B	Harpsichord

MUSC 100A,B; 200A,B; 300A,B; 400A,B Chamber Singers (.5,.5)

Involves study and performance of choral literature written for a small select choir of mixed voices. Open by audition.

MUSC 102A,B; 202A,B; 302A,B; 402A,B; Campus Choir (.5,.5)

A choir of mixed voices open to all University students, faculty, staff, and community singers. Voice classification to determine proper placement is required.

MUSC 104A,B; 204A,B; 304A,B; 404A,B Woodwind Ensemble (0,0)

Involves study and performance of literature for various combinations of woodwind instruments. Required for Woodwind majors; for others, open by audition. Credit included in Applied Music.

MUSC 105A,B; 205A,B; 305A,B; 405A,B Piano Ensemble (0,0)

Develops skills for vocal and instrumental accompanying, and playing two-piano and four-hand repertoire. Required for Piano majors. Credit included in Applied Music.

MUSC 106A,B; 206A,B; 306A,B; 406A,B Percussion Ensemble (0,0)

Involves study and performance of literature for percussion instruments. Required for Percussion majors; for others, open by audition. Credit included in Applied Music.

MUSC 107A,B; 207A,B; 307A,B; 407A,B Wind Ensemble (.5,.5)

Involves study and performance of standard wind band and symphonic band. Required for all Wind and Percussion majors; open to all University students, faculty, staff, and community musicians.

MUSC 108A,B; 208A,B; 308A,B; 408A,B Jazz Ensemble (.5,.5)

Involves study and performance of traditional and contemporary Jazz band literature. Open by audition.

MUSC 110A,B; 210A,B; 310A,B; 410A,B Orchestra (.5,.5)

Involves study and performance of standard orchestral literature. Required for String majors; open to all University students, faculty, staff, and community musicians.

MUSC 111A, B Written Theory I (2, 2)

Presents basic principles of diatonic harmony in music of various styles, through written application.

MUSC 112A, B Aural Skills I (1, 1)

Development of necessary aural skills for performance of melodies at-sight (sight-singing) and transcription (dictation) of melodic, rhythmic, and harmonic musical excerpts from folk and classical styles.

MUSC 114A,B; 214A,B; 314A,B; 414A,B String Quartet and Chamber Music (0,0)

Involves study and performance of string quartet and chamber music. Required for String majors. Credit included in Applied Music.

MUSC 115A,B Conducting I (1,1)

Laboratory class covers principles of baton technique, with practical application using the class as an ensemble. Presents beginnings of score reading and score preparation for conducting both choral and instrumental ensembles.

MUSC 116A,B; 216A,B; 316A,B; 416A,B Guitar Ensemble (0,0)

Emphasizes development of ensemble discipline and sight reading. Includes study of guitar chamber music. Required for Guitar majors; for others, open by audition. Credit included in Applied Music.

MUSC 117A,B; 217A,B; 317A,B; 417A,B Brass Ensemble (0,0)

Involves study and performance of literature for brass instruments. Required for Brass majors; for others, open by audition. Credit included in Applied Music.

MUSC 118 Percussion Methods (2) spring

Laboratory class in the playing of percussion instruments. Covers materials and techniques for the teaching of percussion. Required for Music Education majors.

MUSC 118C Percussion Class (2) spring

Laboratory class in the playing of percussion instruments. Covers techniques for the use of percussion by the music therapist. Required for Music Therapy majors.

MUSC 120A,B Fundamentals of Vocal Techniques (1,1)

Designed to study the basics of the anatomy of the vocal mechanism and its function, and to establish ideal guidelines for teaching voice to singers of all types and ages. Required for instrumental majors.

MUSC 127A,B Class Piano for Piano Minors (2,2)

Designed to develop piano proficiency for the non-keyboard music major through basic knowledge, repertoire, and functional skills.

MUSC 141A,B; 241A,B; 341A,B; 441A,B Flute Ensemble (0,0)

Involves study and performance of literature for flute choir, from the Baroque period to the present time. Required for Flute majors. Credit included in Applied Music.

MUSC 163G, 263G, 363G, 463G Guitar Class (1)

Guitar class open to students with little or no experience in playing guitar. Acquisition of functional skills: read chords/tablature, play simple songs, and accompany others as soloist or ensemble member.

MUSC 203 Arts Management (3)

Designed to integrate business management concepts with the performing arts. Theoretical and practical techniques.

MUSC 211 A, B Written Theory II (1, 1)

Emphasis on chromatic harmony in music from all periods. *Prerequisite: MUSC 111A,B.*

MUSC 212 A,B Aural Skills II (1,1)

Emphasis on singing and transcribing more complex melodic, rhythmic, and harmonic excerpts and musical works in a variety of meters and styles, modes, atonal melodies, simple duets, trios, and Bach chorales. *Prerequisite: MUSC 112 A, B.*

MUSC 213 A, B Keyboard Harmony (1, 1)

Develop skills for playing basic chord progressions and scales, using appropriate accompaniments, transposing and improvising in a variety of styles and meters. *Prerequisite: MUSC 127 A, B.*

MUSC 215A Violin Methods (2) fall

Laboratory class in the playing of violin and viola; materials and principles of teaching beginning classes. Required for Music Education majors.

MUSC 215B Cello and Bass Methods (2) fall

Laboratory class in the playing of cello and bass, materials and principles of teaching beginning classes. Required for Music Education majors.

MUSC 303 Arts Administration Practicum (2)

Offers students opportunity to supplement classroom instruction with on-the-job experience. Field hours are arranged with the cooperation of local professional organizations.

MUSC 303A Woodwind Methods I (1) fall

Laboratory class in playing single-reeds (flute, clarinet, saxophone); materials and principles of teaching beginning woodwinds classes. Required for Music Education Majors.

MUSC 303B Woodwind Methods II (1) spring

Laboratory class in playing double-reeds (oboe, bassoon); materials and principles of teaching beginning woodwinds classes. Required for Music Education Majors.

MUSC 309 Form and Analysis (3)

Course covers melodic and harmonic analysis of music works from simple AB song form to multi-movement works.

MUSC 311B Music Education in the Elementary School (2) fall

For Music Education majors. Discusses the teaching and supervision of general music in the elementary K-6 school.

MUSC 312 Music Education in the Secondary School (2) spring

For Music Education majors. Discusses the teaching of general music in junior/senior 7-12 high school. *Prerequisite: MUSC 311B.*

MUSC 313 String Literature (2) as needed

Analyzes and surveys solo violin, string combinations, and chamber music from the Baroque period to contemporary works. Required for String Performance majors.

MUSC 315C Instrumental Lab (0)

Laboratory class taken with instrumental band methods classes (MUSC 118; 303A,B; and 315D,E). Covers conducting, rehearsing, arranging, and playing on secondary instruments. Required for music education majors.

MUSC 315D High Brass Methods (1) fall

Laboratory class in playing trumpet and French Horn; materials and principles of teaching beginning classes. Required for Music Education majors.

MUSC 315E Low Brass Methods (1) spring

Laboratory class in playing trombone, euphonium, and tuba; materials and principles of teaching beginning classes. Required for Music Education majors.

MUSC 318A Italian Vocal Diction and Literature (1)

Designed to give voice students facility in Italian pronunciation and help in learning the International Phonetic Alphabet (IPA). Includes a survey of representative Italian songs, learned and performed by students in the course. Required for Voice majors.

MUSC 318B German Vocal Diction and Literature (1)

Similar to MUSC 318A, but with emphasis on German repertoire.

MUSC 318C French Vocal Diction and Literature (1)

Similar to MUSC 318A, but with emphasis on French repertoire.

MUSC 320 Piano Literature (2) as needed

In-depth analysis of piano literature, from seventeenth century to present. Required for Piano Performance majors.

MUSC 322 History of Music I (3)

A chronological approach to the study of the history and literature of Western music from the Antiquity and the Middle Ages through the end of the Baroque era (c. 1750). Includes score analysis, form, and performance practices of representative works.

MUSC 323 History of Music II (3)

A chronological approach to the study of the history and literature of Western music from the Classic era to the present. Includes score analysis, form, and performance practices of representative works.

MUSC 363 Guitar Pedagogy (2) as needed

Studies guitar teaching techniques, methods and materials, and appropriate solo and ensemble literature. Required for Guitar Performance majors.

MUSC 364 Flute Literature and Pedagogy (2) as needed

Studies flute literature from the Baroque period to the present. Covers flute teaching techniques, methods and materials, and appropriate solo and ensemble literature. Required for Flute Performance majors.

MUSC 376 Recreational Music (2) spring

Covers techniques and performance skills that build on musical experiences, repertoire, and materials including arranging compositions for small vocal and non-symphonic instrumental ensembles, and activities for music therapy intervention. Required for Music Therapy majors.

MUSC 403 Internship (3)

Involves a supervised experience under the direction of an arts administrator. Professional placement enables students to pursue their special interests and develop skills necessary in managing the affairs of the performing arts.

MUSC 409 Percussion Pedagogy (1) as needed

A study of percussion teaching techniques, method books, music for solo and ensemble performance, instrument and mallet construction, and instrument maintenance. Required for Percussion Performance majors.

MUSC 411 Modal Counterpoint (3) fall

Polyphonic style of the sixteenth century; two- and three-part counterpoint using modes and species; introduces imitation. *Prerequisites: MUSC 211A,B and 212A,B.*

MUSC 412 Orchestration (2) spring

A study of the abilities of string, woodwind, brass, percussion instruments, and voices. Includes arranging techniques for small ensembles, orchestra, band, and chorus. *Prerequisites: MUSC 211A,B and 212A,B.*

MUSC 413 Tonal Counterpoint (3) spring

Polyphonic procedures in the style of Bach and his contemporaries with practical application. *Prerequisites: MUSC 211A,B and 212A,B.*

MUSC 415 Composition (3) fall

Composition of works in the small forms for voices and various instrumental media. Required for Performance majors; open to other music majors.

MUSC 418A Brass Pedagogy (2) as needed

A study of brass teaching, techniques, methods books, music for solo and ensemble performance. Required for Brass Performance majors.

MUSC 419 Conducting II (1)

Focuses on score study, rehearsal procedures, and conducting techniques of instrumental literature for band. Class members are conductors of the Instrumental Lab (MUSC 315C) band. *Prerequisite: MUSC 115A,B.*

MUSC 420 Piano Pedagogy (1) as needed

A study of piano teaching techniques, method books, and appropriate music for solo performance from beginner to advanced learners. Required for Piano Performance majors; open to other piano majors.

MUSC 421 Introduction to World Music (1)

Survey of various musical traditions of selected non-Western societies. Course includes broader historical, sociological, and aesthetic perspectives for music practices.

MUSC 463 Guitar Literature (2) as needed

A survey of literature for guitar, lute, and vihuela from the sixteenth century to the present. Emphasis will be on transcription from tablature and performance practice. Required for Guitar Performance majors.

MUSC 464 Ensemble Participation – Fifth Year (0)

Fulfills ensemble participation required of full time students restricted to students who have completed their “for credit” requirements.

MUSC H466 Advanced Analysis (3)

Honors course introducing advanced and experimental analytical techniques in music. Introduction to Schenkerian analysis. *Prerequisites: MUSC 211A,B; and upper-level theory (Counterpoint or Form & Analysis).* *Permission of honors program director.*

MUSC 467 Computer Technology (1) spring

Learning to use the most recent computer-based software available for various music applications.

MUSC 468 Jazz History (1) as needed

A study of influential musicians and their stylistic contributions to the development of jazz.

MUSC 469 Choral Methods (2)

Laboratory class covers strategies for teaching in elementary and secondary choral programs (appropriate literature, warm-ups and rehearsal techniques, score preparation, conducting and reading open score, piano skills for choral setting).

MUSC 490 Marching Band Techniques (1)

Designed to give a foundation in current styles of show design, marching, arranging and organizational techniques for marching band.

MUSC 498R Violin Pedagogy (1)

A Study of violin teaching techniques, method books, music for solo and ensemble performance from beginning to advanced learners. Required for Violin Performance majors.

MUSC 499 Independent Study (variable credit)

Students with a 3.00 QPA may be granted permission to do independent study in a music area that is not offered in any departmental course offerings.

Music Therapy Courses (M TH)

M TH 170A,B Introduction to Music Therapy (2,2)

Presents a comprehensive overview of the music therapy profession along with current professional issues. Investigates populations most frequently served and other important clinical groups.

M TH 171 Pre-Internship Clinical Experience (0)

Pre-internship field experience with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation, and evaluation. Includes comparative analysis, discussion of practicum components and oral presentations of pertinent topics. A minimum of 20 hours is required.

M TH 271 Pre-Internship Clinical Experience (0)

Pre-internship field experience with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation, and evaluation. Includes comparative analysis, discussion of practicum components and oral presentations of pertinent topics. A minimum of 40 hours is required.

M TH 271S Pre-Internship Seminar (.5, .5)

To be taken concurrently with M TH 271.

M TH 371 Pre-Internship Clinical Experience (0)

Pre-internship field experience with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation, and evaluation. Includes comparative analysis, discussion of practicum components and oral presentations of pertinent topics. A minimum of 50 hours is required.

M TH 371S Pre-Internship Seminar (.5, .5)

To be taken concurrently with M TH 371.

M TH 372 Psychological Foundations of Music I (2) fall

Studies the introduction to musical acoustics, the human response to music in relation to physiological, cognitive and affective domains, musical preferences, and abilities. *Prerequisite: PSYC 211.*

M TH 373 Psychological Foundations of Music II (2) spring

Designed to help the student understand, interpret, and apply historical, quantitative, and qualitative research methods of the behavioral sciences, and to apply findings to the music therapy clinical practice. Replication of one experimental research project is required. *Prerequisite: M TH 372.*

M TH 377 Improvisation (2) fall

Involves creative and responsive freedom using various musical styles/idioms at the keyboard, guitar, percussion, voice, and other instruments. Case studies, clinical examples, and composed works help the student expand musical resources that will facilitate functional improvisational skills applicable in music therapy clinical practice.

M TH 471 Pre-Internship Clinical Experience (0)

Pre-internship field experience with a variety of persons with disabilities to develop skills in assessment procedures, program planning, implementation, documentation, and evaluation. Includes comparative analysis, discussion of practicum components and oral presentations of pertinent topics. A minimum of 50 hours is required.

M TH 471S Pre-Internship Seminar (.5, .5)

To be taken concurrently with M TH 471.

M TH 474 Music in Therapy (3) fall

Examines and experiences clinical music therapy methodologies and theories supported by research and anecdotal case studies. Explores the history of music therapy, levels of music therapy intervention, psychotherapeutic models with an emphasis on mental disorders, as classified in DSM IV-TR. *Prerequisite: M TH 170A,B.*

M TH 475 Influence of Music on Behavior (3) spring

Explores the affective capabilities of music through personal experience, historical data, experimental research, and physiological information. Emphasis is placed on the direct interconnection of mind and body (psyche-soma) principle while utilizing music in the treatment of the “whole” person. *Prerequisites: PSYC 211, M TH 372, 373.*

M TH 480 Music Therapy Internship (0)

The culminating, in-depth, supervised clinical training experience in music therapy completed at a national approved training site. A minimum of 1040 hours are required or hours until entry-level competence is achieved at an AMTA-approved clinical training site.

M TH 481 Music Therapy Internship (0)

The continuance of in-depth, supervised clinical training experience in music therapy completed at a University-affiliated internship site. A minimum of 1040 hours are required or hours until entry-level competence is achieved at an AMTA-approved clinical training site.

Theatre Courses (THEA)**THEA 130 A, B (1,1) Theatre Lab****THEA 230 A, B (1,1) Theatre Lab****THEA 330 A, B (1,1) Theatre Lab****THEA 430 A, B (1,1) Theatre Lab**

Under the supervision of department faculty and staff, involves students in the application of theory through practical experience in various aspects of theatre production. Requires 100 activity hours for academic.

THEA 113 Introduction to Theatre (3)

Introduction to Theatre establishes a foundation for the study of theatre. A survey of topics include concepts and vocabulary used by theatre actors, directors, designers, technicians, and administrators. The work of Constantin Stanislavski is emphasized as a means of creative exploration and as a source of the working vocabulary for all theatre artists. Because of its fundamental nature, the course is open to all students interested in the art of theatre.

THEA 241 Fundamentals of Acting (3)

Introduces the vocabulary of the Stanislavski Method and focuses on fundamentals skills necessary to approach characterization: voice work, body work, tools for play analysis.

THEA 242 Advanced Acting (3)

Uses workshop approach to apply fundamentals of acting in the development of a character. *Prerequisite: THEA 241.*

THEA 243 Stage Movement (3)

Deals with improvisation, with accent on the physicality of the actor.

THEA 244A,B,C,D Audition Workshop (.5, .5, .5, .5)

Focuses on preparing and applying skills in performance for stage auditions.

THEA 247A Stage Management (2)

Focuses on skills and competencies necessary to stage manage a theatre production.

THEA 247B Scenic Design (2)

Focuses on the principles that govern the visualization of a piece of dramatic literature in terms of scenery, properties, and set decoration. Includes practical application of principles in the development of scenic elements for a main-stage production.

THEA 247C Lighting/Sound Design (2)

Focuses on principles that govern the interpretation of dramatic literature in terms of lighting and sound. Includes training and practical application on lighting and sound equipment. *Prerequisite: THEA 247B.*

THEA 247D Costuming and Make-Up (2)

Focuses primarily on principles that govern the design of a total “look” for characters in a play. Involves hands-on costume construction and make-up application.

THEA 341 Theatre History (2)

Examines the evolution of theatre arts from ancient Greece to the present. The study includes the development of the technical, performance, administrative, and literary elements of the theatre.

THEA 342A Tragedy in Dramatic Literature (2)

Examines concepts of tragedy in dramatic literature and criticism in an historical perspective, from ancient Greece to the present.

THEA 342B Comedy in Dramatic Literature (2)

Studies approaches to comedy in dramatic literature and criticism in an historical dimension encompassing the major periods of world culture, from classical to modern.

THEA 343 Theatre Management (2)

Introduces the student to the economic and managerial aspects of the American theatre as they apply to professional, non-professional, and educational theatre organizations; review of operational policies and practices, including an examination of the legal implications of performance contracts, copyright and royalties, insurance and union requirements.

THEA 347 Fundamentals of Stage Directing (3)

Introduces students to principles of developing a production concept and articulating it to all members of a production ensemble. Includes fundamental techniques of scenes/play selection, auditioning, staging, and rehearsing scenes or a ten-minute play.

THEA 348 Advanced Stage Directing (3)

Uses workshop approach to apply fundamentals of play directing in the development of a complete short play for presentation to an audience. *Prerequisite: THEA 347.*

THEA 404 Theatre as a Business (2)

Examines the nature of a theatre career from an economic, political, and psychological point of view; notes distinctions between the creative and business aspects of theatre; explores job opportunities in radio, television, motion pictures, and theatre.

THEA 442 Current Trends In Theatre (3)

Studies the present practices and future directions of theatre in its several aspects, including artistic, economic, and technical.

THEA 444 Playwriting (3)

Uses workshop approach to the creation of drama for the theatre stage.

THEA 448 Special Topics in Theatre (3)

Examines topics of current interest in theatre; focus of the course changes each time offered, according to the evolving directions in various professional areas.

THEA 450 Internship (3-6)

Involves practical experience under the direction of qualified professionals at cooperating organizations and institutions in the field of theatre. Requires 45 training hours per academic credit. Open to students in all theatre degree programs. *Prerequisite: minimum QPA of 2.50 in theatre courses and 2.00 in all other university work; approval of department chair.*

THEA 451 Capstone Project (3)

Final project that synthesizes elements of the theatre curriculum; varies according to area of concentration: theatre arts and theatre education students produce and direct

a theatre production; musical theatre majors present a showcase; arts administration students present a major theatre development proposal.

THEA 499 Independent Study (3)

Involves options not available in regular courses, permitting maximum freedom to enhance a student's personal interests in academic pursuits, under the direction of department faculty. Requires approval of the faculty member directing the student's program as well as the department chairperson; minimum QPA of 3.0 in theatre courses.

Dance Courses (DANC)

DANC 140 Fundamentals of Dance/Movement (3)

Explores fundamental movement concepts including time, weight, space, flow. Focuses on units of action as the basis for application in creative movement and dance.

DANC 141 Body Awareness (3)

Explores the connection of the mind and body in dance.

DANC 142 Fundamentals of Improvisation/Choreography (3)

Presents principles that govern the establishment of patterns of movement as an expression of an idea or the interpretation of music.

DANC 143A,B Dance Production Ensemble (variable 1-3)

Allows students to receive credit for substantial work on dance production.

DANC 144 Special Dance Topic (2)

DANC 145A Dance Technique: Ballet (2)

DANC 145B Dance Technique: Jazz (2)

DANC 145C Dance Technique: Modern Dance (2)

DANC 145D Dance Technique: Tap (2)

DANC 145E Dance Technique: Musical Theatre (2)

DANC 145F Stage Combat (2) as needed

DANC 448 Special Topics in Dance (3)

Examines topics of current interest in dance; focus of the course changes each time offered, according to the evolving directions in various professional areas.

Fine Arts Courses (FA)

The courses in the Fine Arts, representing the collaboration of programs in visual arts, music, and theatre are interdisciplinary in their approach and confirm the University curricular purpose of living responsibly in an interdependent world, wherein we share with others our knowledge of the human condition in its ultimate relationships, the physical universe, self and society, and cultural dimensions.

The interdisciplinary courses in the fine arts fulfill the liberal arts core curriculum requirement in Category V, The Human Condition in its Cultural Context.

FA 100 Music, Art, and the Contemporary World (3)

Gives students an understanding of music and art as they shape and are shaped by present-day society. (Interdisciplinary)

FA 101 Music and Theatre (3)

Offers an introduction to music and theatre in a pervasive study of both art forms as they affect and enhance the quality of life for the student. (Interdisciplinary)

FA 102 Sound and Symbol in the Arts (3)

Provides a study in which artistic concepts are discussed and experienced, as they are heard and seen in representative works of music and art. (Interdisciplinary)

Visual Arts

INSALACO COLLEGE OF CREATIVE AND PERFORMING ARTS



Robert Griffith, M.F.A., Administrative Director

Steven Alexander, M.F.A.

*Julie Barnofski, M.F.A.

Steven Brower, M.F.A.

*Ann Marie Castelgrande, M.A.

Dennis Corrigan, M.F.A.

Peter Hoffer, M.F.A., C.M.F.C.

*Joseph Jaworek, M.A.

Sue Jenkins, M.F.A.

Chris Medley, M.F.A.

John Meza, M.F.A.

Samuel Olfano, M.F.A.

Barbara Parker Bell, Psy.D., ATR-BC, L.P.C.

Pamela M. Parsons, M.F.A.

Linda Partridge, Ph.D.

Matthew R. Povse, M.F.A.

*Sandra Povse, M.F.A.

*Mark Webber, M.F.A.

Stephanie Wise, M.A., ATR-BC, L.C.A.T.

*Part-time

Goals

The programs in Art are designed to help students attain full development as creative persons through the integration of art studies with the total concept of a liberal arts education.

It is through the creative, aesthetic dimension of human intelligence that greatness in culture is born. The human person communicates this dimension through the process of art. The artist, in his/her quest for a common abstraction or “truth” in nature and in humanity, functions to challenge and set standards of excellence in all aspects of human endeavor. Through critical awareness and understanding of the physical world and its relationship to social, ethical, and economic conditions, the art student begins this quest.

Artistic (creative) potential lies, often dormant, within every person from any cultural background or educational exposure. Once released, this powerful communication form reveals each individual’s cohesive relationship to the world in all its diversity and enables the artist as a more “fully developed” person to foster quality in and respect for, life. By virtue of its diversity art applauds differences as well as

similarities. It is also through this dimension that spiritual insights, social awareness, and dedication to personal, responsible communication develop and are expressed.

As an active participant in the mission and philosophy of Marywood University, the goals of the Department of Visual Arts include preparation of individuals experienced in diverse creative processes through the various art media. Students are involved intensely in self-discovery, self-evaluation, artistic research (affective and cognitive), and professional presentation of products. As a result, the art student develops a sense of responsibility, empathy and professionalism, which then should be reflected, upon graduation, by commitment and involvement as a professional in the larger community. It is this growing sense of responsibility for quality communication, balanced with creativity, that will enrich future generations.

The programs are designed to:

1. provide comprehensive quality education in studio art and design so that students attain a measurable degree of technical skill and proficiency;
2. prepare students to challenge themselves and others creatively and to continue that process into the future;
3. raise art students' consciousness of creative activity throughout the entire university curriculum and enable them to value the richness of such creative processes;
4. facilitate an appreciation for and recognition of the importance of past and present aesthetic and cultural values;
5. expose students to a broad range of creative attitudes, illustrating the diversity of creative thinking and processes within a perspective of global concerns.

Programs

Specifically, the Art Programs prepare students for specialized study in graduate school as well as for careers in the arts.

The Bachelor of Fine Arts degree is the initial professional degree in Studio Art and Design. Its curricular goal is the development of persons with technical skills, conceptual abilities, and artistic sensitivity to the past, present, and future role of art in addressing the needs of humankind.

Within the Department of Visual Arts at Marywood, two Bachelor of Fine Arts Programs are offered: 1) Bachelor of Fine Arts in Design with areas of emphasis in Graphic Design and Photography, and 2) Bachelor of Fine Arts in Studio Art: two-dimensional, with areas of emphasis in painting and illustration; and three-dimensional, with areas of emphasis in ceramics and sculpture.

The Bachelor of Arts degree is a liberal arts degree that provides professional preparation for the art educator or arts administrator. The curricular goal of the Art Education Program is the development of future teachers competent in studio art, art history, aesthetics, and art criticism. The student's ability to assess the relationships of the arts to human experience and to transmit this awareness within the educational milieu will contribute to the awakening of a world vision. Within the Department of Visual Arts at Marywood, the Bachelor of Arts Program in Art Education leads to K-12 certification. The Art Therapy Program will offer the student introductory, foundation studies in art therapy combined with studio courses. The program will integrate the arts and psychology with attention to social, spiritual, and cultural dimensions, providing a solid base for graduate study in art therapy. The Bachelor of Arts Program in Arts Administration, a cooperative program with the Business, Music, and Communication Arts Departments, prepares students for advanced study and for a variety of positions in organizations concerned with artistic presentations.

During their course of study, students will be expected to maintain a QPA of 2.50 in their major. Periodically, they will submit examples of their work for faculty

review and evaluation. Prior to graduation, Art majors present public exhibitions of their work in the Mahady Gallery.

The Art programs at Marywood University involve an integration of the liberal arts component and an in-depth curriculum of professional studies.

Accreditation

The Department of Visual Arts at Marywood University is accredited by the National Association of Schools of Art and Design (NASAD). This association was established in 1944 for the purpose of improving educational practices and helping to maintain high professional standards in art and design education. Included in the membership are outstanding independent schools, universities, and colleges that teach art and design. These institutions have proven, through their membership and activity in the Association, their deep interest in fostering high standards for art and design education. Through its annual meeting, NASAD provides a national forum for discussion of the broadest considerations involving the education of the artist and designer. The National Association of Schools of Art and Design is the only national professional accrediting agency for educational institutions in the visual arts recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education.

Special Features

Art Study Abroad

Because success in the field of visual art depends not only on technical expertise, but on breadth of experience and depth of insight, the Marywood Department of Visual Arts encourages all students to experience firsthand the global nature of our cultural tradition. Through a variety of options, students may study for a semester, a summer session, or a shorter study tour in Italy, France, Ireland, Scotland, or Australia.

The centerpiece of our study abroad program is Marywood's Italian Campus for outstanding art students at Studio Art Centers International (SACI) in the heart of Florence, Italy. Through the Marywood/SACI Program, students may apply to study in Florence for a semester or a 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 easy assimilation of Italian culture.

Visiting Artists Program

Throughout the year, the Visiting Artists Program enables the art student and the Marywood community to participate with numerous guest artists in their creative processes by lecture/demonstrations and exhibits. In the past, Marywood has been visited by many artists and craftpersons, including fabric artists, wood workers, metalsmiths, sculptors, painters, photographers, potters, graphic designers, illustrators, installation artists, and others.

Art Galleries

Located in the Visual Arts Center, the Marywood University Art Galleries provide the Marywood community and northeastern Pennsylvania with noteworthy cultural events. All exhibitions, receptions, and accompanying events are free of charge and open to the public. Handicapped accessible, galleries have weekday, evening, and weekend hours.

Mahady Gallery

Throughout the year, the Mahady Gallery offers a varied program of group and solo shows by visiting artists, juried regional competitions, Marywood art faculty,

and curated national exhibits. The gallery also presents graduate and undergraduate group exhibits in fulfillment of degree requirements. Featured exhibitions are accompanied by artist's slide lectures, gallery talks, workshops, or demonstrations.

Suraci Gallery

The Suraci Gallery maintains Marywood's permanent collection of fine and decorative arts. The Asian Collection consists of paintings, furniture, ivories, tapestries, and ceramics. Bronze and marble sculpture, furniture, and paintings make up the Nineteenth Century Collection. In addition, European ceramics, glass, and other decorative arts are displayed. Feature exhibitions, highlighted throughout the year, showcase regional artists, selections from the permanent collection, and recent work by the art faculty.

The Maslow Collection Study Gallery for Contemporary Art

The Maslow Collection focuses on contemporary art, primarily American, with an emphasis on major prints by the most recognized and important American artists of the 60s and 70s, as well as works by emerging painters and sculptors who were exhibiting in New York art galleries during the 80s and 90s.

The Maslow Collection is housed at Marywood University in the Shields Center for Visual Arts where it is utilized as a learning laboratory, providing fieldwork experiences, internships, and opportunities in curatorial and exhibition studies for Marywood students through the Arts Administration program. The collection also enables faculty in art history and studio arts to request individual works or two week selected exhibitions for presentation and student discussion in the Maslow Study Gallery for Contemporary Art. At Marywood, The Maslow Collection continues to be a major resource to the larger community, loaning works to regional and national exhibitions, as well as being available for professional research and study.

Fieldwork Experience

Fieldwork experience gives the student firsthand knowledge of job opportunities, equipment, and skills necessary to be creative and productive in the professional world.

Art Education students complete a pre-professional phase of observation of grades K-12 for 100 hours, prior to their experience in student teaching. For certification, each Art Education major is assigned as a student teacher for one semester (12 credits), usually in two placements representative of the content and levels of the certification involved. Bachelor of Fine Arts in Design majors with emphasis in Graphic Design, and Photography must earn at least three credits of professional fieldwork experience. The Bachelor of Fine Arts in Studio Art offers the option of fieldwork with artists and organizations pertinent to future pursuits. Typically, students are placed in studios representative of the content of the major professional area: printing, graphics, or photographic studios; newspapers; graphic design companies; interior design studios, departments, and companies; museums; and architectural firms. The Bachelor of Arts Program in Arts Administration provides professional training and fieldwork experience for those who have an appreciation for the arts and an aptitude for management. BA Art Therapy students participate in a 90 hour internship that exposes students to the use of art in service to others.

General Requirements – All Students

The Undergraduate Core Curriculum Requirements include three credits in the Fine Arts. Courses within this department that fulfill the requirement are designated F A and are listed at the end of the section on course descriptions for the Department of Visual Arts.

Requirements for Majors

Foundation Program

The foundation program, taken during the first year, provides beginning art students with a core curriculum of studies in drawing, color, painting, and two- and three-dimensional design. Basic materials, equipment, and techniques that will be used throughout the program are introduced, and health and safety issues are addressed. Integrated into the foundation courses is a study of artists and their works. Of significant value is the student's introduction to the visual inquiry process: visual thinking and problem-solving, as well as development of visual communication skills. Knowledge of major artists and art movements is integrated with the studio component.

Bachelor of Arts in Art Education (teacher certification, K-12)

Teaching art offers a two-pronged opportunity: the continuation of the artist's own professional growth and creative experiences for the child and young adult. The Department of Visual Arts, in conjunction with the University Department of Education, provides a competency-based program leading to teacher certification, K-12, by the Pennsylvania Department of Education, with reciprocity in numerous states.

Bachelor of Fine Arts

The Bachelor of Fine Arts Program has majors in Design and Studio Art, with areas of emphasis in Graphic Design, Photography, Illustration, Painting, Ceramics and Sculpture.

All Bachelor of Fine Arts majors must fulfill at least 78 credit hours in Art, including the following: foundation program, Art History and Criticism, and specific requirements pertinent to the area of emphasis.

Transfer students must receive at least one half (39 credits) of their Art sequence at Marywood.

Requirements for Minors

18 credit hour minors are available in Ceramics, Graphic Design, Illustration, Painting, Photography, Sculpture, and Art History.

An Art History minor is open to all undergraduate students regardless of the major field of study. ART 113, ART 114 and ART 218 are required, in sequence. Nine additional credit hours of art history will be selected to complete the minor. Seniors may be eligible to take advantage of Marywood's post-graduate program in art by registering for graduate level Art History courses. Students should consult with Art History professors to tailor their programs to their specific needs and to assure sufficient breadth in Western, non-Western, and ancient to contemporary art areas. For students interested in pursuing graduate work or careers in art history, special emphasis will also be placed on adequate course preparation in languages, history, and enhanced writing skills.

Curriculum Requirements – B.F.A. Majors

The following course requirements are listed according to areas of emphasis: Studio Art (2-D, 3-D), Design (Graphic Design, Photography). All students are required to take foundation courses (Art History/Criticism/Aesthetics courses), participate in Sophomore/Junior/Senior portfolio reviews, and complete their studies with a culminating Professional Contribution.

Students receive program/course sequence sheets and are assigned academic advisors at the beginning of their studies so that they follow a sequential course of study incorporating requirements of each program.

B.F.A. Studio Art (2-D, 3-D)

Within the Bachelor of Fine Arts: Studio Art major, there are two areas of emphasis: 2-D and 3-D. The Studio Art program equips students to meet an ever-changing and competitive field through a commitment to creative thinking and endeavor. The goal for students is that they become independent, creative thinkers, responsible to a wide audience and assertive in their own kind of expression. All students take foundation courses, intermediate students take intermediate level 2-D or 3-D courses. In sequential upper-level courses, students choose advanced courses in painting, illustration, ceramics or sculpture.

Foundation Courses for both 2-D and 3-D Emphases

18 credits

ART 110	Basic Drawing (3)
ART 116	Drawing I (3)
ART 118	Two-Dimensional Design and Color (3)
ART 212	Three-Dimensional Design (3)
ART 215A	Figure Drawing I (3)
ART 233	Painting I (3)
ART 322	Foundation Portfolio Review (0)

Studio Art (2-D)

Painting Track

42 credits

Students in the 2-D painting track learn to manipulate versatile media through an introduction to the important concepts that govern visual thinking. Through close, individual guidance, advancing students are challenged increasingly to branch efforts into what is essentially their own experience.

ART 113*	Art History I (3)
ART 114*	Art History II (3)
ART 215B	Figure Drawing II (3)
ART 218	Art in the Modern Era (3)
ART 327	Intaglio (3)
ART 345	Painting II (3)
ART 429	Advanced Drawing (3)
ART 443A	Painting III (3)
ART 444A	Advanced Painting (6)
ART 444B	Advanced Painting (6)
ART 444C	Advanced Painting (6)
ART 444D	Advanced Painting (6)
Art Elective	Studio (3) or Fieldwork (3)

*ART 120 plus one additional art history course (excluding ART 113, 114, 430, 431, 432) may be taken as an alternate to ART 113 and ART 114.

B.F.A. Studio Art (2-D)

Illustration Track

42 credits

Students in the 2-D illustration track are prepared for the demanding and competitive field of illustration. Courses center on concept and development, image design, and an understanding of finish techniques, while stressing the social, political, and ethical responsibilities of the artist and the impact illustration has had, and continues to have, on society.

ART 113*	Art History I (3)
ART 114*	Art History II (3)
ART 215B	Figure Drawing II (3)
ART 218	Art in the Modern Era (3)

ART 221A	Visual Concepts (3)
ART 226	Basic Printmaking (3)
ART 314	Introduction to Graphic Design (3)
ART 315A	Basic Photography (3)
ART 422B	General Illustration II (3)
ART 424	Intermediate Illustration (6)
ART 427B	Advanced Problems in Visual Communication (6)
ART 441M	Digital Illustration (3)
Art Elective	Studio or Fieldwork (3)

*ART 120 plus one additional art history course (excluding ART 113, 114, 430, 431, 432) may be taken as an alternate to ART 113 and ART 114.

B.F.A. Studio Art (3-D)

Ceramics Track

42 credits

Students in the 3-D ceramics track develop a strong three-dimensional design background while learning about the technical complexity of clay as the primary medium. Project concepts are grounded in contemporary ceramics art movements, good design in the ceramics industry, and the historical record of clay objects since prehistoric times.

ART 113*	Art History I (3)
ART 114*	Art History II (3)
ART 218	Art in the Modern Era (3)
ART XXX	Studio Elective/Art History Elective (3)
ART 223	Basic Ceramics (3)
ART 261	Sculpture I (3)
ART 323	Ceramics I (3)
ART 325	Jewelry-Metal I (3)
ART 241	Computer Graphics I (3)
ART 328	Ceramics II (3)
ART 329	Ceramics III (6)
ART 464A	Advanced Ceramics (6)
ART 464B	Advanced Ceramics (6)
Art Elective	Studio (3) or Fieldwork (3)

*ART 120 plus one additional art history course (excluding ART 113, 114, 430, 431, 432) may be taken as an alternate to ART 113 and ART 114.

B.F.A. Studio Art (3-D)

Sculpture Track

42 credits

Students in the sculpture track take courses that stress a high level of creativity and innovation in preparation for a competitive field. Technical areas to which students are exposed include modeling, carving, forging, fabrication, mold making, and metal and glass casting.

ART 113*	Art History I (3)
ART 114*	Art History II (3)
ART 218	Art in the Modern Era (3)
ART XXX	Studio Elective/Art History Elective (3)
ART 223	Basic Ceramics (3)
ART 261	Sculpture I (3)
ART 262	Sculpture II (3)
ART 323	Ceramics I (3)
ART 325	Jewelry-Metal I (3)

ART 361	Sculpture III (3)
ART 420A	Jewelry-Metal II (3)
ART 420B	Jewelry-Metal III (3)
ART 456A	Advanced Sculpture (6)
ART 456B	Advanced Sculpture (6)
Art Elective	Studio (3) or Fieldwork (3)

*ART 120 plus one additional art history course (excluding ART 113, 114, 430, 431, 432) may be taken as an alternate to ART 113 and ART 114.

B.F.A. Design

Emphasis: Graphic Design

The Graphic Design Program incorporates design history, the study of basic visual elements, conceptual development, research, studio technique, and strategies for problem-solving. Class critiques and discussions are emphasized. Students will explore publication design, package design, corporate identity, typography, motion graphics, and interactivity. During the junior and senior years, students will apply their knowledge and skills through internships and applied projects. The goal is to provide each student with the environment and support in which to develop a professional visual portfolio.

ART 110	Basic Drawing (3)
ART 113*	Art History I (3)
ART 114*	Art History II (3)
ART 116	Drawing I (3)
ART 118	Two-Dimensional Design and Color (3)
ART 210	Introduction to Typography (3)
ART 212	Three-Dimensional Design (3)
ART 218	Art in the Modern Era (3)
ART 221A	Visual Concepts (3)
ART 241	Computer Graphics I (3)
ART 314	Introduction to Graphic Design (3)
ART 315A	Basic Photography (3)
ART 322	Foundation Portfolio Review (0)
ART 322A,B,C	Portfolio Review (0)
ART 416A	Graphic Design II (3)
ART 416B	Graphic Design III (3)
ART 416	Advanced Graphic Design (6)
ART 427D	Advanced Problems in Visual Communication (6)
ART 430	History of Graphic Design (3)
ART 441B	Computer Graphics II (3)
ART 441H	Web Design and Interactive Media (3)
ART 448	Packaging Design (3)
ART 449	Fieldwork Experience (3)
ART 455	Professional Contribution (Exhibit) (0)
ART XXX	Electives (9)

*ART 120 plus one additional art history course (excluding ART 113, 114, 430, 431, 432) may be taken as an alternate to ART 113 and ART 114.

B.F.A. Design

Emphasis: Photography

Whether working as an applied or fine artist, the successful photographer is one who can find the most appropriate blend of a developed aesthetic and the science and technology of image-making to produce a legible personal statement. The Photography Program at Marywood offers a strong foundation in the technical skills

required of the photographer. Traditional media are stressed, while developments in digital imaging are embraced. Fluency in the medium is enriched and expanded by the study of aesthetics and art/photographic history, as well as through class discussions and critiques, which emphasize the development of the voice of the individual as artist. Marywood's flexible program is designed to meet the individual needs of the aspiring photographic professional.

ART 110 Basic Drawing (3)

ART 113* Art History I (3)

ART 114* Art History II (3)

ART 116 Drawing I (3)

OR

ART 233 Painting I (3)

ART 118 Two-Dimensional Design and Color (3)

ART 212 Three-Dimensional Design (3)

ART 218 Art in the Modern Era (3)

ART 221A Visual Concepts (3)

ART 315A Basic Photography (3)

ART 315B Intermediate Photography (3)

ART 316 Advanced Black and White Photography (3)

ART 317A Advertising and Illustrative Photography (3)

ART 317B Advanced Advertising and Illustrative Photography (3)

ART 318A Negative and Reversal Color Processes (3)

ART 318B Advanced Negative and Reversal Color Processes (3)

ART 319 Photography as a Means of Self Expression (3)

ART 320 Photojournalism (3)

ART 322 Foundation Portfolio Review (0)

ART 322A,B,C Portfolio Review (0)

ART 427E Advanced Problems in Visual Communication (3)

ART 432A History of Photography I (3)

ART 432B History of Photography II (3)

ART 441C Computer Graphics (3)

ART 441G Alternative/Digital Imaging (3)

ART 449 Fieldwork Experience (3)

ART 455 Professional Contribution (Exhibit) (0)

ART XXX Studio or Art History Elective (9)

*ART 120 plus one additional art history course (excluding ART 113, 114, 430, 431, 432) may be taken as an alternate to ART 113 and ART 114.

Curriculum Requirements – B.A. Majors

B.A. Art Education

Students in the Art Education Program are exposed to studio art, art history, aesthetics and criticism courses enabling them to become competent art educators. Coupled with the educational component which includes fieldwork experience, the program assists students in assessing the relationships of the arts to human experience and transmitting this awareness within the educational milieu.

Foundation Year

ART 110 Basic Drawing (3)

ART 116 Drawing I (3)

ART 118 Two-Dimensional Design and Color (3)

ART 212 Three-Dimensional Design I (3)

ART 233 Painting I (3)

ART 241 Computer Graphics I (3)

Art Education Core

ART 113*	Art History I (3)
ART 114*	Art History II (3)
ART 218	Art in the Modern Era (3)
ART 223	Basic Ceramics (3)
ART 226	Basic Printmaking (3)
ART 261	Sculpture I (3)
ART 301	Art Ed in the Elementary School (3)
ART 302A	Fibers and Related Media (3)
ART 315A	Basic Photography (3)
ART 322	Foundation Portfolio Review (0)
ART 322A,B,C	Portfolio Review (0)
ART 325	Jewelry - Metal I (3)
ART 345	Painting II (3)
ART 411B	Art Curriculum Methods and Materials (3)
ART 455	Professional Contribution (0)
ART 485	The History of Art Education (3)

Within the student's first 48 credit hours, he/she is required to take English 160, English 180, and two math courses.

*ART 120 plus one additional art history course (excluding ART 113, 114, 430, 431, 432) may be taken as an alternate to ART 113 and ART 114.

Professional education requirements include:

EDUC 000	Field Experience (0)
EDUC 005D	Practicum IV Secondary/K-12 (1)
EDUC 100, 101	Introduction to Education (.5,.5)
*PSYC 251	Developmental Psychology (3)
*EDUC 311	Educational Psychology (3)
*EDUC 411A	Effective Instruction in Secondary and K-12 Education (3)
*EDUC 414	Social Foundations of Education (3)
EDUC 442	Student Teaching (9)
SPED 100	Characteristics of Students with Disabilities (3)
**SPED 300	Curriculum Adaptations (3)
*SPED 367	Behavior Management (3)
*EDUC 461	Methods, Materials, & Assessment of ELL (3)

*requires upper level screening

**taken with student teaching

All course requirements must be fulfilled prior to student teaching; student teaching must be done prior to graduation. Transfer students in Art Education must receive at least one half (30 credits) of their Art sequence at Marywood.

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

B.A. Arts Administration

The Arts Administration major is for the student who has a strong affinity for the visual arts and plans to work in arts management. The program combines a dual foundation in both art and business, and provides the student with historical, experiential, practical, critical, and aesthetic information. Courses in business and managerial science, art history and art foundation, and practical experience in museum, gallery, curatorial practices and studies, and historic preservation venues are required. A secondary concentration in Studio Arts, Art History, Corporate Communication, Theatre Arts, or Music rounds out the course of study.

The Arts Administration major can gain hands on experience in curatorial practices and exhibition studies in contemporary art working with The Maslow Collection, which is conveniently housed at Marywood University. Working directly with the Collection's curator, the major may have the opportunity to curate an exhibition in the Maslow Study Gallery for Contemporary Art. In addition, The Maslow Collection Library and Curatorial Research Library provide opportunities for majors to engage in extended research on the artists in The Maslow Collection as well as the significant areas of curatorial practice since the 1960s.

The major in Arts Administration requires 24 credits in the Primary Concentration (art history, art foundation, and fieldwork); 24 credits in Business; and 15 credits in a Secondary Concentration. A total of 63 credits are required for the B.A. in Arts Administration.

Art-Primary Concentration

ART 113* Art History I (3)

ART 114* Art History II (3)

ART 117 19th Century Art (3)

OR

ART XXX Art History elective (3)

ART 118 Two-Dimensional Design and Color w/Lab (3)

ART 212 Three-Dimensional Design and Color w/Lab (3)

ART 218 Art in the Modern Era (3)

ART 449A Fieldwork I – Museum or Curatorial Practices/Studies I with The Maslow Collection (2)

ART 449B Fieldwork II - Gallery or Curatorial Practices/Studies II with The Maslow Collection (2)

ART 449C Fieldwork III - Historical Preservation (2)

*ART 120 plus one additional art history course (excluding ART 113, 114, 430, 431, 432) may be taken as an alternate to ART 113 and ART 114.

Business Core

BUS 111 Principles of Marketing (3)

BUS 112 Principles of Professional Selling (3)

OR

BUS XXX Business elective (3)

BUS 123 Management and Career Options (3)

BUS 131 Accounting I (3)

OR

BUS 130 Introduction to Accounting (3)

BUS 200 Advanced Computer Tools for Management (3)

BUS 252 Business Law I/Legal Environment of Business (3)

BUS 215 Survey of Visual Display and Design (3)

OR

BUS XXX Business Elective (3)

BUS 422 Personnel/Human Resource Management (3)

Secondary Concentration

The major in Arts Administration requires 15 credit hours in a secondary concentration in one of the following areas: Studio Arts, Art History, Corporate Communication, Theatre Arts, or Music. (See Communication Arts and Music, Theatre, and Dance requirements for Arts Administration/Secondary Concentration.) The courses for a secondary concentration in Studio Arts or Art History are determined by the student and advisor.

Secondary Concentration for Arts Administration Majors in Communication Arts or Music

For students in a primary concentration of Music, Theatre, and Dance or Communication Arts, a total of 15 credits is required for the Secondary Concentration in Art, and includes:

ART 113	Art History I (3)
ART 114	Art History II (3)
ART 218	Art in the Modern Era (3)
ART XXX	Art or Art History Elective (3)
ART XXX	Elective (3)

B.A. Art Therapy

The undergraduate program in Art Therapy offers the student an opportunity to participate in a pre-professional art therapy education. Studio art courses are combined with behavioral and social science courses to offer a curriculum that fully prepares a student for graduate level studies in art therapy.

ART 110	Basic Drawing (3)
ART 118	2-Dimensional Design and Color (3)
ART 113*	Art History I (3)
ART 114*	Art History II (3)
ART 212	3-Dimensional Design (3)
ART 215A	Figure Drawing (3)
ART 218	Art in the Modern Era (3)
ART 223	Basic Ceramics (3)
ART 233	Painting I (3)
ART 261	Sculpture I (3)
ART 322	Foundation Portfolio Review (0)
ART 322A,B,C	Portfolio Review (0)
ART 345	Painting II (3)
ART 455	Professional Contribution/Exhibit (0)
ART 481	Introduction to Arts and Healing (3)
ART 482	Approaches in Art Therapy (3)
ART 483	Art Therapy Applications (3)
ART 484	Art Therapy Internship (3)
ART XXX	Studio Electives (Three 3-credit art studio elective) (9)
ART XXX	Art History Elective (3)

Plus 2 Art Therapy graduate course electives or 2 additional Psychology electives

*ART 120 plus one additional art history course (excluding ART 113, 114, 430, 431, 432) may be taken as an alternate to ART 113 and ART 114.

Additional Psychology Requirements:

PSYC 251	Developmental Psychology (3)
PSYC 431	Abnormal Psychology (3)
PSYC XXX	Elective (3)
SOC 218	Anthropology (General Liberal Arts Requirement) (3)

Art Courses (ART)

ART 110 Basic Drawing (3)

An introduction to the discipline of drawing as a process of perception and expression. Projects emphasize heightened observation, pictorial problem solving, and visual communication through variety of drawing media and techniques. Appreciation for art history and aesthetics will be systematically incorporated into this course.

ART 113 History of Art I (3)

Introduces Western and non-Western art through analysis of major works of architecture, sculpture, and painting considered in their historical and cultural contexts, from prehistoric times to the medieval period.

ART 114 History of Art II (3)

As the sequel of ART 113, introduces Western and non-Western art through analysis of major works in architecture, sculpture, and painting, considered in their historical and cultural contexts from the Renaissance to the twentieth century.

ART H114 History of Art II (3)

As the sequel of ART 113, introduces Western and non-Western art through analysis of major works in architecture, sculpture, and painting, considered in their historical and cultural contexts from the Renaissance to the twentieth century. *Permission of the Director of the Honors Program Required.*

ART 116 Drawing I (3)

Continued investigation of basic drawing processes, with greater emphasis on conceptual and expressive application of drawing skills and on diversity of drawing media.

ART 117 Nineteenth Century Art (3)

A survey of nineteenth century art. Analysis of historical, philosophical, and multi-cultural factors that helped shape the foundation of modern art.

ART 118 Two-Dimensional Design and Color (3)

Introduction of color and design problems in which students learn to manipulate pictorial space through the use of line, shape, value, texture, and color. Emphasis is on formal problem-solving and compositional dynamics.

ART 119 History of American Art (3)

Surveys American art from the Colonial period into the twentieth century. Integrates the social, historical, and multicultural factors which have impacted the visual arts in the United States.

ART 120 World Monuments and Methods of Art History(3)

A one-semester course designed to highlight selected monuments from the history of Western and non-Western art; to survey basic methods and discourses of art history and the varying kinds of interpretations these generate; and to introduce the student to elementary art history research skills.

ART 210 Introduction to Typography (3)

A formal introduction. There is an emphasis on history and fundamentals. Typographic forms will be studied as both visual and verbal means of communication. *Prerequisite: ART 241.*

ART 212 Three-Dimensional Design (3)

Demonstrates the basics for expressive use of form and space in the visual environment. Models of design solutions and the effects of light and shadows, and the use of color and texture are applied to each problem. Projects involve exploration of effective use of form with emphasis on concept and idea. Appreciation of art history and aesthetics will be systematically incorporated into this course.

ART 215A,B Figure Drawing I,II (3,3)

An intensive observational study of the human form through the discipline of drawing. Projects focus on analytical, expressive, and compositional techniques in a variety of drawing media.

ART 218 Art in the Modern Era (3)

A survey of twentieth century art to the beginnings of postmodernism. Examination of those aspects – social, political, psychological, cultural – that helped shape art in Europe and America from 1900 to 1960's. (Interdisciplinary)

ART 219 Figure Modeling (3)

Figure study in clay emphasizing the role of human form in sculpture and its relationship to other areas of art.

ART 220A Three-Dimensional Design II (3)

Continuation of three-dimensional design processes with exploration of advanced problems related to form and space. Emphasis on concept and function.

ART 221A Visual Concepts (3)

Aesthetics applied. Course designed to show students the systems for developing and designing exciting visual imagery through a series of imaginative and amusing projects. Problems involve concept development, image design, and the use of visual reference material – all calculated to enhance students' aesthetic understanding. *Prerequisite: ART 118 or permission of instructor.*

ART 223 Basic Ceramics (3)

Basic level study with clay. Hand-building and throwing on the potter's wheel. Basic glaze application and firing procedure.

ART 226 Basic Printmaking (3)

Investigates the particular possibilities and properties of the printed relief image; deals with basic technical procedures for creating fine art prints involving various forms: woodcut, wood engraving, collograph, linocut, and various types of mixed media and embossment.

ART 233 Painting I (3)

This course studies the fundamentals and dynamics of pictorial construction, including observational skills, composition, and color theory, through the medium of oil paint. Students work from direct observation, using still life, landscape, and the figure. Appreciation for art history and aesthetics will be systematically incorporated into the course.

ART 241 Computer Graphics I (3)

This course introduces students to a wide range of digital applications in art and design. The fundamentals of computer graphic hardware and software will be discussed, as well as the terminology and artistic strategies in developing digital imagery. Both the practical and theoretical aspects of using computers will be considered in this course. *Prerequisite: ART 118 or permission of instructor.*

ART 261 Sculpture I (3)

Examination of the sculpture idea. Introduction to materials and processes important to developing sensitivity to form. Foundation followed by exploration of sculpture media. *Prerequisite: ART 212.*

ART 262 Sculpture II (3)

Intermediate level study with continued development of materials and techniques expanding awareness of sculpture concepts.

ART 301 Art Education in the Elementary School (3)

Surveys the history and development of art education on the preschool, primary, and upper grade levels. Considers all aspects of the art curriculum as it contributes to the child's developmental and artistic growth. Hands-on experiences with a variety of media. Special attention given to handicapping conditions and learning disabilities through individual educational programs (IEP) to encourage the child's art expression.

ART 302A Fibers and Related Media (3)

Involves experimentation in two- and three-dimensional, closed and open structures of fibers and related material, and development of solutions to design problems.

ART 304 Off-Loom Weaving (3)

Introduces weaving based on the use of simple looms suitable for teaching in secondary and elementary school situations. Explores frame loom, card weaving, rigid, and backstrap weaving.

ART 307A,B Weaving I,II (3,6)

An introductory course which involves learning the skills related to off-loom weaving processes as well as four-harness loom weaving. The course will include an overview of weaving terminology and history. 307B delivered tutorially.

ART 314 Introduction to Graphic Design (3)

An introduction to graphic design. This beginning course is designed to educate students about the field of graphic design. There is an emphasis on idea development and the creative process. As a graphic designer, technical skills, production procedures, terminology, and the design process become part of every studio course.

Prerequisites: ART 118, 210, 241.

ART 315A Basic Photography (3)

Students will gain a facility in handling the equipment, materials, and processes of black and white roll film through practical experience. An understanding of picture components, both graphic and aesthetic, is developed through formal and informal critiques. Lectures will lead to an understanding of the private and public impact of photography in our culture.

ART 315B Intermediate Photography (3)

An exploration of photographic concepts, content, and context as they relate to visual communication. Students will be introduced to archival processes, pre-visualization, and tone control, using a variety of formats and camera types.

Prerequisite: ART 315A.

ART 316 Advanced Black and White Photography (3)

This course is designed to train students in the advanced techniques of producing exhibition quality black and white photographs. Emphasis is placed on the total control of the image (film, chemicals, and presentation). All work will be done to archival standards with each student given the opportunity to discover, interpret, and overcome the limitation of certain photographic processes. *Prerequisite:* ART 315A and ART 315B.

ART 317A Advertising and Illustrative Photography (3)

Provides photographic work aimed at equipping the art student with skills in the production of photographs for advertising and magazine illustration. Includes exercises involving both studio and natural lighting and the handling of both small and large products. *Prerequisite:* ART 315A.

ART 317B Advanced Advertising and Illustrative Photography (3)

Presents advanced and alternative processes, methods, and techniques of analog and digital color. Seeks to give the student a greater sensitivity to the role of color in photography, and experience in the application of creative aspects of the medium.

Prerequisite: ART 318A.

ART 318A Negative and Reversal Color Processes (3)

Presents processes, methods, and techniques of negative and reversal color. Seeks to give the student a knowledge of color photography, color processes, and application of creative aspects of the medium. *Prerequisite:* ART 315A.

ART 318B Advanced Negative and Reversal Color Processes (3)

Presents processes, methods, and techniques of negative and reversal color. Seeks to give the student a knowledge of color photography, color processes, and application of creative aspects of the medium. *Prerequisite:* ART 318A.

ART 319 Photography as a Means of Self-Expression (3)

Approaches photography as a means of visual communication through artistic expression and explores its relationship to other media. Photographers often work through big ideas over a period of time and through a number of pieces. The presentation method and the sequencing of images is important to how the work is received and perceived. Students are encouraged to follow their own feelings and intuition and

engage their passions to produce a substantial body of work of significant meaning to them over the course of the semester. The work will be sequenced and presented as a unified whole. *Prerequisites: ART 315A.*

ART 320 Photojournalism (3)

Includes principles and practices of journalistic photography. Covers the picture story, essay, and sequence; sports news and sports photography, and combining printing news and feature pictures for the mass media. Features lectures and laboratory experiences. *Prerequisite: ART 315A or permission of instructor.*

ART 322 Foundation Portfolio Review (0)

Freshman Portfolio Review provides the opportunity for two or more faculty to review the body of work produced by the student during the first year of study. The review process will assist the student in determining his/her strengths, weaknesses, and the appropriate direction for continued study.

ART 322A,B,C Portfolio Review (0)

Designed for students in their sophomore (ART 322A), junior (ART 322B) and senior (ART 322C) years, the portfolio review is an opportunity for students to receive acknowledgment for the work completed in their course work. A minimum of two faculty members (who may also be discipline mentors) will review student work and give the feedback necessary to develop a cohesive body of work. Sophomore and junior portfolio reviews are designed to review the ongoing process of making artwork; the senior review will determine which pieces will be included in their senior exhibition and final portfolio. Student will be graded "S" (Satisfactory) or "U" (Unsatisfactory).

ART 323 Ceramics I (3)

A continuation of technique-building, covering more sophisticated processes in both hand building and wheel throwing.

ART 325 Jewelry-Metal (3)

Introduction to metal as a medium applied to jewelry, holloware, and flatware. Concentration on techniques that will provide background necessary for effective execution of design, concept, and idea for the jeweler-metalsmith.

ART 327 Intaglio Printmaking (3)

Investigates the process and techniques involved in the production of intaglio prints, including aquatint, mezzotint, line engraving, line etching, lift ground, mixed media, and others. *Prerequisite: ART 226.*

ART 328 Ceramics II (3)

Intermediate level study expanding awareness of clay and ceramic processes as a means of creative expression.

ART 329 Ceramics III (6)

Examination of successful design for ceramics. Exploration of ceramic form and surface as related to sculpture.

ART 339A,B,C European Study Tour (3,3,3)

An intensive studio course at one of various European sites. Visits will be made to important museums and historical landmarks. Specific focus will vary from year to year, according to instructors and location. Most Study Tours will be open to beginning, intermediate, and advanced students.

ART 340 Art-World Study Tour (3)

An interactive investigation of contemporary art theory and practice, including prevailing ideas and attitudes, prominent and emerging artists, institutions and seats of influence. This course takes the form of a 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 the international art context, and a sense of

fluency with contemporary art discourse. *Preferred prerequisite: ART 218 Art in the Modern Era.*

ART 345 Painting II (3)

This course focuses on the fundamentals and dynamics of pictorial construction, including observational skills, composition, color theory, and basic painting techniques, with emphasis on direct observation of the figure, landscape, and still life. Appreciation for art history and aesthetics is systematically incorporated into this course. *Prerequisite: ART 233.*

ART 361 Sculpture III (3)

Individual involvement with concepts of sculpture. Analysis of spatial relationships, color, and presentation. Course delivered tutorially.

ART 406 Studies in Roman Art (3)

A survey of the art and architecture of the Roman Empire from its foundation to its collapse in the fifth century. Examines the social, religious, historical, and cultural influences that impacted the art of this long-lived empire.

ART 410 Calligraphy (3)

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

ART 411B Art Curriculum Methods and Materials (3)

Presents a comprehensive and practical study of art K-12 behavioral objectives; terminology; model lessons; motivational techniques and approaches, using discipline-based studio art, art history, aesthetics, and criticism as a means to a good art curriculum. Studies the types, purposes and functions of professional organizations on national, state, and regional levels. Studies art classroom management as it pertains to the health and safety of the students. Research of materials in curriculum lab to familiarize students, through unit preparations, with the various courses of study, textbooks, and periodicals, instructional tools, and supplements available to them.

ART 416 Advanced Graphic Design (3)

A review of graphic design principles through a series of portfolio projects, and the synthesis of research, knowledge and technical skills. Students are expected to work independently. Projects will be presented with specific parameters and deadlines to challenge conceptualization and development. During senior year, students concentrate on both design concepts and professional presentation. *Prerequisites: ART 210, 314, 416A, 416B, 441H.*

ART 416A Graphic Design II (3)

Graphic design principles are explored, with an emphasis on concept and development. Students will investigate problems through research and are encouraged to take risks on realistic projects related to the graphic design field. *Prerequisites: ART 210, 314, 416, 441B.*

ART 416B Graphic Design III (3)

Conceptualization and development of corporate and retail identity programs, including identity marks, business forms, posters, ads, brochures, signage, and annual reports. Students will encounter specific choices which relate to typography, grid systems, vocabulary, and principles relating to layout and composition. They will be challenged to develop both the information and graphic design solution to realistic problems, while beginning to produce portfolio quality presentations. *Prerequisites: ART 210, 314.*

ART 420A,B Jewelry-Metal II, III (3,3)

Advanced development of design principles applied to jewelry and metalwork; promoting of sensitivity to concept; investigation of principles necessary to function of jewelry as related to the human form. Advanced technical experience. Course delivered tutorially.

ART 422A,B General Illustration I,II (3,3)

Problem-solving in various types of illustration, individualized to suit the student's creative interpretation and personal style. Provides opportunity to research and execute magazine, newspaper, advertising, pharmaceutical, botanical, technical, and storyboard illustration.

ART 424 Intermediate Illustration: Book (6)

Aesthetic consideration of "marrying" literature and illustration. Technical aspects and appropriate techniques for each genre of storywriting are explored. Illustration exercises are based on simple phrases and lead to the design and illustration of a 16-page original book, the dummy, and a finished spread.

ART 425 Serigraphy (3)

Investigates screen-process printing as relating to both commercial and fine art forms. Includes the basic stencil techniques of paper, glue, cut film, tusche, and photo film. *Prerequisite: ART 226.*

ART 426 Lithography (3)

Introduction to basic techniques of lithographic printmaking used with both stone and metal applications. Includes an historical survey of commercial and fine arts development and new trends with small offset duplicators.

ART 427B,D,E Advanced Problems in Visual Communication (3,3,6)

Course providing students with an opportunity to work independently in the development and execution of concepts related to advanced contemporary problems in B) General Illustration, D) Graphic Design, E) Photography.

ART 428A,B Advanced Printmaking (3,3)

Allows continued study in a specific printmaking medium involving either relief, intaglio, lithographic, or screen printing. The student is expected to develop a high degree of skill and imagery through concentrated effort and objectives. Course delivered tutorially.

ART 429 Advanced Drawing (3)

Advanced problems in drawing with emphasis on idea development.

ART 430 History of Graphic Design (3)

Surveys the development of methods of graphic communication as it evolved in Western culture from the Renaissance to the present. Required for B.F.A. in Design: Graphic Design.

ART 431 History of American Illustration (3)

Presents an historical survey of the development of American illustration dealing with magazine, children's book, comic and cartoon, animation, fashion, and poster illustration. Includes visits by guest speakers, field trips. Required for B.F.A. Studio Art (2-D) in Illustration.

ART 432A History of Photography I (3)

This course explores the medium's birth in 1826 encompassing its early inventors, supporters and photographers. Study includes the effects photography had on 19th century society and culture and its potential as an artistic medium. Students will discover through its history that photography is a versatile form of expression, ranging from documentation, photojournalism, advertising, art and the everyday recording of life's events. The first part of this course will cover photography's beginnings and evolution into the 20th century. Required for B.F.A. in Design: Photography.

ART 432B History of Photography II (3)

This second part of photography's history chronicles its 20th century progression through contemporary image making. Investigation will include the technology, techniques and the explorations of photographers using traditional materials to its advancement into the digital age. Additional attention will be placed on photographic

criticism and theory to discover photography's place in society, culture and the arts as the medium steadily evolves. Required for B.F.A. in Design: Photography.

ART 433 Medieval Art (3)

A survey of the art and architecture of Western Europe and Byzantium from the fourth to the fourteenth centuries. Focuses primarily on ecclesiastical art, examining its historical, liturgical, and aesthetic traditions to gain an understanding of the medieval age and its legacy.

ART 434 History of Postmodern Women: Literature and Art (3)

Surveys the history of art and literature produced by women since the feminist movement of the 1970s. Explores themes representative of historical, cultural, and political developments of the last 25 years.

ART 435 Contemporary Art History (3)

A review of major movements since World War II and an emphasis on post modernism from the sixties to the present.

ART 436 Ancient Greek Art and Architecture (3)

A survey of ancient Greek art and architecture beginning with the ancient Aegean cultures through the Hellenistic dynasties. Includes an introduction to ancient Greek culture, society, and history.

ART 441B Computer Graphics II (3)

An intermediate level course. Students will concentrate on specific software used for page-layout, illustration, and image manipulation. The applications reflect professional studio environments. Emphasis is placed on both design and production. Concentration on output will allow students to begin utilizing the computer as a means for creating images for a variety of projects.

ART 441C Computer Graphics (3)

Course concentrating on advanced uses of Photoshop as an imaging tool. Designed primarily for photography and illustration majors and fine artists with an interest in digital media.

ART 441G Alternative/Digital Imaging (3)

A course for photographers and others interested in refining their skills with Photoshop and image management software, and exploring such things as HDR, actions, batch processing, and making digital negatives for alternative processes. Digital negatives allow an opportunity for marrying the newest and the oldest photographic technologies. Prior Photoshop and wet darkroom experience highly recommended.

ART 441H Web Design and Interactive Media (3)

This course examines the multimedia and Web design process, the practice of making compelling interactive experiences, and presenting information clearly in a non-linear fashion. Students will gain a higher level of skill in using the computer through designing and using interactive images and text in addition to an examination of the fundamental tools for development and maintenance of web site. Students will also be introduced to the principles of motion graphics. *Prerequisites: ART 210, 241, 341, 441B.*

ART 441I Interactive Design II (3)

This course further expands upon ART 441H Web Design and Interactive Media by exploring advanced topics in Web design. Students will make compelling, usable, interactive experiences; develop time-based media; and present information clearly in a non-linear fashion. Students will gain a higher level of skill in using Web design software through designing and using interactive images and text. *Prerequisite: ART 441H.*

ART 441M Digital Illustration (3)

An intermediate level course concentrating on specific software used by illustrators for design and production; digital illustration.

ART 443A Painting III (3)

Intermediate study of the dynamics of pictorial construction through the language of painting. Students are encouraged to experiment with various materials and/or techniques to build a personal painting vocabulary while continuing to develop their observational skills. *Prerequisite: ART 345.*

ART 444A,B,C,D Advanced Painting (6,6,6,6)

This series of courses fosters progressively advanced studio practice and development of a personal relationship to the painting language, its history and its perpetuation. Regularly scheduled critiques and focused written statements help students develop verbal and critical skills related to their work and the work of others. Students work one-on-one with instructors in semi-private partitioned studio spaces. *Prerequisite: ART 443A.*

ART 448 Packaging Design (3)

An advanced comprehensive study of graphic structural design as applied to various product and point-of-purchase sales. Emphasis on conceptual development from initial target audience/market analysis through 3-D renderings and comprehensives. Particular attention given specific design limitations and requirements. Guest designer(s) and field trip(s). *Prerequisites: ART 210, 314, 414A,B.*

ART 449 Fieldwork Experience (variable credit)

Professional on-site experience that utilizes course theory and prepares students for the respective professional fields.

ART 449A,B,C Fieldwork I, II, III (2,2,2)

Fieldwork Experience I – Museum, II – Gallery, III – Historical Preservation. Restricted: Arts Administration majors.

ART 452 Business of Art Seminar (3)

The objective of this course is to enable each student to target his/her best market, with self-promotion techniques and materials, and to develop a knowledge base that prepares the student to successfully enter their professional field.

ART 455 Professional Contribution (0)

Closure experience for all senior BFA and BA Art majors, except Arts Administration. A group show, Senior Exhibition takes place in spring semester, must be accomplished during on-campus coursework, and includes seniors graduating May or December of the same calendar year. Professional Contribution includes participation in Follow-Up Portfolio Reviews, Senior Meeting and fulfillment of the Senior Exhibition requirements.

ART 456A,B Advanced Sculpture (6,6)

Involves an individually planned program with area of emphasis related to the student's needs and interests. Course delivered tutorially.

ART 464A,B Advanced Ceramics (6,6)

Individually planned program based on student's needs and interests. Course delivered tutorially.

ART 481 Introduction to Arts and Healing (3)

This course introduces students to the role of arts expression in emotional, physical, and communal healing. Attention is given both to historic context and to the current applications of the arts in healing. The experiential components of the course will offer students the opportunity to deepen their understanding of how the arts have played—and continue to play—a healing role in everyday life.

ART 482 Approaches in Art Therapy (3)

An introduction to the historical antecedents, professional founders, and development of diverse approaches to practice in art therapy. Issues related to current professional practice and ethical standards will also be addressed.

ART 483 Art Therapy Applications (3)

Survey of applications of art therapy media and methods in diverse settings, with a variety of populations. Consideration of developmental issues, environmental factors, cultural diversity, adaptations for disabilities, and utilization of personal and communal potentialities will be addressed.

ART 484 Art Therapy Internship (3)

Designed to provide students with the opportunity to integrate coursework with practical applications in supervised settings. The experience will include observation of professionals in social service settings, the utilization of creative expression in working with a special population, and both individual and group supervision.

ART 485 The History of Art Education (3)

Inquiry into the meaning and impact of art education trends in America from the first introduction as a formal part of public school education in the late 1800's to contemporary time. The course will encompass a review and analysis of the discipline's level of development within philosophical and sociopolitical contexts, inclusive of community organizations and cultural institutions, and studies the history of art educators and movements in the field. Restricted to Art Education majors.

ART 486 Aesthetics (3)

This course examines theories of art and aesthetic experience within historical and cultural contexts. Traditional and contemporary means of evaluating and defining beauty and meaning in the visual arts and relevant issues and practice are explored.

ART 490A,B Green Piece: Art and Nature in America (3)

A) Taken for Studio elective

B) Taken for Art History elective

Discover connections between art and natural history in America from the time of the early explorer naturalists to contemporary earth artists. This jointly-taught studio and art history course combines field work with historical readings and discussions.

ART 499A-K Independent Study (variable credit)

(A-Ceramics, B-Sculpture, C-Painting, D-Photography, E-Graphic Design, F-Illustration, G-Printmaking, H-Art History, J-Drawing, K-Art Therapy)

Involves advanced study in any area of studio art or art history in which the student has special proficiency and has completed prerequisites. Open to senior Art majors with the approval of the chairperson and the academic dean.

Fine Arts Courses (FA)

The courses in the fine arts, representing the collaboration of the Departments of Art, Communication Arts, and Music, are interdisciplinary in their approach and confirm the University curricular purpose of living in an interdependent world wherein we share with others our knowledge of the human condition in its ultimate relationships; the physical universe, self, and society; and cultural dimensions.

The interdisciplinary courses in the fine arts fulfill the liberal arts requirement in Category V, The Human Condition in its Cultural Context.

FA 100 Music, Art, and the Contemporary World (3)

Gives students an understanding of music and art as they shape and are shaped by twentieth century society. (Interdisciplinary)

FA 102 Sound and Symbol in the Arts (3)

Provides an interdisciplinary study in which artistic concepts are discussed and experienced, as they are heard and seen in representative works of music and art. (Interdisciplinary)

ART 113 History of Art I (3)

Introduces Western and non-Western art through analysis of major works of architecture, sculpture, and painting considered in their historical and cultural contexts, from prehistoric times to the medieval period.

ART 114 History of Art II (3)

As the sequel of ART 113, introduces Western and non-Western art through analysis of major works in architecture, sculpture, and painting, considered in their historical and cultural contexts from the Renaissance to the twentieth century.

ART 117 Nineteenth Century Art (3)

A survey of nineteenth century art. Analysis of historical, philosophical, and multi-cultural factors that helped shape the foundation of modern art.

ART 120 World Monuments and Methods of Art History (3)

A one-semester course designed to highlight selected monuments from the history of Western and non-Western art; to survey basic methods and discourses of art history and the varying kinds of interpretations these generate; and to introduce the student to elementary art history research skills.

ART 218 Art in the Modern Era (3)

This course, a survey of twentieth century art to the beginnings of post modernism.

ART 406 Studies in Roman Art (3)

A survey of the art and architecture of the Roman Empire from its foundation to its collapse in the fifth century. Examines the social, religious, historical, and cultural influences that impacted the art of this long-lived empire.

ART 433 Medieval Art (3)

A survey of the art and architecture of Western Europe and Byzantium from the fourth to the fourteenth centuries. Focuses primarily on ecclesiastical art, examining its historical, liturgical, and aesthetic traditions to gain an understanding of the medieval age and its legacy.

ART 434 History of Postmodern Women: Literature and Art (3)

Surveys the history of art and literature produced by women since the feminist movement of the 1970s. Explores themes representative of historical, cultural, and political developments of the last 25 years.

ART 436 Ancient Greek Art and Architecture (3)

A survey of ancient Greek art and architecture beginning with the ancient Aegean cultures through the Hellenistic dynasties. Includes an introduction to ancient Greek culture, society, and history.

ART 490B Green Piece: Art and Nature in America (3)

B) Taken for Art History elective

Discover connections between art and natural history in America from the time of the early explorer naturalists to contemporary earth artists. This jointly-taught studio and art history course combines field work with historical readings and discussions.

COMM 449 Film and Society (3)

Introduces students to film history and the relationships between film and society. Movies are viewed in class; class focus can change on a semester basis.

School of Architecture

ARCHITECTURE AND INTERIOR ARCHITECTURE/DESIGN



Dean: Gregory K. Hunt, B.A., M.ARCH., FAIA

Program Director – Architecture: James Eckler, B.DESIGN, M.ARCH., MSAS.

Program Director – Interior Architecture: Maria MacDonald, B.F.A., B.I.A., M.A.

Stephen Garrison, B.F.A., M.F.A.

Joseph Gluba, B.ARCH., M.ARCH.

*Carl Handman, B.ARCH.

*Regan King, B.S., M.ARCH.

*Ruth Koelewyn, B.F.A., M.F.A.

*Sean McNamara, B.ARCH.

*Gregory Marinelli, M.A.

*Patrick Martin, B.S., M.ARCH.

Matthew Mindrup, B.ARCH., B.PHIL., M.ARCH., Ph.D.

Kate O'Connor, B.ARCH., M.ARCH.

*Russell Roberts, B.ARCH.

*Jayashree Shamanna, B.ARCH., M.SC.ARCH.

Brian Szymanik, B.ARCH., M.ARCH.

*Tracy Westcott, B.ARCH., M.ARCH.

William Kevin Wyllie, B.A., M.ARCH., AIA

Mission Statement

Founded in 2009, Marywood's School of Architecture is the University's newest professional school and the first school of architecture in northeast Pennsylvania. The School was established to further the University's mission of service and excellence in education by preparing its graduates to make significant contributions to improving the quality of our built and natural environment. The cornerstone of our various degree tracks is the firm belief that all design professionals must address the earth's diminishing natural resources, build sustainably, and confront our present and future environmental challenges with creative effectiveness. Above all, we strive to educate individuals that will assume leadership roles in the creation of inspiring, socially-responsible, and sustainable interiors, buildings and communities for all citizens.

Goals

Architects and interior architects shape the physical environments in which we live, work, worship, play, and shop. They design physical worlds that directly impact people at many different scales and in many different contexts—from interiors, buildings, and streetscapes to consumer products, graphic designs and furniture. As licensed practitioners, they are entrusted with the health, safety, and welfare of those

they serve. Architecture, then, is a profession that is explicitly bound to environmental responsibility and societal well-being.

Consistent with the University's tradition of educating students to live responsibly in an interdependent world, Marywood University's School of Architecture was created to produce a new generation of architects—environmental stewards who will assume diverse responsibilities for the built environment of the region, the nation, and the world.

Students pursuing their architectural studies at Marywood's School of Architecture are educated to recognize the important leadership roles they may assume as design professionals. At the undergraduate and graduate levels, our curricula are designed to reinforce this sense of social responsibility. For our graduates to deal effectively with the many future challenges they will inevitably confront, our programs include the study of the significant intellectual, cultural, and historical antecedents of the varied disciplines and their appropriate application to the needs of contemporary society.

The School offers students curricula that are values-based and professional in their objectives and content. While students are exposed to courses necessary in their individual disciplines, their programs of study also include a core curriculum of Liberal Arts courses to provide a well-rounded professional education. These core courses augment the student's professional studies and collectively furnish an enriched context in which to better understand architecture's important societal role.

Programs

Architects must be educated to think critically, to assess holistically, to synthesize comprehensively, and to design with environmental responsibility. The School's programs—in both Architecture and Interior Architecture/Design—recognize that architecture, as both a discipline and a profession, engages the realms of art and science. Buildings and spaces created by architects involve design and aesthetics, along with laws of gravity and requirements of constructability. When designing, therefore, architects must consider spatial organization, building program, proportion, and beauty, as well as materials, budgets, codes, and structural/environmental systems.

The School of Architecture has programs in Architecture, and Interior Architecture/Design, and offers the following degree tracks:

- Bachelor of Environmental Design in Architecture (B.E.D.A.)
- Bachelor of Architecture (B.ARCH.)
- Master of Architecture (M.ARCH.)
- Bachelor of Fine Arts-Interior Architecture/Design (B.F.A./I.A.)
- Master of Arts-Interior Architecture/Design (M.A./I.A.)

The Center for Architectural Studies

The School of Architecture occupies The Center for Architectural Studies, the spacious, extensively-renovated former Health and Physical Education Building located in the heart of the campus next to the University's highly acclaimed Insalaco Center for Studio Arts. The close proximity of these two places of creative exploration encourages cross-disciplinary learning and discovery, and students in our programs are encouraged to pursue art courses as electives.

Because the School is committed to the ethic of environmental stewardship, The Center for Architectural Studies has been designed to showcase a number of sustainable design features, including a geothermal passive cooling system, daylight harvesting, roof water capture/reuse, and a green roof. The Center features a primary circulation/exhibition area connecting two sides of the campus, two levels of studios,

classrooms, shop facilities, and a central three-story-high Commons with clerestories that admit abundant natural light throughout the day. The Commons which runs the entire length of the building and is located on both sides of the building's major cross axis, serves as the building's *agora* (in ancient Greece, the place of public assembly), open, shared, central spaces for exchange among all faculty and students. Here, learning is dynamic and often un-programmed—flexible places for formal and informal design critiques, serendipitous encounters, collective discussions, debates, displays, and exhibitions.

Special Features

Design Studios—Centers of Holistic Learning

Architecture education must seek, generate, transfer, and question knowledge with breadth and imagination. The fundamental place of learning is the design studio—long considered the armature of an architect's education. It is the place of creative exploration, research and discovery, and the testing of ideas, theories, and concepts. Through a sequence of studio projects, students develop means of critical thinking and a design process that enables them to effectively address various design issues—from problem-solving and aesthetics to building assemblies and environmental systems.

The School's curricula favor the notion of *quilted knowledge*—the idea that students learn most effectively when concepts are woven together with their meaningful applications. Consequently, both classrooms and studios form the contexts in which interdependent learning should occur.

Each student has an individual, custom-made work space designed to accommodate a laptop computer, drawing board, personal storage cabinet for equipment and supplies, and integral pin-up space.

Shop Facilities

The School of Architecture maintains a deeply-rooted commitment to **the act of making** (material fabrication) as a means of understanding material properties and their applications to design. To support this understanding, well-equipped wood and metal shop facilities are available to extend and enrich any design explorations that might begin in the studio and/or the classroom. Studio projects are often formulated to involve the use of these shop facilities to investigate material, form, connection, joinery, detail, and space. Digital media courses may also use the shop facilities to investigate the relationships between digital media and analog representation/fabrication.

The materials currently used in these facilities include plaster, wax, paper, concrete, wood, composite boards, cardboard, plastic, steel, and aluminum. The shop facilities also include a large CNC router, 3-D printer, laser cutter spray booth, sand-blasting room, and a classroom for material demonstrations and assembly.

All School of Architecture students are allowed access to the shop facilities upon completion of a safety orientation and tool-specific training sessions. The shops are managed by a full-time shop technician who oversees safety training and skills development, and is responsible for machinery maintenance.

CAD Lab

The School's CAD Lab, located on the second floor of the adjacent Visual Arts Center, provides computing equipment and facilities necessary for students to explore virtual design. The 24-seat lab operates with all site licenses required for classroom teaching in basic and advanced digital media classes. Output devices for student use include laser printers, plotters, and scanners.

Study-Abroad Program

The School's Study-Abroad Program is available to students in the spring of their third year or the fall of their fourth year. The venue for this educationally- and culturally-enriching program is the International Studies Institute (ISI) in Florence, Italy. Headquartered in the Palazzo Rucellai located in the heart of the historical center of Florence, this program has an international faculty, and design studios are taught by local practicing architects.

Students have opportunities to take courses unique to their foreign experience in Italy while being pertinent to their growth and maturation as architects and designers. Students must apply to this program, have a 2.75 GPA or above, and be accepted by both Marywood and the ISI.

Studio Reference Library

A reading area surrounded by reference books and monthly periodicals is positioned at one end of the first floor studios and provides students with immediate access to information materials that augment the University's central Learning Commons.

Student Laptop Program

Beginning in the fall of 2013, all first-year Architecture and Interior Architecture students are required to purchase his/her own laptop for use in the spring semester of the first year of studies. Computers function as important digital tools in the design process, and they have become nearly as omnipresent as textbooks. As computer software becomes more varied and sophisticated—offering programs ranging from two-D drafting and three-D modeling to rendering and energy performance analysis—the computers required to run these programs demand certain specifications for optimal performance. Our laptop program is similar to that in many schools of architecture and ensures that students will be suitably equipped with a flexible, portable means of basic computing in the classroom, dormitory, and/or apartment, as well as in the studio to work on design projects. Student desk storage modules have an adjustable shelf for the secure storage of a laptop.

For current laptop specifications, please see the School's website.

Additional Enrichment Opportunities

The School of Architecture believes that students must be exposed to ideas, designs and viewpoints occurring beyond the confines of the campus. We are therefore committed to bringing diverse people and ideas to the Marywood campus, while we also introduce our students to new urban/cultural experiences.

In addition to public lecture series each semester, exhibitions, guest critics, visiting faculty, and field trips to New York, Chicago, Philadelphia, and other locales expose our students and faculty to new points of view, cities, building designs, theoretical positions, and a wide range of professional achievements. Together, these opportunities serve to heighten the students' awareness of the built world and the breadth of professional challenges and opportunities they will encounter upon graduation.

Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of

degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

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

The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within six years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

Following an NAAB *Initial Candidacy Visit* in October 2012, Marywood University's School of Architecture was formally granted *Initial Candidacy* status for its B.ARCH. degree professional degree program in Architecture in March, 2013. This *Initial Candidacy* status is effective January 1, 2012. The next NAAB visit for *Continuation of Candidacy* will occur in 2014, and the anticipated year for *Initial Accreditation* is 2016.

Interior Architecture

The B.F.A. in Interior Architecture/Design degree is accredited by the National Association of Schools of Art and Design (NASAD). The program will apply for accreditation by the Council for Interior Design Accreditation (CIDA) during the 2013-2014 academic year.

Program Admission and Matriculation Requirements

For entering freshmen, a minimum SAT score (Math and Critical Reading) of 1000 and a QPA of 3.00 (on a 4.00 scale) are generally required for admission to the undergraduate program in Architecture.

For freshmen entering the undergraduate program in Interior Architecture, a minimum SAT score (Math and Critical Reading) of 900 and a QPA of 2.80 (on a 4.00 scale) is generally required.

Design Portfolio: Applicants to any of the School of Architecture's undergraduate programs may submit a Design Portfolio, but it is not specifically required unless otherwise mentioned. However, transfer students to any program in the School of Architecture, along with all applicants to the professional or post-professional degree tracks, must submit additional materials, including a portfolio.

Transfer Students

Students who wish to transfer into the Architecture or Interior Architecture degree track from other programs within Marywood or from other accredited academic institutions must have a 3.00 overall QPA on a minimum of 12 credits. If a Marywood student is accepted, the student must complete a "Change of Major" form available from the Office of Academic Records.

Students holding associate degrees from accredited institutions and who wish to enter either the Architecture or Interior Architecture program must have a 3.00 overall QPA or a minimum of 12 credits in one of these two disciplines.

Acceptable Academic Standing

A minimum QPA of 2.50 is required in any of these degree tracks for any student to be in good academic standing.

Degree Tracks: Architecture

The School of Architecture offers three degree tracks in Architecture for those entering as freshmen:

- a four-year, undergraduate, pre-professional **Bachelor of Environmental Design in Architecture degree (B.E.D.A.)**
- a five-year professional **Bachelor of Architecture degree (B.ARCH.)**
- **Master of Architecture degree (M.ARCH.)**, a post-professional degree

The first four years of each of these degree programs include design studios and courses in the liberal arts, structures and building technology, architectural history, and digital design courses, as well as electives. In the fifth year, students in the B.ARCH. degree track select from an offering of studios with varying content and focus, along with upper-level courses in the poetics of Architecture, sustainable design, and professional practice. In the post-professional sixth-year studio, students pursue individually-defined design explorations and courses dealing with adaptive use/transformational design and the politics of environmental design.

Application to Professional Degree Tracks in Architecture

Early in the spring semester of their fourth year, students must choose which degree track they wish to pursue. Individuals successfully completing the four-year pre-professional degree track may choose to graduate with the B.E.D.A. degree. Those graduating with this pre-professional degree are well prepared to work in an architecture office or to enter any number of allied professions.

Students electing to enter the B.ARCH. or the post-professional M.ARCH. degree track must submit a project portfolio of their studio design work from each of their previous semesters and have achieved a minimum overall cumulative QPA of 2.50. Students whose design portfolio and academic record demonstrate that they are prepared to meet the demands of advanced professional study will be admitted to one of these two degree tracks. Provisional acceptance to either of these tracks will require the submission of additional portfolio projects and satisfactory academic performance, including the completion of all academic requirements for the B.E.D.A. pre-professional degree. Entrance to either of the professional or post-professional tracks is determined by the School of Architecture's Admissions Committee for Professional Programs. For further information on application procedures for the professional degree tracks, please contact the Dean's Office.

Those admitted to the B.ARCH. professional degree track must satisfactorily complete an additional two semesters (30 credits), earning a total of 165 credits.

Qualified students who have received their B.ARCH. professional degree from Marywood University, may apply for the one-year post-professional M.ARCH. degree. This degree track typically requires one year and an additional 30 credits of study. Please see the latest *Graduate Catalog* for further information.

Track 1: Bachelor of Environmental Design in Architecture (B.E.D.A.) (Four-year professional degree)

First-year curriculum: 33 credits

Fall 1

ARCH 110

Foundation Design I (4)

ARCH 111

Introduction to the Designed Environment (1)

ARCH 113	History of Architecture I (3)
RST 112	Modern Belief (3)
ENGL 160	Composition and Rhetoric (3)
UNIV 100	New Student Seminar: Living Responsibly in an Interdependent World (1)

Total: 15 Credits

Spring 1

ARCH 120	Foundation Design II (4)
ARCH 122	Design Thinking (2)
ARCH 123	History of Architecture II (3)
ARCH 124	Digital Media I (3)
ENGL 180	Introduction to World Literature (3)
MATH 150	Architectural Mathematics (3)

Total: 18 Credits

Second-year curriculum: 36 credits

Fall 2

ARCH 210	Design Studio III (6)
ARCH 214	Digital Media II (3)
*GE XXX	General Elective (3)
ENVS 109	Technology, Environment and Society (3)
PHIL 113	Introduction to Philosophy (3)

Total: 18 credits

Spring 2

ARCH 220	Design Studio IV (6)
ARCH 224	Theories of Architecture (3)
HIST 101	Global History of the Twentieth Century (3)
ENGL XXX	Literature Elective (3)
PHYS 140	Physics for Architects (3)

Total: 18 credits

Third-year curriculum: 36 credits

Fall 3

ARCH 310	Design Studio V (6)
ARCH 312	Structures I (3)
ARCH 313	Building Assemblies (3)
SOC 315	Theories in Urbanization (3)
**PHIL XXX	Philosophy Elective (3)

Total: 18 credits

Spring 3

ARCH 320	Design Studio VI (6)
ARCH 322	Structures II (3)
ARCH/IARC XXX	Program Elective (3)
HIST XXX	History Elective (3)
***FA XXX	Fine Arts Elective (3)

Total: 18 credits

Fourth-year curriculum: 30 credits

Fall 4

ARCH 410	Design Studio VII (6)
ARCH 411	Environmental Systems I (3)
ARCH/IARC XXX	Program Elective (3)
****LANG	Foreign Language I (3)

Total: 15 Credits

Spring 4

ARCH 420	Design Studio VIII (Comprehensive Studio) (6)
ARCH 421	Environmental Systems II (3)
****LANG	Foreign Language II (3)
RST XXX	Religion Elective (3)

Total: 15 Credits

Total credits: 135

*Recommended: ECON 100 (Basic Economics); ART 223 (Basic Ceramics); ART 226 (Basic Printmaking); ART 262 (Sculpture I); ART 315 A (Basic Photography)

**Choose from: PHIL 215 (Critical Thinking); PHIL 315 (Ethics); or PHIL 325 (Philosophy of Art)

***Choose from: ART 218 (Art in the Modern Era); FA 100 (Music, Art, and the Contemporary World); FA 102 (Sound and Symbol in the Arts)

****Third-year students electing the Study Abroad Option at the ISI in Florence, Italy in the spring semester of their third year must take ITAL 101 (Italian Language: The Florence Experience) at the ISI and ITAL 102 at Marywood when they return; Fourth-year students electing the Study Abroad Option at the ISI in Florence, Italy in the fall semester of their fourth year must take ITAL 101 (Italian Language: The Florence Experience) at the ISI and ITAL 102 at Marywood when they return.

Track 2: Bachelor of Architecture (B.ARCH.)

(Five-year professional degree)

First-year curriculum: 33 credits

Fall 1

ARCH 110	Foundation Design I (4)
ARCH 111	Introduction to the Designed Environment (1)
ARCH 113	History of Architecture I (3)
RST 112	Modern Belief (3)
ENGL 160	Composition and Rhetoric (3)
UNIV 100	New Student Seminar: Living Responsibly in an Interdependent World (1)

Total: 15 Credits

Spring 1

ARCH 120	Foundation Design II (4)
ARCH 122	Design Thinking (2)
ARCH 123	History of Architecture II (3)
ARCH 124	Digital Media I (3)
ENGL 180	Introduction to World Literature (3)
MATH 150	Architectural Mathematics (3)

Total: 18 Credits

Second-year curriculum: 36 credits

Fall 2

ARCH 210	Design Studio III (6)
ARCH 212	Digital Media II (3)
*GE XXX	General Elective (3)
ENVS 109	Technology, Environment, and Society (3)
PHIL 113	Introduction to Philosophy (3)

Total: 18 credits

Spring 2

ARCH 220	Design Studio IV (6)
ARCH 224	Theories of Architecture (3)
HIST 101	Global History of the Twentieth Century (3)

ENGL XXX Literature Elective (3)
PHYS 140 Physics for Architects (3)
Total: 18 credits

Third-year curriculum: 36 credits

Fall 3

ARCH 310 Design Studio V (6)
ARCH 312 Structures I (3)
ARCH 313 Building Assemblies (3)
SOC 315 Theories in Urbanization (3)
**PHIL XXX Philosophy Elective (3)
Total: 18 credits

Spring 3

ARCH 320 Design Studio VI (6)
ARCH 322 Structures II (3)
ARCH/IARC XXX Program Elective (3)
HIST XXX History Elective (3)
***FA Fine Arts (3)
Total: 18 credits

Fourth-year curriculum: 30 credits

Fall 4

ARCH 410 Design Studio VII (6)
ARCH 411 Environmental Systems I (3)
ARCH/IARC XXX Program Elective (3)
****LANG XXX Foreign Language II (3)
Total: 15 Credits

Spring 4

ARCH 420 Design Studio VIII (Comprehensive Studio) (6)
ARCH 421 Environmental Systems II (3)
****LANG XXX Foreign Language (3)
RST XXX Religion Elective (3)
Total: 15 Credits

Fifth-year curriculum: 30 credits

Fall 5

ARCH 450 Design Studio IX (6)
ARCH 451 Art & Craft of Building (3)
ARCH 452 LEED Accreditation (3)
ARCH 453 History and Theories of Urban Form (3)
Total: 15 Credits

Spring 5

ARCH 460 Design Studio X (6)
ARCH/IARC XXX Program Elective (3)
ARCH 462 Professional Practice (3)
GE XXX General Elective (3)
Total: 15 Credits

Total Credits: 165

*Recommended: ECON (Basic Economics); ART 223 (Basic Ceramics); ART 226 (Basic Printmaking); ART 262 (Sculpture I); ART 315 A (Basic Photography)

**Choose from: PHIL 215 (Critical Thinking); PHIL 315 (Ethics); or PHIL 325 (Philosophy of Art)

***Choose from ART 218 (Art in the Modern Era); FA 100 (Music, Art and the Contemporary World); FA 102 (Sound and Symbol in the Arts)

***Third-year Architecture students electing the Study Abroad Option at the ISI in Florence, Italy in the spring semester of their third year must take ITAL 101 (Italian Language: The Florence Experience) at the ISI and ITAL 102 at Marywood when they return; Fourth-year students electing the Study Abroad Option at the ISI in Florence, Italy in the fall semester of their fourth year must take ITAL 101 (Italian Language: The Florence Experience) at the ISI and ITAL 102 at Marywood when they return.

Track 3: Master of Architecture (M.ARCH.)

After completing the B.ARCH. professional degree track at Marywood, students may apply for the one-year post-professional M.ARCH. degree track. In addition to a comprehensive Design Thesis exploring a self-formulated architectural, urban design, or technical issue/proposition, students in this degree track study the importance of environmental law, policy, and management in the shaping of our future.

An M.ARCH. first professional degree for those holding four-year pre-professional degrees in Architecture from other accredited Architecture program is currently being explored.

For further information on the M.Arch. professional degree track, please see the latest *Graduate Catalog*.

Degree Tracks: Interior Architecture/Design

Bachelor of Fine Arts–Interior Architecture/Design (B.FA./I.A.)

Master of Arts–Interior Architecture/Design (M.A./I.A.)

While the architect typically focuses on building form and external profiles, relationships between buildings and landscape, and interior spatial organization and sequence, the interior architect/designer typically focuses on the interior spaces of buildings. Interior architects create the specific character of spaces for human use and enjoyment. As professionals, they must therefore understand the important role of materials, colors, textures, and light in the creation of interior spaces that respond to the physical, social, psychological, and cultural needs of building users. Working with scales that range from that of the object (furniture and light fixtures) to that of the complex whole (ordering systems and spatial sequence), interior architects require a knowledge of the experiential, the tectonic, the technical, and the theoretical.

Because of the commonalities between the disciplines of architecture and interior architecture, students in Marywood's interior architecture program share similar professional core courses with students in architecture during the first two years of their study, including the foundation design sequence and courses in digital media and the history of architecture.

As societies continue to re-examine their stock of existing buildings, the skills of interior architects/designers become increasingly important to clients seeking building conservation, preservation, and adaptive re-use.

Bachelor of Fine Arts – Interior Architecture/Design (B.FA./I.A.)**

First-year curriculum: 33 credits

Fall 1

ARCH 110	Foundation Design I (4)
ARCH 111	Introduction to the Designed Environment (1)
IARC 114	History of Interior Architecture (3)
UNIV 100	New Student Seminar: Living Responsibly in an Interdependent World (1)
RST 112	Modern Belief (3)
ENGL 160	Composition and Rhetoric (3)
Total: 15 Credits	

Spring 1

ARCH 120	Foundation Design II (4)
ARCH 122	Design Thinking (2)
ARCH 124	Digital Media I (3)
IARC 124	Design, Drawing, and Color (3)
ENGL 180	Introduction to World Literature (3)
PSYC 211	General Psychology (3)

Total: 18 Credits

Second-year curriculum: 35 credits**Fall 2**

ARCH 210	Design Studio III (6)
ARCH 214	Digital Media II (3)
IARC 215	Lighting Fundamentals (3)
ENVS 109	Technology, Environment, and Society (3)
PHIL 113	Introduction to Philosophy (3)

Total: 18 credits

Spring 2

IARC 220A	Interior Architecture Studio IV (5)
IARC 223	History of Architecture II (3)
**ARCH/ IARC XXX	Program Elective (3)
ENGL XXX	English above 300 (3)
PSYC 325	Sensation and Perception (3)

Total: 17 credits

Third-year curriculum: 35 credits**Fall 3**

IARC 310A	Interior Architecture Studio V (6)
IARC 313	Building Structures and Systems (3)
LANG XXX	Foreign language I (3)
MATH XXX	Mathematics (3)
HIST 101	Global History of the 20th Century (3)

Total: 18 credits

Spring 3

IARC 320A	Interior Architecture Studio VI (5)
IARC 322A	Materials and Methods (3)
LANG XXX	Foreign Language II (3)
IARC/ARCH XXX	Program Elective (3)
GE	General Elective (3)

Total: 17 credits

Fourth-year curriculum: 32 credits**Fall 4**

IARC 410A	Design Studio VII (6)
PHIL XXX	Philosophy Above 200 (3)
RST XXX	Religious Studies (3)
HIST XXX	History Elective (3)
GE	General Elective (3)

Total: 18 Credits

Spring 4

IARC 420A	Design Studio VIII (5)
ARCH 462	Professional Practice (3)

ART 218 Art in the Modern Era (3)
IARC/ARCH XXX Program Elective (3)
Total: 14 Credits

Total Credits: 135

*Third-year IARC students electing the Study Abroad Option at the ISI in Florence, Italy in the spring semester of their third year must take ITAL 101 (Italian Language: The Florence Experience) at the ISI and ITAL 102 at Marywood when they return.

Master of Arts – Interior Architecture/Design (M.A./I.A.)

Marywood's graduate program in Interior Architecture/Design prepares students for the profession by engaging them in an array of specialized courses ranging from design, aesthetics, history, and advanced digital media, to lighting, detailing, and sustainability. Each student pursues a comprehensive, two-semester Thesis Project that concentrates on new and appropriate uses for abandoned buildings in our region, utilizing new strategies to accommodate flexible building occupancies. Ultimately, the purpose of the Thesis is to investigate new design ideas for older buildings that can support new interior uses and that can lead to the revitalization of both our downtowns and our neighborhoods.

For information on the M.A./I.A. degree, please consult the Graduate Catalog.

Courses: Architecture

ARCH 110 Foundation Design I (4)

An introduction to the fundamental principles of two-dimensional and three-dimensional design. With an emphasis on the visual and physical properties of shape and form, design strategies and their implications will be explored through a number of sequential studio projects. Drawing (freehand and mechanical), models, collage, and photography will serve as individual means of exploration, discovery, and presentation. Lectures and readings will supplement the studio projects.

ARCH 111 Introduction to the Designed Environment (1)

An introduction to the designed environment that we all inhabit. Emphasis is on design literacy, with a focus on the presentation and discernment of fundamental principles of design and how they operate at different scales and contexts, including two- and three- dimensional design. Discussions of design ideas applied to typography and graphic design, product design, architecture, interior architecture, landscape, and urban design.

ARCH 113 History of Architecture I (3)

A review of world architecture and urbanism as a reflection of socio-cultural, economic, and political traditions and values, from the Prehistoric to the Renaissance. Both Western and Non-Western examples will be discussed.

ARCH 120 Foundation Design II (4)

Building on the design concepts and exploratory techniques of ARCH 110, this studio course emphasizes the acquisition of additional graphic skills and critical design thinking. Students will gain increased awareness of the various scales at which design principles operate. Design process and refined aesthetic judgment become integral objectives of each project. *Prerequisite: ARCH 110.*

ARCH 122 Design Thinking (2)

A discussion of the design process, with a focus on the roles of observing, understanding, proposing, and crafting. Explores design as an iterative process involving ideation and reflection. Lectures are associated with projects assigned in ARCH 120.

ARCH 123 History of Architecture II (3)

A survey of architecture from the Renaissance to the Present. The focus is on major movements, individuals, and ideas that have impacted the directions, developments, and buildings of the period.

ARCH 124 Digital Media I (3)

Fundamentals of digital representation in both 2-D and 3-D programs. *Corequisite: ARCH 120.*

ARCH 210 Design Studio III (6)

Introduction to Architecture as a discipline. Architecture as the interplay of the physical and the aesthetic. The role of natural and cultural forces in the shaping of the built environment. Explores the fundamental interrelationship of site, program, materials, and form and their importance in the creation of PLACE. Supplemental lectures readings will expose students to exemplary buildings and landscape designs.

Prerequisite: ARCH 120. Corequisite: ARCH 214.

ARCH 214 Digital Media II (3)

Advanced digital media, including 3-D modeling and rendering programs; introduction to 3-D prefabrication. *Prerequisite: ARCH 124. Corequisite: ARCH 210.*

ARCH 220 Design Studio IV (6)

A continuation of ARCH 210, with a greater emphasis on spatial sequence and the relationship between buildings and their physical context. *Prerequisite: ARCH 210.*

ARCH 224 Theories of Architecture (3)

Surveys a history of ideas about the discipline of architecture through built projects, theoretical designs and original writings. Emphasizes the different ways architects have thought about the transformation of materials into buildings through an examination of architecture and its associated artistic, philosophical or intellectual movements.

ARCH 310 Design Studio V (6)

Introduces design projects in which spatial organization, along with principles of structure, materials, and site design, serve as form determinants. Aesthetic judgments based on technical concepts and applications become integral to the design process.

Prerequisite: ARCH 220.

ARCH 312 Structures I (3)

Introduction to basic structural theory with an emphasis on structural analysis and its application to the design and construction of buildings. Application of structural theory to the design of building components, including beams, columns, floors, roofs, and foundations. Focus on structures in timber and steel.

ARCH 313 Building Assemblies (3)

A survey of component assemblies, construction detailing, and material properties. Focuses on the relationship of design intent to the final selection of subassemblies, details, and materials.

ARCH 320 Design Studio VI (6)

A continuation of ARCH 310, with an emphasis on design-build team projects that explore iterative design investigations through full-scale fabrications. *Prerequisite: ARCH 310.*

ARCH 321 The Literature of Architecture (3)

An examination of seminal writings on architecture from the Classical period to the Present. Written works that are considered significant to the history and culture of the discipline will be read and discussed. Theoretical arguments, architectural principles, and cultural critiques, along with their importance in shaping the thoughts of succeeding generations of practice, will be studied and assessed.

ARCH 322 Structures II (3)

Further applications of principles introduced in ARCH 312 to both masonry and concrete structural systems. *Prerequisite: ARCH 312.*

ARCH 410 Design Studio VII (6)

Introduces building programs with a higher degree of complexity and requiring the application of principles of building structures, exterior envelopes, and materials selection. *Prerequisite: ARCH 320.*

ARCH 411 Environmental Systems I (3)

The impact of environmental forces on building and site design. Human comfort, thermal balance, and the principles/systems of heating, ventilating, and air conditioning.

ARCH 420 Design Studio VIII (6)

A comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections, building assemblies, and the principles of sustainability. *Prerequisite: ARCH 410.*

ARCH 421 Environmental Systems II (3)

Principles and systems of water supply and distribution, electricity, lighting, acoustics, life safety, and building service systems. *Prerequisite: ARCH 411.*

ARCH 450 Design Studio IX (A) (6)

Studio projects focus on urban architecture—the relationship of buildings to one another, the street, and the neighborhood. Architecture and the creation of urban places. *Prerequisite: ARCH 420.*

ARCH 451 The Art and Craft of Building I (3)

An examination of how architecture engages natural and physical forces in both its conception and realization. Focusing on an in-depth description and analysis of key works by selected architects, the course explores the various design approaches and design methods architects employ that are specific to the discipline itself, including those dealing with program, site, materials, and construction. Includes readings of primary writings by the architects and drawing/model analyses by students.

ARCH 452 LEED Building Certification (3)

An examination of the US Green Building Council's Leadership in Energy and Environmental Design (LEED) Building Certification process and its role in the design, construction, and operation of high performance "green" buildings.

ARCH 453 History and Theories of Urban Form (3)

A survey of the geographic, cultural, political, and economic contexts of cities and their role in the genesis and alterations of urban form. Cities as ideological and physical landscapes configured in two-dimensional shapes and three-dimensional form, with an emphasis on their architectural and spatial characteristics. *Prerequisite: ARCH 224.*

ARCH 460 Design Studio X (A) (6)

The capstone project for the professional degree. Students pursue an architectural design topic of their interest, construct a professional/theoretical position, and test this position through their project. *Prerequisite: ARCH 450. Corequisite: ARCH 462.*

ARCH 462 Professional Practice (3)

The basic principles and legal aspects of practice organization, financial management, business planning, time and product management, risk mitigation, and mediation and arbitration. Discusses current and future trends affecting the nature of practice, including globalization, outsourcing, project delivery methods, expanded practices settings, diversity, etc. *Corequisite: ARCH 460.*

Courses: Interior Architecture/Design

ARCH 110 Foundation Design I (4)

An introduction to the fundamental principles of two-dimensional and three-dimensional design. With an emphasis on the visual and physical properties of shape and form, design strategies and their implications will be explored through a number of sequential studio projects. Drawing (freehand and mechanical), models, collage, and photography will serve as individual means of exploration, discovery, and presentation. Lectures and readings will supplement the studio projects.

ARCH 111 Introduction to the Designed Environment (1)

An introduction to the designed environment that we all inhabit. Emphasis is on design literacy, with a focus on the presentation and discernment of fundamental principles of design and how they operate at different scales and contexts, including two- and three-dimensional design. Discussions of design ideas applied to typography and graphic design, product design, architecture, interior architecture, landscape, and urban design.

IARC 114 History of Interior Architecture (3)

Examines the major ideas, movements and individuals, and sociocultural forces that have shaped interior architecture over time. Emphasis is on how design has dealt with human use and experience in interior spatial realms. Includes discussions of furniture, textiles, color, lighting, and systems of spatial enclosure.

ARCH 120 Foundation Design II (4)

Building on the design concepts and exploratory techniques of ARCH 110, this studio course emphasizes the acquisition of additional graphic skills and critical design thinking. Students will gain increased awareness of the various scales at which design principles operate. Design process and refined aesthetic judgment become integral objectives of each project.

ARCH 122 Design Thinking (2)

A discussion of the design process, with a focus on the roles of observing, understanding, proposing, and crafting. Explores design as an iterative process involving ideation and reflection. Lectures are associated with projects assigned in ARCH 120.

ARCH 124 Digital Media I (3)

Fundamentals of digital representation in both 2-D and 3-D programs. *Corequisite: ARCH 120.*

IARC 124 Design Drawing and Color (3)

An exploration of drawing and color as means of representing, exploring and developing design ideas for Interior Architecture. Various media and scales of drawing will be addressed. *Prerequisite: ARCH 110. Corequisite: ARCH 120.*

ARCH 210 Design Studio III (6)

Introduction to Architecture as a discipline. Architecture as the interplay of the physical and the aesthetic. The role of natural forces in the shaping of the built environment. Explores the fundamental interrelationship of site, program, materials, and form and their importance in the making of PLACE. Supplemental lectures and readings will expose students to exemplary buildings and landscape designs. *Prerequisite: ARCH 120. Corequisite: ARCH 214.*

ARCH 214 Digital Media II (3)

Advanced digital media, including 3-D modeling and rendering programs; introduction to 3-D prefabrication. *Prerequisite: ARCH 124. Corequisite: ARCH 210.*

IARC 215 Lighting Fundamentals (3)

The role of lighting in the creation of interior spaces. Covers concepts of natural and artificial lighting design, including distribution and effects, the selection of luminaires, and graphic layouts.

IARC 220A Interior Architecture Studio IV (5)

Continues the investigation of the principles presented in IARC 210A, but in projects that are greater in scale and more complex in their programs. Weekly lectures augment design studio explorations. *Prerequisite: IARC 210A. Corequisite: ARCH 222.*

ARCH 223 History of Architecture II (3)

A survey of architecture from the Renaissance to the Present. The focus is on major movements, individuals, and ideas that have impacted the directions, developments, and buildings of the period

IARC 310A Interior Architecture Studio VII (6)

Concepts of form, space, light, color, and material applied to the design of the sustainable workplace. Emphasis is on design strategies that utilize innovative materials, assemblies, and systems. Weekly lectures supplement design studio explorations. *Prerequisite: IARC 220A.*

IARC 312 History of Furniture (3)

Examines the role of furniture as an integral part of the history of interior architecture; furniture as an expression of function, production techniques, and design ideas; visits to area production facilities will introduce students to various furniture manufacturing processes.

IARC 313 Building Structures and Systems (3)

Discusses the role of structure and building assemblies related to roofs, ceilings, walls, and floors, as well as the mechanical (HVAC), electrical, plumbing, and waste water systems that must be considered in interior architecture.

IARC 320A Interior Architecture Studio VI (6)

Investigates the role of furniture and product design as integral components of interior architecture. Students will design, detail, and fabricate specific elements that reflect significant specific design ideas related to a major space in their projects. Weekly lectures augment design studio explorations. *Prerequisite: IARC 310A.*

IARC 322A Materials and Methods (3)

Presents the materials, finishes, and components of interior architecture, along with the standards and codes that impact their design, specification, and application. Emphasis on sustainable design approaches and materials selection.

IARC 410A Interior Architecture Studio VII (5)

Examines the range of spatial and experiential relationships between interior and exterior spaces. Considers the creation of exterior places that may extend the experience of interior realms through elements that are natural and man-made. Weekly lectures augment design studio explorations. *Prerequisite: IARC 320A.*

IARC 420A Interior Architecture Studio VIII (5)

The undergraduate capstone project in which students will investigate design strategies leading to buildings and places that will enhance civic life. *Prerequisite: IARC 410A.*

ARCH 462 Professional Practice (3)

The basic principles and legal aspects of practice organization, financial management, business planning, time and product management, risk mitigation, and mediation and arbitration. Discusses current and future trends affecting the nature of practice, including globalization, outsourcing, project delivery methods, expanded practices settings, diversity, etc.

College of Health and Human Services

Dean: Mark E. Rodgers, D.S.W.

Mission Statement

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

Areas of Study

Health and Physical Education: The mission of the Department of Health and Physical Education is to promote personal and community health, fitness, and wellness through dedicated faculty delivering accredited physical education and athletic training programs. These values are taught through individual and team sports activities, professional treatment of athletic injuries, exercise physiology, biomechanical analysis, and healthy living behaviors that serve to prevent disease and promote wellbeing and longevity.

Nursing: The Nursing Department curriculum encompasses those aspects of health care, which assist practitioners to identify human health conditions and to diagnose and treat health problems. The department advocates quality health care, teaching practices, and behaviors that reflect the values congruent with the ethical practice of nursing. Essential values include altruism, equality, aesthetics, freedom, human dignity, justice and truth.

Nutrition and Dietetics: The mission of the Department of Nutrition and Dietetics is to provide dedicated faculty, quality facilities and a diverse environment which support nationally recognized undergraduate and graduate education, research, and service in the areas of nutrition, dietetics, family/consumer sciences, sports nutrition, and exercise science.

Physician Assistant Program: The Physician Assistant (PA) Program at Marywood University is committed to exceptional education in a supportive and nurturing environment providing the knowledge necessary to diagnose, treat, educate, and empower patients. This program is committed to preparing the student to deal with the changing health care environment while promoting the PA profession. Marywood's PA Program is dedicated to teaching the student to appreciate the patient's spirit, mind, and body. The Marywood Physician Assistant Program acknowledges and supports the need for quality health care, both regionally and globally, and the need to learn to live/practice responsibly in an interdependent world. Students in the Pre-Physician Assistant Program housed within the Science Department of the College of Liberal Arts and Sciences may make application to the professional program following their second year as Pre-PA, assuming their successful completion of all required liberal arts core requirements and science prerequisites.

Social Work: The Bachelor of Social Work (BSW) Program at Marywood University is a professional degree program that prepares students for beginning, entry-level professional practice. The program provides educational experiences designed to assure the acquisition of knowledge, values, ethics, and skills necessary

to be a generalist practitioner. The BSW Program develops practitioners who are committed to social and economic justice, and are able to take action with and on behalf of vulnerable and oppressed populations. The program prepares students for responsible leadership and service in meeting human needs.

Health Services Administration: Health Services Administration is a unique interdisciplinary major located within the School of Social Work and Administrative Studies. This major seeks to develop in students the values, knowledge, and skills necessary to enter the expanding field of health services administration. In particular, this major emphasizes new directions in which the health care system is expanding. These include:

1. private and community oriented wellness programs;
2. rehabilitative medical services;
3. health care facilities for the elderly;
4. health care facilities for addictive diseases;
5. hospices;
6. managed care.

Health and Physical Education

COLLEGE OF HEALTH AND HUMAN SERVICES



Shelby Yeager, M.Ed., LAT, ATC, Chairperson

William Gear, Ph.D., LAT, ATC, ATEP Director

Angela Hillman, Ph.D., EPC

*Elizabeth McGill, M.A.

Nelson Neal, Ph.D.

Ellen Payne, Ph.D., LAT, ATC, CSCS, EMT, ATEP Clinical Coordinator

*Siemong Wang, M.S.

* Part Time

Goals

The Department of Health and Physical Education provides courses in a wide variety of leisure skills and health areas so that students may be better able to maintain a healthy lifestyle, both now and in the future.

Courses in Health and Physical Education are designed to enable the student to:

1. Actively engage students in a comprehensive educational experience that is enhanced through the interaction of classroom, clinical, and professional educational experience.
2. Provide each student with a theoretical and analytical knowledge base.
3. Provide quality field practicum experience.
4. Promote the health and wellness development of each student.
5. Develop professionals with high ethical standards who will positively contribute to their professions.
6. Develop professionals who value self directed learning and professional development.
7. Achieve satisfactory preparation reported by graduates and employers, for entry level positions and/or graduate school.
8. Prepare students to sit for and successfully complete national and/or state certification examinations.
9. Acquire physical skill to incorporate physical activity and wellness for a diverse society.

Through these courses, the students understand that achieving a healthy lifestyle is a conscious decision and it is within their power to take responsibility to do so.

Degree Requirements

	Major	Core	Electives	To Graduate
Athletic Training	83.5	46	0	129.5
Physical Activity	67.5	46	12.5	126
Teacher Education	88	46	0	134

Programs

Students in the Department of Health and Physical Education can choose from two degrees: B.S. in Athletic Training and a B.S. in Health and Physical Education. Students pursuing a degree in Health and Physical Education have a choice of two majors: Physical Activity and Teacher Education.

1. The Athletic Training Program is committed to providing students with education, clinical, and professional growth opportunities that will help prepare them for The Board of Certification for the Athletic Trainer (BOC) examination, and entry into the Athletic Training profession.
2. The Teacher Education major is designed to prepare students to teach in an educational setting and, upon completion, leads to a Pennsylvania teaching certification for grades pre-K-12 in Health and Physical Education. (See Education Department listings for complete details on certification.)
3. The Physical Activity major is designed for students interested in positions in settings such as health clubs, corporate fitness, racquet clubs, recreation centers, fitness clubs, wellness centers, etc. This major allows students to customize a program to meet their career goals.

Minors are available in:

1. Physical Education
2. Coaching

Curriculum Requirements — Majors and Minors

B.S. Athletic Training

The three-year professional program combines intensive classroom and clinical education. Students interested in the athletic training program must meet strict and demanding admissions requirements, and formally apply to the program in the spring of their first year. Once admitted, students begin an intense didactic study with clinical experience in relevant and up-to-date practical knowledge. In addition to the minimum 126 credits, students will have clinical experience hours working with university athletic teams, local high schools, physician offices, and local physical therapy clinics.

Please see the Athletic Training Education Program (ATEP) website, <http://www.marywood.edu/health-pe/programs/athletic-training/index.html>, for the most up-to-date information concerning all aspects of the ATEP.

Program Requirements Athletic Training

Required Core Courses: (6 credits)

BIOL 121	Human Anatomy and Physiology I (3)
PSYC 211	General Psychology (3)

Theory Courses: (17.5 credits)

Students need to receive a minimum of a “B–” in HPE 180 and a “C” in all other required courses.

BIOL 121L	Human Anatomy and Physiology Lab I (1)
BIOL 122	Human Anatomy and Physiology II (3)
BIOL 122L	Human Anatomy and Physiology Lab II (1)
HPE 210	Anatomical Concepts (1)
HPE 221	Kinesiology and Applied Anatomy (3)
HPE 225	Physiology of Exercise (3)
HPE 225L	Physiology of Exercise Lab (.5)
HPE 324	Motor Learning (2)
HPE 424	Organization and Administration (3)

Degree Courses: (67 credits)

BIOL 114	Microbiology for the Health Professional (3)
BIOL 114L	Microbiology for the Health Professional Lab (1)
CHEM 121	Principles of Chemistry (3)
CHEM 121L	Principles of Chemistry Lab (1)
HPE 130	Emergency Response in Athletic Training (2)
HPE 155	Pre-Clinical Experience in Athletic Training (1)
HPE 180	Introduction to Athletic Training (3)
HPE 255A	Clinical Experience in Athletic Training I (3)
HPE 255B	Clinical Experience in Athletic Training II (3)
HPE 308	Concepts in Athletic Training (3)
HPE 311	Evaluation and Assessment for Athletic Trainers I (3)
HPE 311L	Evaluation and Assessment for Athletic Trainers I Lab (1)
HPE 313	Evaluation and Assessment for Athletic Trainers II (3)
HPE 313L	Evaluation and Assessment for Athletic Trainers II Lab (1)
HPE 355A	Clinical Experience in Athletic Training III (3)
HPE 355B	Clinical Experience in Athletic Training IV (3)
HPE 360	Exercise Testing and Prescription (3)
HPE 360L	Exercise Testing and Prescription Lab (1)
HPE 400	Therapeutic Modalities (3)
HPE 401	Therapeutic Modalities Lab (1)
HPE 410	Therapeutic Exercise (3)
HPE 411	Therapeutic Exercise Lab (1)
HPE 418	General Medical Conditions for the Athletic Trainer (4)
HPE 455A	Clinical Experience in Athletic Training V (3)
HPE 455B	Clinical Experience in Athletic Training VI (3)
HPE 459	Research in Athletic Training (2)
HPE 460	Senior Seminar (2)
N D 330	Sports Nutrition (3)

Athletic Training Education Program Mission

The mission of the Athletic Training Education Program at Marywood University is to provide dedicated, effective undergraduate teaching, scholarship, and service to our students preparing to be health care providers for the physically active to benefit the people of the state of Pennsylvania, the nation, and the world. Students in the Athletic Training Education Program are offered a curriculum of didactic, laboratory, and clinical experiences which emphasize a “hands on” learning approach. The Athletic Training Education Program is committed to providing students with education, clinical, and professional growth opportunities that will help prepare them for The Board of Certification (BOC) examination, and entry into the Athletic Training profession. The Athletic Training Program at Marywood University does not discriminate against religion, race, color, creed, gender, sexual orientation, marital status, national origin, or disability.

Program Goals

- Facilitate student knowledge, and clinical skill development as the foundation for sound practice and leadership in the profession of Athletic Training.
- Athletic Training students will complete a variety of clinical experiences.
- Support university values of teaching and learning as a first priority providing quality service to students, to the university, and to the community.
- Students will graduate with a Bachelor of Science in Athletic Training degree in four years.
- All graduates of the Marywood University ATEP sit for the BOC examination.

Program Objectives

At the completion of the Athletic Training Education Program, the students will:

1. Demonstrate educational competency and clinical proficiency in the following content areas for the practice of Athletic Training:
 - a. Evidence Based Practice
 - b. Prevention and Health Promotion
 - c. Clinical Examination and Diagnosis
 - d. Acute Care of Injury and Illness
 - e. Therapeutic Interventions
 - f. Psychosocial Strategies and Referral
 - g. Health Care Administration
 - h. Professional Development and Responsibilities.
2. Understand the profession of Athletic Training, the athletic trainer's role in the health care arena, and the professional and ethical responsibilities associated with the athletic trainer as a health care professional.
3. Recognize the need for the support of clinical practice through ongoing education, research and service.
4. Demonstrate respect for and treat the patient as an individual, without regard to race, color, sexual preference, socioeconomic status, political or religious affiliation, or athletic ability. Facilitate student knowledge, and clinical skill development as the foundation for sound practice and leadership in the profession of Athletic Training.

Program Admissions Criteria

A limited number of applicants will be admitted to the professional phase of the Athletic Training major. **A maximum of 16 students will be admitted to the program each year.** Application to the Athletic Training Education Program takes place during the spring semester of the freshman year. A second round of admissions may occur following the summer term if space is available. Interested students must meet with the Program Director prior to declaring Athletic Training as a major.

The admission of transfer students will include a careful evaluation of the students' cumulative GPA and prerequisite coursework. The Program Director will make all decisions related to the acceptance of transfer courses. Transfer students are required to complete all Athletic Training specific courses at Marywood University. Transfer students should contact the Program Director regarding program requirements and any questions regarding transfer courses. (See program transfer policy in the ATEP handbook and website, <http://www.marywood.edu/health-pe/programs/athletic-training/admission/>, for more information).

Admission to the Professional Phase athletic training education program requires:

1. Completion of HPE 180 with a grade of B– or better
2. Completion of the following prerequisite courses with a grade of C or better:
 - a. HPE 130
 - b. HPE 155
 - c. BIOL 121
 - d. BIOL 122
3. A cumulative QPA of 2.50 or higher
4. Submission of the following:
 - a. Program application form
 - b. An Unofficial Marywood University transcript
 - c. Submission of official transcripts of any college courses taken at another college/university.
 - d. Proof of current Emergency Cardiac Care (ECC) certification (see ATEP student handbook for a list of approved ECC providers).

- e. Proof of current first aid certification.
- f. Two letters of recommendation, not from family or personal acquaintances.
 - i. One from an individual that can speak to the academic qualities of the applicant (HS teacher, non-program university faculty).
 - ii. One from an AT, MD, DO, PT, OT, NP, PA or DC that addresses likelihood the applicant will be successful as a healthcare professional.
- g. Copies of physical examination and vaccination verifications.
- h. A signed copy of the programs technical standards for admission form.
- i. 500 word minimum essay addressing the question “Why athletic training is the correct major and career path for you.”
- j. Supervising ATC evaluation of student observation hours. 25 hours of clinical observation completed under the supervision of an Athletic Trainer.

Once all required materials are submitted, and reviewed, the candidate will be eligible for a formal interview.

A detailed up-to-date description of the ATEP application and admission process is located in the ATEP Student Handbook and online at <http://www.marywood.edu/health-pe/programs/athletic-training/admissions>.

Tuition and Fees

In addition to tuition, athletic training students will be responsible for the following additional expenses:

- Act 34: Criminal Record Check (annually)
- Act 151: Child Abuse History Clearance (annually)
- Immunizations (including annual tuberculosis)
- Fingerprints (once)
- Marywood University ATEP Clothing
- Transportation to and from clinical sites

See the ATEP handbook and website, <http://www.marywood.edu/health-pe/programs/athletic-training/index.html> for a complete description of program related fees.

B.S. Health and Physical Education

Majors

This program, which leads to the degree of Bachelor of Science in Health and Physical Education, requires each student to successfully complete the following courses, in addition to the core curriculum component of the undergraduate curriculum. Please note that completion of state teaching certification competencies is not required for graduation in Health and Physical Education, unless the Teacher Education major is chosen.

Teacher Education majors must attain a minimum QPA of 3.00 to be admitted into the program and must maintain the 3.00 to graduate in this major. Teacher Education majors must also successfully complete upper level education admission and retention requirements.

Upper Level Admission, Retention (Completed with the Education Department)

Students make formal application for upper level teacher education courses as they complete 48 credits, often in the second semester of the sophomore year.

Requirements are as follows:

1. application;
2. recommendation from two faculty;
3. cumulative overall QPA of 3.00 minimum;
4. completion of 6 credits of college level math and 6 credits of college level English (3 credits in composition, 3 credits in literature);
5. speech/hearing/communication screening;

6. evidence of ongoing field experience with minimum of 40 hours (NOTE: Act 34/Act 151 fingerprint clearances are required for field experience participation);
7. interview with faculty and practitioners;
8. passing scores on PADA: Reading, PPST: Writing, and PPST: Math tests taken in first sophomore semester (involves fees);
9. character reference.

Student teaching approval requires:

1. completion of all admission procedures specified above;
2. completion of prerequisite courses;
3. completion of at least 190 hours of field experience, appropriately distributed over scope of sequence;
4. minimum QPA of 3.00 overall;
5. minimum QPA of 3.00 in the major and also in the professional education sequence for secondary/K-12; Elementary Education majors need a QPA of 3.0 in the major and also in the minor;
6. continuing recommendation of major department;
7. Mantoux test (formerly TB) and other clearances specified locally.

Recommendation for certification requires:

1. completion of degree requirements;
2. completion of program in education (3.00 minimum QPA);
3. completion of major (3.00 QPA).

Requirements for admission into the Health and Physical Education Department include:

- Minimal Cumulative QPA according to their major
- Evidence of ongoing field experience (Teacher Education major only)

Required courses for Health and Physical Education majors and their credit amounts are as follows. Students must receive a “C” or better in the following courses.

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

Health and Physical Education Courses: (34.5 credits)

BIOL 121	Human Anatomy and Physiology I (3)
BIOL 121L	Human Anatomy and Physiology Lab I (1)
BIOL 122	Human Anatomy and Physiology II (3)
BIOL 122L	Human Anatomy and Physiology Lab II (1)
HPE 132	Personal and Community Health (3)
HPE 160	Foundations of Physical Education (3)
HPE 210	Anatomical Concepts (1)
HPE 215	Introduction to Sports Medicine (2)
HPE 221	Kinesiology and Applied Anatomy (3)
HPE 225	Physiology of Exercise (3)
HPE 225L	Physiology of Exercise Lab (0.5)
HPE 324	Motor Learning (2)
HPE 326	Tests and Measurements (3)
HPE 344	Adapted Physical Education (3)
HPE 424	Organization and Administration (3)

B.S. Health and Physical Education Teacher Education. **Must take all classes listed below:**

HPE 201	Team Sports (2)
HPE 202	Recreation Sports (2)
HPE 203	Individual Sports (2)

Teacher Education Major Courses (47.5 credits):

HPE 115	Basic Aquatics (1)
HPE 241	Methods in Elementary Physical Education (3)
HPE 242, 243	Elementary Physical Education Methods Laboratory (1)
HPE 322	School Health (3)
HPE 346	Methods in Secondary Physical Education (2)
HPE 346L	Methods in Secondary Physical Education Lab (0.5)
EDUC 000	Field Experience (every semester) (0)
EDUC 005D	Practicum IV Secondary/K-12 (1)
EDUC 100/101	Introduction to Education (1)
PSY 251	Developmental Psychology (3)
EDUC 311*	Educational Psychology (3)
† EDUC 411A*	Effective Instruction K-12 (3)
† EDUC 414*	Social Foundations of Education (3)
† SPED 100	Characteristics of Students with Disabilities (3)
SPED 300**	Curriculum Adaptation (3)
SPED 367*	Behavior and Classroom Management (3)
EDUC 461*	Methods, Materials and Assessment in Teaching ELL (3)
MATH	Elective (3)
EDUC 442N	Student Teaching (9)

*requires upper level screening

**taken with student teaching

†Upper level admission and retention in Education Department Required.

Accreditation

The program is approved by the Pennsylvania Department of Education and by the National Council for Accreditation of Teacher Education (NCATE).

Physical Activity majors must attain a minimum QPA of 2.33 in the major program to graduate. Students who do not meet these requirements will not be admitted into the program nor allowed to take upper level (300+) major courses.

The Physical Activity Major Program requires the student to declare and complete 15 credits in a specific interest area such as Sports Medicine, Sport Management, or Nutrition by the end of their sophomore year. The courses must be approved by the advisor and department chair before enrolling.

Physical Activity Major courses (30 credits):

HPE 111R	Weight Lifting (1)
HPE 215	Introduction to Sports Medicine (2)
HPE 241	Methods in Elementary Physical Education (3)
HPE 242	Elementary Physical Education Methods Laboratory (.5)
HPE 243	Elementary Physical Education Methods Laboratory (.5)
HPE 344	Adapted Physical Education (3)
HPE 360	Exercise Test and Prescription (3)
HPE 360L	Exercise Test and Prescription Lab (1)
HPE 480A	Practicum (3)
HPE 480B	Practicum (3)
ND 112	Nutrition I (3)
ND 213	Nutrition II (3)
ND 330	Sports Nutrition (3)
OR	
ND 331	Sports Nutrition & Health Promotion (3)

Related area: in addition to above courses, student needs 15 credits in an area approved by student's advisor and chairperson of the HPE department.

Sports Medicine

HPE 180	Introduction to Athletic Training (3)
HPE 311	Evaluation and Assessment for Athletic Trainers I (3)
HPE 311L	Evaluation and Assessment for Athletic Trainers I Lab (1)
HPE 313	Evaluation and Assessment for Athletic Trainers II (3)
HPE 313L	Evaluation and Assessment for Athletic Trainers II Lab (1)
HPE 400	Therapeutic Modalities (3)
HPE 401	Therapeutic Modalities Lab (1)
HPE 410	Therapeutic Exercise (3)
HPE 411	Therapeutic Exercise Lab (1)
HPE 418	General Medical Conditions (4)

Sport Management

BUS 111	Principles of Marketing (3)
BUS 121	Principles of Management (3)
BUS 131	Accounting I (3)
BUS 132	Accounting II (3)
BUS 103	Computer Tool Management (3)
BUS 252	Business Law I/Legal Environment of Business (3)
BUS 422	Personnel/Human Resource Management (3)

1. An 18-credit minor in Health and Physical Education is available to interested students. Students must check prerequisites for courses. Courses included in the minor are:

HPE 111R	Weight Lifting (1)
HPE 132	Personal and Community Health (3)
HPE 241	Methods in Elementary Physical Education (3)
HPE 242,243	Elementary Physical Education Methods Laboratory (1)
HPE 215	Introduction to Sports Medicine (2)
HPE 324	Motor Learning (2)
HPE 322	School Health (3)
HPE 344	Adapted Physical Education (3)

2. A 19-credit coaching minor is available to interested students. Students must check prerequisites for courses. Courses included in the minor are:

HPE 111R	Weight Lifting (1)
HPE 221	Kinesiology and Applied Anatomy (3)
PSYC 211	General Psychology (3)
HPE 215	Introduction to Sports Medicine (2)
HPE 324	Motor Learning (2)
HPE 421	Coaching (2)
HPE 360	Exercise Test and Prescription (3)
ND 330	Sports Nutrition (3)
OR	
ND 331	Sports Nutrition & Health Promotion (3)

Skills Courses

HPE 111 (1)

These are activity courses, designed to improve physical fitness. Activities may include aerobic dance, slimnastics, jogging, walking, karate.

HPE 112 Selected Sports (1)

These are seasonal team and individual sports, including tennis, golf, badminton, bowling, gymnastics, dance, volleyball, basketball, field hockey, and racquetball. May involve additional fees.

HPE 113 Swimming for the Timid Nonswimmer (1)

For the student with no swimming ability. Student will learn the basic strokes.

HPE 115 Basic Aquatics (1)

For the student with little swimming ability, who is comfortable in deep water. Student will learn the five basic strokes and water safety skills.

HPE 120 Lifeguard Training (1)

Designed for the student who wishes to become a certified lifeguard. *Prerequisite: intermediate swimming level.*

HPE 121 Water Safety Instructor (1)

Designed for the student who possesses a better-than-average swimming ability. Training and the practical application of knowledge and skills in swimming leads to certification as an American National Red Cross Safety Instructor. *Prerequisite: intermediate swimming level.*

Physical Education Courses for Majors/Minors

HPE 111R Weight Lifting and Conditioning, For HPE Majors (1)

Develop proper skills and techniques for safe weight training and program design. Learn major muscle groups and their actions. Offered spring semester.

HPE 130 Emergency Response for Athletic Trainers (2)

Course is designed to provide knowledge and experience in emergency care procedures, blood borne pathogens, and first aid. Students will receive certification in CPR/AED for the Professional Rescuer and in First Aid, upon successful completion of course. Involves fee.

HPE 132 Personal and Community Health (3)

Emphasizes learning about current health problems and practices from a physiological, economic and public health point of view. Offered fall semester.

HPE 155 Pre-Clinical Experience in Athletic Training (1)

Gives students applying for admission into the athletic training education program exposure to clinical education and learning. Involves fee.

HPE 160 Foundation of Physical Education (3)

An introductory course about the services by physical education teachers, physical activity professionals, coaches, fitness trainers, athletic trainers, and athletic administrators emphasizing professionalism, quality programs, heritage, and the changing philosophies within sport and physical activity. Offered spring semester.

HPE 180 Introduction to Athletic Training (3)

An introductory course designed to expose interested students to athletic training. The course centers around familiarizing students with the variety of subject areas needed to become an athletic trainer. *BIOL 121, 121L to be taken concurrently.* Involves fee. Offered fall semester.

HPE 201 Team Sports (2)

This course introduces students to the basic principles involved in planning, teaching, and assessment of a variety of team games including, but not limited to, field hockey, basketball, soccer, baseball, softball, volleyball, floor hockey, ultimate Frisbee, flag football, and team handball. No prior experience in all activities is required. Offered fall semester.

HPE 202 Recreation Sports (2)

This course introduces students to the basic principles involved in planning, teaching, and assessment of a variety of recreation games including but not limited to, bowling, golf, badminton, tennis, and lawn games. No prior experience in all activities is required. Offered fall semester.

HPE 203 Individual Sports (2)

This course introduces students to the basic principles involved in planning, teaching, and assessment of a variety of individual games including but not limited to, track and field, dance and educational gymnastics. No prior experience in all activities is required. Offered spring semester.

HPE 210 Anatomical Concepts in HPE (1)

This course reviews and expands upon selected topics of anatomy and physiology relative to the Health and Physical Education major. Systems emphasized are: skeletal, muscular, nervous, lymphatic, and circulatory. Organ function and location is also highlighted. *Prerequisites: BIOL 121, 121L, 122, 122L, HPE 221 taken concurrently.* Offered fall semester.

HPE 215 Introduction to Sports Medicine (2)

Covers fundamentals of basic emergency procedures applicable to the physical education classroom and presents a basic introduction to conditioning and the care of the more common athletic injuries. *Prerequisites: BIOL 121, 121L, 122, 122L.*

HPE 221 Kinesiology and Applied Anatomy (3)

Presents practical application of human anatomy to sport with the major emphasis on the biomechanical analysis of movement. Involves fee. *Prerequisites: BIOL 121, 121L, 122, 122L. HPE 210 taken concurrently.* Offered fall semester.

HPE 225 Physiology of Exercise (3)

Presents a comprehensive study of the human body subjected to physical stress in relation to sports and athletics. Particularly emphasizes the relationship of metabolism, environmental stress and body composition to optimal performance. Involves fee. *Prerequisites: BIOL 121, 121L, 122, 122L. Must also enroll in PED 225L. Offered spring semester.*

HPE 225L Physiology of Exercise Lab (0.5)

Presents a comprehensive study of the human body subjected to physical stress in relation to sport and athletics. Particularly emphasizes the relationship of metabolism, environmental stress, and body composition to optimal performance. Offered spring semester.

HPE 241 Methods in Elementary Physical Education (3)

Presents a comprehensive approach to elementary physical education, including progressions, methods, and procedures in games, educational gymnastics, dance and basic movement forms applicable to grades K-6. Discusses movement activities as a means of cognitive and motor development as they relate to the state and national standards. *Must also enroll in HPE 242. Offered fall semester.*

HPE 242, 243 Elementary Physical Education Methods Laboratory (.5 each)

Working with pre-school elementary grade children permits a practical application of the theory and practice of elementary physical education teaching.

HPE 255A Clinical Experiences in Athletic Training I (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. *Prerequisites: HPE 130, 180, 155 and formal acceptance to professional phase of the ATEP.*

HPE 255B Clinical Experiences in Athletic Training II (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. *Prerequisite: Completion of HPE 255A with a C or better.*

HPE 308 Concepts in Athletic Training (3)

This course will address current concepts, such as injury/illness prevention, evidence-based practice, professional position statements and sport specific requirements

as they relate to athletic training. Involves fee. *Prerequisites: BIOL 121, 121L, 122, 122L; HPE 130, 155, 180.* Offered fall semester.

HPE 311 Evaluation and Assessment for Athletic Trainers I (3)

Introduces the student to fundamentals of injury evaluation. Emphasis is placed on evaluation of injuries to the foot, ankle/lower leg, knee, hip, thigh, and pelvis. *Prerequisites: HPE 221, 308. Must also enroll in PED 311L.* Offered spring semester.

HPE 311L Evaluation and Assessment for Athletic Trainers I Lab (1)

Provides opportunity for the student to apply evaluation techniques learned in PED 311. Offered spring semester.

HPE 313 Evaluation and Assessment for Athletic Trainers II (3)

Continues to introduce athletic injury evaluation techniques to the student. Emphasis is placed on evaluation of injuries to the shoulder, upper arm/elbow/forearm, wrist/hand, head/face, spine, and thorax/abdomen/visceral. *Prerequisites: HPE 311. Must also enroll in PED 313L.* Offered fall semester.

HPE 313L Evaluation and Assessment for Athletic Trainers II Lab (1)

Practice application of materials learned in HPE 313. Offered fall semester.

HPE 322 School Health Education (3)

Designed to acquaint the prospective teacher with the school health program; emphasizes content, methods, materials and evaluation of health instruction as related to state and national standards. Offered spring semester.

HPE 324 Motor Learning and Movement Education (2)

Introduces motor theory and its application in teaching of motor skills. Also discusses movement activities as a means of cognitive and motor development. Offered spring semester.

HPE 326 Tests and Measurements (3)

Designed to introduce the student to the basic principles of testing and evaluating performances through the development of assessment devices and the use of standardized tests. Offered spring semester.

HPE 344 Adapted Physical Education (3)

Discusses and analyzes students with disabilities; covers the development, implementation and instructional methods for adapted physical education and adapted sport programs in order to meet the needs of persons with disabilities. Includes practical experience at local schools and agencies. Offered fall semester.

HPE 346 Methods in Secondary Physical Education (2)

Presents a comprehensive approach to secondary physical education, including progressions, methods, and procedures in developing physical skills from beginning to advanced levels for students in grades 7-12. Movement activities and skills, as a means of cognitive and motor development, are related to the state and national standards. *Prerequisite: HPE 241.* Offered spring semester.

HPE 346L Methods in Secondary Physical Education Lab (0.5)

Introduces prospective teachers to non-traditional games, co-operative activities, dance, fitness, and challenge activities that are developmentally appropriate for students grade 7-12. *Must be admitted to HPE Teacher Education Major.* Offered spring semester.

HPE 355A Clinical Experiences in Athletic Training III (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. *Prerequisite: Completion of HPE 255B with a C or better.*

HPE 355B Clinical Experiences in Athletic Training IV (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. *Prerequisite: Completion of HPE 355A with a C or better.*

HPE 360 Exercise Testing and Prescription (3)

Provides information aimed at fitness professionals whose clientele are considered apparently healthy adults as well as the special populations such as pregnant women, children, elderly, and pulmonary patients. Focuses on physical fitness assessment and exercise prescription and includes 1) use of field tests and laboratory tests to appraise physical fitness levels; 2) designs of individualized physical fitness programs; and 3) evaluation of exercise programs. *Prerequisites: BIOL 121, 121L, 122, 122L; PED 221, 225 (or taken concurrently).* Offered spring.

HPE 360L Exercise Testing and Prescription Lab (1)

This course covers laboratory and field tests used for assessing physical fitness components as well as principles of exercise prescription. Test results are used in developing individualized exercise prescriptions to improve cardiorespiratory fitness, muscular fitness, body weight and body composition, and flexibility. *Prerequisites: Current enrollment in HPE 360.* Offered spring.

HPE 400 Therapeutic Modalities (3)

Theories and concepts in the appropriate application and utilization of therapeutic modalities in the treatment of athletic injuries. *Prerequisites: HPE 308. Must also enroll in HPE 401.* Offered spring semester.

HPE 401 Therapeutic Modalities Lab (1)

A supervised laboratory experience to ensure that students develop the appropriate psychomotor skills in applying and using therapeutic modalities safely. Offered spring semester.

HPE 410 Therapeutic Exercise (3)

Theories and concepts in the appropriate application and utilization of therapeutic exercises in the rehabilitation of musculoskeletal injuries. *Prerequisites: HPE 311, 400. Must also enroll in HPE 411.* Offered fall semester.

HPE 411 Therapeutic Exercise Lab (1)

A supervised laboratory experience to ensure that students develop the appropriate psychomotor skills in applying and using rehabilitation techniques. Offered fall semester.

HPE 418 General Medical Conditions for the Athletic Trainer (4)

The recognition, evaluation, management, and treatment of non-orthopedic medical conditions that affect the physically active population. Pharmacological application of therapeutic medications commonly prescribed for acute and chronic health problems and injuries are also covered. *Prerequisites: HPE 313, 400.*

HPE 421 Coaching (3)

Concentrates on coaching techniques and strategies, responsibilities of a coach, standards for conducting a sports program, and basic psychology of coaching. Offered fall semester.

HPE 424 Organization and Administration of Physical Education (3)

This course will help prepare students for entry into the athletic training, physical activity, or education professional fields. This course will address administration responsibilities, professional and ethical practices, job seeking, and interview skills. Offered spring semester.

HPE 455A Clinical Experiences in Athletic Training V (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously

instructed in didactic courses. Involves fee. *Prerequisite: Completion of HPE 355B with a C or better.*

HPE 455B Clinical Experiences in Athletic Training VI (3)

Athletic training psychomotor skills are enhanced and assessed by a preceptor during clinical rotations. Emphasis is on competencies and proficiencies previously instructed in didactic courses. Involves fee. *Prerequisite: Completion of HPE 455A with a C or better.*

HPE 455C Internship in Athletic Training (2)

Affords the student the opportunity to work directly with a certified athletic trainer in a variety of sports medicine settings. Opportunity will be provided for experience in additional medical settings. Involves fee. *Prerequisite: Formal acceptance to professional phase of the ATEP.*

HPE 459 Research in Athletic Training (2)

Interpretation of statistical procedures and research designs commonly used in athletic training research. Prepares students to conduct research projects related to the field of athletic training. *Prerequisites: HPE 418, Senior class status.*

HPE 460 Senior Seminar (2)

This course will discuss skills, strategies, and tactics specific to the athletic trainer. *Prerequisite: Senior class status, within one semester of graduation.* Offered spring semester.

HPE 480A,B Physical Activity Practicum (3 credits each)

A guided practical experience with an appropriate organization required for Physical Activity majors. This course requires 120 hours of contact time with a specified site supervisor, with the purpose of affording students an opportunity to gain hands-on experience in an employment setting similar to their aimed profession. This course requires a one hour meeting at the beginning of the semester with the University supervisor to go over roles and course expectations for the semester.

HPE 499 Independent Study (variable credit)

Offered for students who desire to do research and study on an individual basis. Approval of the department chairperson and dean is required.

Nursing

COLLEGE OF HEALTH AND HUMAN SERVICES



Theresa Tulaney, M.S., R.N., GCNS-BC, Acting Chairperson

Diane M. Haleem, Ph.D., R.N.

Kathleen Healy-Karabell, D.N.S., R.N.

Michele Schuman, Doctoral Candidate, M.S.N.

Mission

Consistent with the mission of Marywood University, the baccalaureate program in nursing calls upon students to seek their full potential and invites all to engage in a lifelong process of learning. The program prepares the graduate to be a life-long learner who is competent in using nursing knowledge and skills to carry out the professional responsibilities of a beginning nurse in a variety of settings. Graduates will demonstrate those values, attitudes, and personal qualities that reflect a commitment to an understanding of persons as God-created, culturally and socially diverse, unique bio-psycho-social spiritual beings.

To accomplish its mission the Nursing Department has established nine goals or program outcomes:

1. Effectively utilize the nursing process to diagnose and treat actual and potential health problems of clients in a variety of health care settings.
2. Base professional decisions on rationale derived from knowledge of the liberal arts and sciences as well as from nursing arts and science from a regional, national and global perspective.
3. Demonstrate those values, attitudes, and personal qualities that reflect a commitment to an understanding of persons as God-created, culturally and socially diverse, unique bio-psycho-social spiritual beings.
4. Utilize knowledge of law, legislation, and legal process in personal practice and in advocacy for improved health care.
5. Communicate effectively in the various interactions required of a beginning professional nurse.
6. Utilize psychomotor skills which are expected of a beginning professional nurse.
7. Make decisions about clinical practice which are expected of a beginning professional nurse.
8. Exhibit, in a variety of nursing roles, leadership expected of a beginning professional nurse and a liberally education person.

9. Utilize evidence-based research to make decisions expected of a beginning professional nurse and a liberally educated person.

To view the interconnectedness of the program goals with University goals, please consult the *Nursing Department Undergraduate Nursing Student Handbook*. This Handbook has detailed information on specific student outcomes.

Facilities

The Nursing Department is located in the Center for Natural and Health Sciences, which includes technologically rich classrooms, updated laboratory space for science classes, and a nursing skills lab that is equipped with patient simulators, Turning Point technology, and patient mannequins that afford students the opportunity to practice a range of nursing skills. This simulation lab offers students an environment to apply knowledge in a safe setting, fostering critical thinking. The simulators are programmed to respond physiologically to diseases, trauma, and inter-actions as human beings. Realistic patient scenarios can be simulated in a controlled environment in which students can practice the nursing process, critical thinking, and decision making.

The Nursing Department utilizes fifteen area facilities that include acute and critical care, pediatric, obstetrics, long term care, psychiatric and mental health, and community care settings. These facilities serve populations of culturally and ethnically diverse backgrounds, offering the students exposure to a microcosm of the larger global community in which they will practice after graduation.

Program Requirements

Prerequisites

In accordance with the Pennsylvania State Board of Nursing Rules and Regulations, applicants to the Nursing Program, whether high school graduate or G.E.D. recipient, shall have completed work equal to a standard high school course with a minimum of 16 units, including four units of English, three units of social studies, two units of mathematics (one of which is algebra) and two units of science with a related laboratory or the equivalent.

Upon review of an applicant's high school transcript by the University, if the above units have not been met, these must be completed prior to entry into the major.

Students should reference the *Nursing Department Undergraduate Nursing Student Handbook* for explanation of physical requirements of clinical classes.

Admission Requirements

The following are required for admission in the nursing major:

1. A minimum of 1450 (combined) on the SAT, with no single test score below 480. (Note: for those applicants submitting ACT scores, a composite score of 21 is required.)
2. One letter of recommendation from a guidance counselor, teacher, or other person familiar with the student's academic background.
3. An official high school and/or university transcript with an indication of class rank and/or QPA.

To progress to the Nursing Major courses, the student must:

1. Be admitted to Marywood University in the Nursing Major by direct admission or by taking a pre-RN entrance examination (PAX-RN) and achieve a minimum percentile rank of 85%. Students may take this qualifying test only once.
2. Have the required physical ability to perform in the nursing profession.

Student Responsibilities

Students assume responsibility for:

- dental and eye examinations
- current immunizations required by the Department of Nursing
- skin test for tuberculosis; chest x-ray if necessary
- other blood tests and immunizations required by clinical agencies
- annual physical examination
- current professional liability (malpractice) insurance
- health and accident insurance
- uniforms and uniform laundry
- required current certification in basic life support for adults, children and infants
- transportation to and from clinical sites
- urine drug testing
- criminal background check (which may include FBI, Child Abuse, and state).

Additionally, Registered Nurses must provide proof of current licensure in the state of Pennsylvania.

Special Fees

In addition to tuition, clinical nursing courses carry fees related to placement testing, covering costs associated with extensive, small group supervision, and needed lab supplies. There are also several technology associated fees throughout the course of the Nursing program. Additionally, dues for membership in National Student Nurse's Association (NSNA) and Student Nurse Association of Marywood (SNAM) are attached annually.

Student Rights

Students are encouraged to review their records at least annually. If a student disagrees with an academic decision, the University grievance procedure, published in the *Marywood University Student Handbook*, may be followed. Departmental grievance procedures are outlined in the *Nursing Department Undergraduate Nursing Student Handbook*.

Transfer Policy

Transfer students, from within or outside the University, are admitted to the Nursing Program in accordance with departmental admission criteria. In addition to meeting SAT/ACT and QPA requirements students from other colleges and/or universities who wish to transfer into the Nursing Department must have earned a minimum grade of C+ in each science course. Undeclared and/or students from other majors at Marywood must have earned a minimum QPA of 3.00 to transfer into the Nursing Department. Student transcripts will be evaluated on an individual basis by the chairperson of the department.

Advanced Placement

The department is committed to multilevel entry points for Licensed Practical Nurses and for Registered Nurses. Challenge examinations for L.P.N.s and R.N.s are available for credit and for advanced placement in certain Nursing courses and in other university courses. Credit and advanced placement may also be awarded without challenge following Pennsylvania articulation guidelines.

Students are responsible for obtaining advisement from Nursing faculty. They are also responsible for obtaining copies of the department policies pertaining to the examination process and procedures well in advance of the scheduled examination date.

Registered Nurses, Licensed Practical Nurses, transfer students, part-time students or students with broken enrollment, may need to pursue a program slightly different from the established curriculum. Any exception to the stated curriculum can only be granted by prior written approval of the appropriate University official(s).

Policies pertaining to these exceptions are published in the *Nursing Department Undergraduate Nursing Student Handbook*.

Degree Requirements

The student must earn 60 credits at Marywood University to be awarded a Marywood University degree. Courses in the Nursing major must be scheduled in proper sequence. This requires nursing faculty advisement before each registration period. Prior to enrolling in any nursing courses, students must have an overall QPA of 3.00 and a 3.00 in cognate courses required for the major. Students must continue to maintain an overall QPA of 3.00 and an overall 3.00 in all nursing and cognate courses. Less than a 3.00 QPA and/or an overall 3.00 in courses required for the major will result in dismissal from the program.

In addition, the student must attain a 2.00 (“C”) or better in each course designated as a nursing course or a cognate course. Students who do not achieve a satisfactory grade in a nursing or cognate course may repeat one nursing or cognate course one time only, space permitting. **Students who earn a grade less than a 2.00 (“C”) in two cognate or nursing courses will be dismissed from the nursing program. For cognate courses with a class and lab requirement, the student must receive a “C” or better in each component of the course. A laboratory is considered a course in and of itself.**

Note: At the end of the program a commercial achievement exit exam will be administered. **Students must achieve a 65% on the Kaplan Readiness Test, given at the completion of the Kaplan course on campus at Marywood University in order for the required signatures from the chairperson of the Nursing Department to be signed on both the Temporary Practice Permit and Authorization for Licensure Exam. If students do not achieve a 65% on the Readiness Test, students will be required to take Kaplan Question Trainer tests 4, 5, 6, and 7 on the Kaplan website and achieve a score of 65% each test. Students who do not achieve a score of 65% on the Kaplan Question Trainer tests 4 through 7 will need to make an appointment with the chair of the Nursing Department to develop a remediation plan that may require accessing resources which will be at the student’s own expense.**

Credit Requirements

	Major	Cognates	Core	Electives	To Graduate
Nursing	55	34	31	6	126

Cognate Courses

BIOL 121, 122	Anatomy and Physiology (3,3)
BIOL 121L, 122L	Anatomy and Physiology Lab (1,1)
BIOL 114	Microbiology for the Healthcare Professional (3)
BIOL 114L	Microbiology for the Healthcare Professional Lab (1)
CHEM 121	Principles of Chemistry (3)
CHEM 121L	Principles of Chemistry Lab (1)
N D 112	Nutrition I (3)
PSYC 211	General Psychology (3)
SOC 211	Introductory Sociology (3)
PHIL 113	Introduction to Philosophy (3)
ENGL 160	Composition and Rhetoric (3)
MATH 216	Statistics for the Behavioral and Social Sciences (3) (pre-requisite for NURS 452)

Required Elective

N D 425	Fluid and Electrolyte Balance/Pharmacology (3)
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Approval Status/Accreditation

The Nursing Program has been granted provisional approval status by the Pennsylvania State Board of Nursing. Upon graduation with the Bachelor of Science in Nursing degree, graduates not previously licensed to practice nursing will be eligible to apply to take the Registered Nurse Licensure Examination. The Nursing Program has applied for accreditation by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC, 20036, 1-202-887-6791.

It is the policy of the Pennsylvania State Board of Nursing to deny licensure to any graduate who has been convicted of a felony related to a controlled substance, with certain exceptions. The term “convicted” includes a judgement, an admission of guilt or a plea of nolo contendere. Any student or prospective student to whom this policy may apply should contact the State Board of Nursing for advisement.

Nursing Courses (NURS)

NURS 250 Introduction to Professional Concepts (3)

An introduction and exploration of core concepts relevant to the discipline of nursing and healthcare delivery in diverse and global environments. Nursing history, theory, and roles of the professional nurse are presented. Pharmacology principles are introduced with an emphasis on drug calculations. The nursing process is a major focus, laying the foundation to cultivate critical thinking and problem solving methods in the delivery of professional nursing care. *Prerequisite: all cognate courses, sophomore status in Nursing major.*

NURS 251 Health and Wellness (2)

The goal of this course is to provide students with an overview of factors that influence health status. Recommendations related to diet, exercise, sleep, and stress management along with traditional and complementary and alternative therapies used to promote health and prevent disease are discussed. Also explored are the clinical applications to nursing practice of disease prevention and health promotion. *Prerequisite: all cognate courses, sophomore status in Nursing major.*

NURS 252 Fundamentals of Nursing Practice (6)

Introduces the student to the knowledge and skills specific to nursing. Theory emphasizes the holistic, adaptive, and unique characteristics of all persons. Basic skills are developed in the on-campus laboratory and applied in clinical settings. The student is introduced to patterns of health and illness and to the nursing process. Students apply this knowledge in the care of selected clients. *Prerequisites: all cognate courses, sophomore status in Nursing major, NURS 250, 251.*

NURS 253 Health Assessment (3)

Builds upon existing skills of interviewing and assessment and upon knowledge of physiology. Application to the health assessment of a client throughout the life span. Skills are developed in performing physical examinations and in obtaining health histories. *Prerequisites: all cognate courses, sophomore status in Nursing major, NURS 250, 251.*

NURS 350 Medical Surgical Nursing I (7)

The first in a series of three courses with a focus on the dysfunction of systems as related to Gordon’s Health Patterns. Pathophysiology, related pharmacology, and the nursing process as related to the dysfunction of oxygenation, circulation, metabolism, and elimination are presented. Perioperative care is also included. Clinical experiences provide opportunities to implement the nursing process in caring for clients experiencing acute and chronic health problems related to these patterns. *Prerequisites: junior status in Nursing major, NURS 250, 251, 252, 253.*

NURS 351 Medical Surgical Nursing II (7)

The second of three courses with a focus on the dysfunction of body systems as related to Gordon's Health Patterns. Pathophysiology, related pharmacology, and the nursing process as related to the dysfunction of cognition, perception, and mobility are presented. Clinical experiences provide opportunities to implement the nursing process in caring for clients experiencing acute and chronic health problems related to these patterns. *Prerequisites: junior status in Nursing major, NURS 250, 251, 252, 253, 350.*

NURS 352 Psychiatric Mental Health Nursing (4)

Application of the nursing process in caring for the emotionally disturbed client. Emphasizes professional responsibility for advocacy and education. Clinical experiences with clients across the life span in acute care facilities and in the community. *Prerequisites: junior status in Nursing major, NURS 250, 251, 252, 253, 350.*

NURS 450 Nursing Care of Childbearing/Childrearing Families (7)

Application of the nursing process with childbearing and childrearing families. Nursing diagnosis is stressed, based on assessment of health patterns. Clinical applications in acute care, long term care and community health care facilities. *Prerequisites: senior status in Nursing major, NURS 350, 351, 352.*

NURS 451 Introduction to Nursing Research (3)

Introduction to the application of research principles within the clinical practice of nursing. Emphasis is on personal commitment to the use of research in practice. *Prerequisites: MATH 216, NURS 350, 351, 352.*

NURS 452 Nursing Care of the Community Client (3)

Application of the nursing process with the community client. Emphasis on the epidemiological approach to the identification of community problems. Clinical practice in community settings. *Prerequisites: senior status in Nursing major, NURS 350, 351, 352.*

NURS 453 Professional Preparation (2.5)

Preparation for the professional registered nurse role with emphasis on taking skills and the NCLEX licensure examination. *Prerequisites: senior status in Nursing major, NURS 350, 351, 352, 450, 451, 452.*

NURS 455 Medical Surgical Nursing III (5)

The final of three courses with a focus on complex, multi-system dysfunction as related to Gordon's Health Patterns. Pathophysiology, related pharmacology, nursing process, and special topics are presented. Clinical experiences allow for implementation of the nursing process in caring for clients with complex, multi-system acute and chronic health problems. *Prerequisites: senior status in Nursing major, NURS 350, 351, 352, 450, 451, 452.*

NURS 456 Internship (2.5)

This course is designed to facilitate professional development and/or transition into practice. Experiences provide for continuous clinical exposure that will assist the student in further development of the nursing generalist role and/or build upon previously attained nursing knowledge and skills. Opportunities for leadership and management development, as well as decision making are encouraged through participation in the delivery of health services and nursing care. *Prerequisites: senior status in Nursing major, NURS 350, 351, 352, 450, 451, 452.*

Nutrition and Dietetics

COLLEGE OF HEALTH AND HUMAN SERVICES



Lee Harrison, Ph.D., R.D., F.A.D.A., L.D.N., C.M.F.C., Chairperson

Jessica Rae Bodzio, M.S., R.D., L.D.N.

Maureen Dunne-Touhey, M.S., R.D., L.D.N.

*Joan Gavigan, M.S., R.D.

Sandra Graham, M.S.

*Kimberly Horensky, M.S., R.D., L.D.N.

*Kay McClintock, M.S.

*Tanya Papura, M.S., R.D.

*Robert Shutt, B.A., B.S., MS.Ed.

*Patricia L. Turissini, M.S.

*Part-time

Goals

The Nutrition and Dietetics Department offers four tracks leading to the Bachelor of Science in Nutrition and Dietetics. The Coordinated Program (CP) and the Didactic Program in Nutrition and Dietetics (DP) are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). In addition to the traditional DP curriculum, the DP offers a Spanish Emphasis curriculum option that allows students to earn a minor in Spanish and study abroad in a Latin American country for a portion of one semester. The DP Spanish Emphasis curriculum option enhances the cultural competence of students and better prepares them to serve the Hispanic Population. The Nutrition and Wellness Track is designed for those students who have an interest in Nutrition but who do not plan to pursue Registered Dietitian status. The Nutrition and Wellness Track is not accredited by ACEND.

The Nutrition and Dietetics department also offers the Family and Consumer Sciences Education K-12 Program leading to a Bachelor of Science in Family and Consumer Sciences Education. It is approved by the Pennsylvania Department of Education.

The Nutrition and Dietetics department has identified five goals to guide achievements and student learning outcomes.

1. To foster a learning environment that leads to quality teaching and learning, original research contributions, and scholarly pursuits.
2. To prepare students who can think critically in the theoretical and practical areas of nutrition, dietetics, and family/consumer sciences.

3. To promote student commitment to lifelong learning, professional development, and community service.
4. To encourage mentoring, teamwork, and collaboration.
5. To empower students to excel in their knowledge and skill development in order to competitively enter the job market, internships, or graduate programs.

Degree Requirements

	Major	Core	Electives	To Graduate
Didactic Program	74	40/43	9-12	126
Didactic Program with Spanish Emphasis	74	40	12 (Spanish)	126
Coordinated Program	82	43/46	0-3	128
Wellness Track	67	40/43	16-19	126
Family & Consumer Science.	76	43/46	4-7	126

Programs and Curriculum Requirements for Majors

Coordinated Program (CP)

The Coordinated Program (CP) combines the traditional four-year didactic/fifth year supervised practice experience into an integrated four year Coordinated Program. The CP leads to a Bachelor of Science degree in Nutrition and Dietetics and eligibility to take the National Registration Examination for Dietitians. Students are eligible for employment as dietitians when they complete the program.

The mission of the Marywood University Coordinated Program in Nutrition and Dietetics is to provide a broad based educational curriculum, which includes preparation in the liberal arts as well as coordinated nutrition/dietetic theory and practice, which is based on ACEND foundation knowledge and skills, core competencies, and general area of emphasis. This educational framework provides the knowledge, skills, and values required to practice as competent entry-level dietitians/nutritionists, and also for the flexibility, which permits changing roles and the development of skills needed for future specializations that students wish to pursue. The goals of the program are:

1. To provide quality didactic and supervised practice learning experiences that prepare students to be competent entry-level dietitians.
2. To prepare graduates to be successfully employed in their fields, attend graduate school, or pursue other career options.

Students desiring admission to CP may apply during the second semester of the sophomore year. Selections are made by an admissions committee based on a transcript review, required prerequisite courses, recommendations, complete application form, and an interview. A minimum cumulative overall QPA of 3.00 is required for admission. Ten students are usually selected each year.

The CP is an accelerated program and demands a greater commitment of time. Special fees are charged for the professional sequence. Attendance at one summer session is required after the sophomore year. All students in this program must demonstrate competence (no grade lower than a C+ in Nutrition courses) in both the academic and supervised practice areas.

The total credits to complete the program are 128. The courses required in the Coordinated Program involve 65 credits in nutrition and dietetics. Specific courses in science and math are necessary to meet ACEND standards. The courses required in Nutrition and Dietetics are:

- N D 101A,B Contemporary Nutrition Topics and Skills (1)
 N D 103/L Basic and Culinary Foods with Lab (3)

N D 112	Nutrition I (3)
N D 138	Food Safety (1)
N D 203/L	Food Science and Technology with Lab (3)
N D 211	Nutrition Education (3)
N D 213	Nutrition II (3)
N D 223/L	Social and Cultural Aspects of Food with Lab (3)
N D 300	Theory of Medical Nutrition Therapy I (3)
N D 301A,B,C	Theory of Food Systems Management I (4.5)
N D 312	Community Nutrition (2)
N D 331	Sports Nutrition In Health Promotion (3)
N D 379A,B,C,D	Food Systems Management II (6)
N D 390	Supervised Practice Medical Nutrition Therapy I (2)
N D 391	Supervised Practice Food Systems Management I (1)
N D 392	Supervised Practice Community Nutrition (1.5)
N D 397	Supervised Practice Food Systems Management II (3)
N D 420	Theory of Medical Nutrition Therapy II (6)
N D 465	Research in Nutrition and Dietetics (3)
N D 490	Supervised Practice Medical Nutrition Therapy II (3)
N D 494	Coordinating Seminar and Practice (6)

Didactic Program in Nutrition and Dietetics Traditional and Spanish Emphasis Curriculum Options (DP)

The department also offers two curricula options within the Didactic Program in Nutrition and Dietetics (DP) that lead to a Bachelor of Science in Nutrition and Dietetics. Both the traditional DP curriculum and the Spanish Emphasis curriculum must be followed by an accredited internship or other currently approved route to registration in order to be eligible to sit for the registration examination. Although there is a shortage of internship sites and completion of the DP does not guarantee acceptance into an internship; the faculty will offer guidance with the internship application process.

The mission of the Marywood University Didactic Program in Nutrition and Dietetics, both options, is to provide a broad based educational curriculum, which includes preparation in the liberal arts as well as nutrition/dietetic theory, which is based on the Foundation Knowledge Requirements and Learning Outcomes of ACEND. This educational framework provides the knowledge, skills, and values needed, not only for successful entry into dietetic internships and graduate school, but also for the flexibility which permits changing roles and the development of skills needed for future specializations that the students wish to pursue. The goals of the program are:

1. To provide quality didactic learning experiences that prepare students to complete a Bachelor of Science degree in Nutrition and Dietetics, attend graduate school, or pursue other career options.
2. To provide quality didactic learning experiences that prepare graduates to gain acceptance into an accredited internship program and have the required foundation knowledge and skills to successfully complete the internship and pass the registration examination to become competent entry level dietitians with a commitment to life-long learning.

Students are accepted into either curricula option within the DP the semester before beginning junior-level Nutrition and Dietetics courses. Acceptance is based on review of transcripts, completion of required prerequisite courses, and a minimum cumulative QPA of 3.00.

Students must demonstrate competence (no grade lower than a C+ in Nutrition courses) in foundation knowledge and skills prior to receiving a verification state-

ment for completing the program. Additional expenses are incurred in association with professional courses. The total credits to complete the program are 126. The courses required in both curriculum options within the DP involve 53 credits in Nutrition and Dietetics. Specific courses in science and math are also required to meet ACEND standards. The courses required in Nutrition and Dietetics are as follows:

N D 101A,B	Contemporary Nutrition Topics and Skills (1)
N D 103/L	Basic and Culinary Foods with Lab (3)
N D 112	Nutrition I (3)
N D 138	Food Safety (1)
N D 203/L	Food Science and Technology with Lab (3)
N D 211	Nutrition Education (3)
N D 213	Nutrition II (3)
N D 223/L	Social and Cultural Aspects of Food with Lab (3)
N D 300	Theory of Medical Nutrition Therapy I (3)
N D 301A,B,C	Theory of Food Systems Management I (4.5)
N D 312	Community Nutrition (2)
N D 331	Sports Nutrition In Health Promotion (3)
N D 379A,B,C,D	Food Systems Management II (6)
N D 391	Supervised Practice Food Systems Management I (1)
N D 392	Supervised Practice Community Nutrition (1.5)
N D 400	Preparation for Professional Practice (3)
N D 420	Theory of Medical Nutrition Therapy II (6)
N D 465	Research in Nutrition and Dietetics (3)

All students majoring in Nutrition and Dietetics are eligible for a minor in science if an additional 3 credits are taken in a science course for designated Science majors.

In addition to the traditional DP curriculum requirements, students following the Spanish Emphasis DP curriculum option must also complete a minimum of 18 credits, approved by the Foreign Language Department, in Spanish before graduation. At least half of these credits must be earned through Marywood University. Additionally, students following this curriculum study abroad in a Latin American country for a portion of the spring semester of their senior year. During the semester abroad, the students complete Spanish credits in addition to any other outstanding required credits to earn their Bachelor of Science in Nutrition and Dietetics degree. This curriculum option enhances the graduates' cultural competence and better prepares them to serve the Hispanic population.

Nutrition and Wellness Track

The mission of the Marywood University Nutrition and Wellness track is to provide a broad based educational curriculum, which includes preparation in the liberal arts as well as nutrition/science/health content. This educational framework provides the knowledge, skills, and values needed for successful entry into graduate school or a career using a nutrition and wellness background.

The Nutrition and Wellness track is not an accredited program of the Academy of Nutrition and Dietetics and does not lead to an accredited internship or other currently approved route to registration. *Graduates of this track will not be eligible to sit for the registration examination.*

Students select the Nutrition and Wellness track usually at the end of the second semester of their sophomore year. The total credits to complete the program are 126. The courses required in the Nutrition and Wellness track involve 37 credits in nutrition and dietetics. Specific courses in math, sciences, psychology, health and physical education, and the liberal arts are also required. The courses required from the Nutrition and Dietetics department are:

N D 101A,B	Contemporary Nutrition topics and Skills (1)
N D 103/L	Basic and Culinary Foods with Lab (3)
N D 112	Nutrition I (3)
N D 138	Food Safety (1)
N D 203/L	Food Science and Technology with Lab (3)
N D 211	Nutrition Education (3)
N D 213	Nutrition II (3)
N D 223/L	Social and Cultural Aspects of Food with Lab (3)
N D 300	Theory of Medical Nutrition Therapy I (3)
N D 312	Community Nutrition (2)
N D 331	Sports Nutrition In Health Promotion (3)
N D 420	Theory of Medical Nutrition Therapy II (6)
N D 465	Research in Nutrition and Dietetics (3)

All students majoring in Nutrition and Dietetics are eligible for a minor in science if an additional 3 credits are taken in a science course for designated majors.

Curriculum Requirements for Minors in Nutrition and Dietetics

18 credits

Students must demonstrate competence (a minimum of C) in the following courses for a minor in Nutrition and Dietetics:

BIOL 121, 122	Human Anatomy and Physiology (no lab required) (3,3)
N D 103/L	Basic and Culinary Foods with Lab (3)
N D 112	Nutrition I (3)
N D 213	Nutrition II (3)

Student must select one course from the following:

N D 203/L	Food Science and Technology with Lab (3)
N D 211	Nutrition Education (3)
N D 223/L	Social and Cultural Aspects of Food with Lab (3)
N D 330	Sports Nutrition (3)
N D 331	Sports Nutrition In Health Promotion (3)

Accreditation

The Marywood University Coordinated Program in Nutrition and Dietetics is currently granted accreditation status by the Accreditation Council for Education in Nutrition and Dietetics, 120 South Riverside Plaza, Chicago, IL 60606, 312/899-5400.

The Marywood University Didactic Program in Nutrition and Dietetics is currently granted accreditation status by the Accreditation Council for Education in Nutrition and Dietetics, 120 South Riverside Plaza, Chicago, IL 60606, 312/899-5400.

Special Facilities

The Coordinated Program is affiliated with more than 85 facilities that provide supervised practice experiences.

Family and Consumer Sciences Education Program (Family and Consumer Science K-12)

Goals

Through the Family and Consumer Sciences Education K-12 Program, students are given the opportunity to develop skills in performing well in a classroom envi-

ronment. The program offers course work in the teaching-learning processes, curriculum planning and teaching strategies, a self-evaluation, and laboratory work to help the student acquire teaching behaviors that will enhance communication with future pupils. Microteaching experiences and involvement in classroom environments enable students to improve their skills, as well as to analyze and evaluate their progress as teachers. Upon completion of 128 credits, students in this major will earn a Bachelor of Science Degree in Family and Consumer Sciences Education.

During freshman, sophomore, and junior years, Family and Consumer Sciences Education majors gain experience in observation and actual participation, ranging from the preschool/nursery school level through secondary level classes, so that students will learn to differentiate the needs of each level in the five basic areas of family and consumer sciences.

The program is planned to:

1. develop competent Family and Consumer Sciences teachers who will provide leadership and service that meet individual and community needs as determined by the Pennsylvania Department of Education;
2. develop students who are comfortable teaching all areas of the FCS National Standards;
3. help students gain employability skills that allow them to become key members of their work environment.

Mission

Students in the Family and Consumer Sciences Program at Marywood University develop leadership skills and a knowledge of human needs. This knowledge and practice will enable the graduate in Family and Consumer Sciences to extend beyond the University into their own classrooms to improve the quality of life and extend knowledge to the students they serve.

Major requirements for prospective teachers are:

FCS 145	A Behavioral Approach to Textiles and Housing (3)
FCS 251	Family Resource Management (3)
FCS 300	Early Childhood Curriculum I (3)
FCS 301	Early Childhood Curriculum II (3)
FCS 320	Professional Practice for FCS (3)
FCS 411B	Family and Consumer Sciences Methods/Vocational Education (3)
FCS 450	Family Systems (3)
FCS 452	Parentology (3)
N D 103/L	Basic and Culinary Foods with Lab (3)
N D 111	Basic Nutrition (3)
BIOL 107	Sexually Transmitted Diseases (3)
BIOL 130	Principles of Anatomy and Physiology (Science core) (3)
PSYC 211	General Psychology (3)
SSCI 425	Children's Rights and Societal Responses (3)

Professional Education Requirements:

EDUC 000	Field Experience (0)
EDUC 005D	Practicum IV Secondary/K-12 (1)
EDUC 100	Introduction to Education (.5)
EDUC 101	Introduction to Education (.5)
PSYC 251	Developmental Psychology (3)
EDUC 311*	Educational Psychology (3)
SPED 100	Characteristics of Students with Disabilities (3)
SPED 300**	Curriculum Adaptations (3)
SPED 367*	Behavioral and Classroom Management (3)

EDUC 411A*	Effective Instruction in Secondary and K-12 Education (3)
EDUC 414*	Social Foundations of Education (3)
EDUC 442J	Student Teaching (6,6)
EDUC 461*	Methods, Materials & Assessment of ELL (3)

*requires upper level screening

**taken with student teaching

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

Accreditation

The program is approved by the Pennsylvania Department of Education and by the National Council for Accreditation of Teacher Education (NCATE). The program leads to certification in secondary and elementary (K-12) education in Home Economics/Family and Consumer Sciences.

Requirements

Education majors must consult with Marywood's Department of Education in order to fulfill the education sequence in an orderly and accurate manner.

Nutrition and Dietetics Courses (N D)

N D 100 Nutrition and Wellness (3)

This course integrates nutrition and wellness to allow the student to discover how these two facets work together to improve total health. Students in this course will examine their personal habits so that individual improvement can be made. Non-majors only.

N D 101A, B Contemporary Nutrition Topics and Skills (1)

Introduction to computer applications in nutrition and dietetics, the Internet, portfolio development, and current topics and opportunities in nutrition. Divided into 101A Computer Applications and 101B Nutrition Topics.

N D 103/L Basic and Culinary Foods with Lab (3)

Introduction to basic physical and chemical properties of foods. Acquisition of culinary and merchandising techniques and the evaluation of prepared products. Lab is required. Lab fee.

N D 111 Basic Nutrition (3)

Presents concepts of nutrition and how they affect individuals throughout the life cycle.

N D 112 Nutrition I (3)

Studies the chemistry, digestion, absorption, and metabolism of nutrients and discusses the interrelationship of nutrients. *Suggested prior courses: BIOL 121, 122; CHEM 110, 210 or permission of the instructor.*

N D 138 Food and Safety (1)

Studies safe food handling principles and practices that are necessary to meet the requirements of the food service industry and regulatory agencies.

N D 203/L Food Science and Technology with Lab (3)

Application of scientific principles and experimental procedures in food preparation. Lab is required. Lab fee. *Suggested prior courses: CHEM 110, 210; N D 103 or permission of the instructor.*

N D 211 Nutrition Education (3)

Introduction to the nature and theories of learning, communication, and their application to the production/utilization of nutrition education for various audiences. *Suggested prior course: N D 112.*

N D 213 Nutrition II (3)

A study of the physiological, biochemical, and sociological factors that affect nutrient requirements and recommendations over the life cycle. Emphasis on practical applications, including appropriate food selections to meet nutrient needs. *Suggested prior course: N D 112.*

N D 223/L Social and Cultural Aspects of Food with Lab (3)

A study of foods and food customs of various regional, national and ethnic groups. Experience in planning, marketing and presenting cultural meals. Lab is required. Lab fee. *Suggested prior courses: N D 103/L.*

N D 300 Theory of Medical Nutrition Therapy I (3)

Study of the profession and practice of nutrition and dietetics, including the roles of dietitians and other health team members in patient/client care and the nutritional care process. Classroom and simulated experience in nutritional assessment, planning, implementing nutritional care, counseling, and documentation in medical records. *Suggested prior course: N D 112.*

N D 301A, B, C Theory of Food Systems Management I (4.5)

Introduces the systems approach to management. Emphasizes management theory and functions, quantity food production and marketing. Divided into 301A Management, 301B Quantity Food Production, and 301C Marketing. Coordinated with N D 391.

N D 309 Principles of Quantity Food Production and Service (3)

Involves quantity food production and service, menu planning, standardization of recipes, and use and care of equipment. Lab fee. *Suggested prior course: N D 103/L.*

N D 312 Community Nutrition (2)

Introduction to the principles of public health and community nutrition. Involves the study of the local, state, and federal resources and legislation for the delivery of health care and the provision of food and nutrients to all stages of the life cycle. *Suggested prior courses: N D 112, 211 and 300. Coordinated with N D 392.*

N D 322 A, B, C, D, E, F, G and H Interprofessional Medical Missions (3)

This course offers an interprofessional approach to clinical screenings and assessments, client education, and health related service in communities in underdeveloped or developing countries. Additionally, this course offers exposure to the cultures of communities in underdeveloped or developing countries and will enhance the students' cultural competence. Requires participation in a Medical Mission in an under developed/developing country. *Suggested prior courses: N D: 112, 138, 211, 213, 223, 300, 312 and the permission of the instructor.*

N D 330 Sports Nutrition (3)

Studies the relationship between exercise and nutrient use/metabolism, with the goal of determining dietary recommendations for intake. Practical experience in analyzing athletes' food intake. Non-nutrition and dietetics majors. *Prerequisite: Anatomy and Physiology or the permission of the instructor.*

N D 331 Sports Nutrition In Health Promotion (3)

A course which studies how exercise affects nutrient use and need, as well as the health benefits of exercise, diet, and cardiovascular wellness. Emphasis is placed on lifestyle change and personal responsibility in improving wellness. *Nutrition and Dietetics majors only.*

N D 379A, B, C, D Food Systems Management II (6)

Involves classroom experience in human relations, purchasing, food cost control and financial management, computer applications, and layout and equipment. Divided into 379A Human Relations, 379B Purchasing, 379C Cost Control and Financial Management, and 379D Layout and Equipment. *Suggested prior courses: N D 138, 301 or 309, and BUS 121.*

N D 390 Supervised Practice Medical Nutrition Therapy I (2)

Develops practitioner skills in patient/client nutritional assessment, planning, implementing nutritional care, counseling, and documentation in medical records. Coordinated with N D 300. Lab fee. *Prerequisite: admission to CP.*

N D 391 Supervised Practice Food Systems Management I (1)

Develops practitioner skills and application in management theory and functions, marketing, and quantity food production. Coordinated with N D 301. Lab fee.

N D 392 Supervised Practice Community Nutrition (1.5)

Observation and participation in local community agencies. Involves coordinated didactic and supervised practice experiences. Coordinated with N D 312. Lab fee.

N D 397 Supervised Practice Food Systems Management II (3)

Continues Supervised Practice Food Systems Management I. Develops practitioner skills and application in human relations, purchasing, cost control, financial management, layout and equipment, and computer applications to nutrition and dietetics. Coordinated with N D 379. Lab fee. *Prerequisite: N D 391.*

N D 400 Preparation for Professional Practice (3)

This course involves the study of the profession of nutrition and dietetics with an emphasis on the critical review of literature, communication, and presentation skills. It involves preparation for the application process to professional experiences, presenting a peer reviewed seminar, critical review of nutrition research, and exploration of future professional goals. ND 400 is a capstone course for the Didactic Program.

N D 410 Nutrition and The Elderly (3)

Examines the provision and administration of nutritional services for the elderly. Particular attention is given to nutritional needs of the elderly person and the implications related to management of quality programs.

N D 420 Theory of Medical Nutrition Therapy II (6)

Studies the biochemical and pathophysiological basis for medical and dietary treatments of diseases. *Suggested prior courses: N D 112, 213 and 300.*

N D 465 Research in Nutrition and Dietetics (3)

An introductory research course with emphasis on applications within the area of nutrition and dietetics. Includes overview of research concepts, research design for both quantitative and qualitative studies, data collection strategies, interpretation of results, and outcome assessment. Incorporates critiques of current literature to help prepare students to be critical consumers of research.

N D 490 Supervised Practice Medical Nutrition Therapy II (3)

Develops practitioner skill in comprehensive nutritional-care management of patient/clients with various disease states. Coordinated with ND 420. Lab fee. *Suggested prior course: N D 390.*

N D 494 Coordinating Seminar and Practice (6)

Involves analysis, synthesis, and evaluation of theory and practice. Includes practice in a variety of settings as an entry-level dietitian. ND 494 is a capstone course for the Coordinated Program. *Suggested prior courses: N D 300, 301, 312, 379, 390, 391, 392, 397, 420, 490.* Lab fee.

N D 499 Independent Study (1-3)

Involves student initiated, faculty directed study and research in accordance with University and departmental guidelines. *Requires approval of chairperson.*

Family and Consumer Sciences Courses (FCS)

FCS 131 Apparel/Textile Management (3)

In this course, students will learn and refine a variety of garment and artistic sewing construction skills. Students will participate in projects for personal use, service

learning, and recycling projects. Pattern reading will be included as the projects are completed.

FCS 145 A Behavioral Approach to Textiles and Housing (3)

This course studies man's behavior related to textiles and housing. The course includes the psychological and sociological aspects of clothing and housing choices. Standards for home planning, architectural styles, and needs of the family influence housing choices are also part of the course.

FCS 251 Family Resource Management (3)

This course will focus on the management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation across the lifespan. The relationship of the environment to family and consumer resources will be explored along with the impact of technology on individual and family resources. Individual and family financial management, and consumer rights and responsibilities will also be part to the course.

FCS 300, 301 Early Childhood Curriculum I, II (3,3)

Presents a conceptual framework for learning and development from pre-kindergarten through grade three, in conjunction with practical "hands-on" activities. Encompasses modern theory and research, curriculum development, early intervention, preschool, and kindergarten. Emphasis on developmentally appropriate practice. *Prerequisite: PSY 251.*

FCS 320 Professional Practice for Family and Consumer Sciences (3)

This course will follow the history and philosophies of the groups and individuals who had an impact on building family and consumer sciences as a program of study. The roles and responsibilities of professionals in this field will be addressed. The factors that contributed to the development of the profession and the outlook for the future will be developed.

FCS 411B Curriculum Methods and Materials/Vocational Education (3)

Gives students the opportunity to plan, organize, and present units of work in their specific fields. Uses materials in the curriculum laboratory to familiarize prospective teachers with courses of study, textbooks, and other instructional materials. Includes recent federal vocational acts, appropriations, and amendments. Discusses occupational education within area vocational-technical schools and strategies for the teacher within these programs.

FCS 448 Community Services (3)

Studies the agencies in the community that serve the needs of family over the life cycle. Students will spend time in community agencies to experience how clients are serviced.

FCS 450 Family Systems (3)

Examines family functions, compositions, organizations, and families as they relate to cultures. Also includes alternative lifestyles that may be chosen by individuals. This course will also analyze the productive vs. disruptive characteristics of families.

FCS 452 Parentology (3)

Parenting theories and outcomes studied and compared in the context of parent-child relationships. Also, various family forms and parenting styles will be studied.

FCS 499 Independent Study (3)

Involves student initiated, faculty directed study and research in accordance with the University and departmental guidelines. *Requires approval of chairperson.*

School of Social Work and Administrative Studies

COLLEGE OF HEALTH AND HUMAN SERVICES



Social Work

Michael H. Freund, M.S.W., L.S.W., C.M.F.C., Program Director

Kielty Turner, M.A., L.C.S.W., D.S.W., Field Coordinator

Joseph Donohue, M.S.W., L.S.W.

*Lea Dougherty, M.S.W., L.S.W.

*Part-time

Mission Statement

The Bachelor of Social Work Program at Marywood University is a professional degree program which prepares students for beginning, entry level professional practice. The program provides educational experiences designed to assure the acquisition of knowledge, values, ethics, and skills necessary to be a generalist practitioner.

The BSW Program develops practitioners who are committed to social and economic justice, and are able to take action with and on behalf of vulnerable and oppressed populations. The program prepares students for responsible leadership and service in meeting human needs. As part of its mission, the program seeks to enhance social work education and practice as well as contribute to community well-being.

Goals

The student who majors in Social Work will:

1. acquire the knowledge, values, ethics, and skills necessary for beginning professional generalist social work practice with individuals, families, groups, organizations, and communities;
2. attain a firm grounding in the essential and instrumental values of the profession: the rights of clients; the conscious, ethical, and professional use of self in providing helping services; respect for the unique characteristics of diverse populations, and the humanizing of social institutions;
3. integrate the ideals of social justice and be able to take action with and on behalf of vulnerable and oppressed populations;
4. develop a commitment to a process of ongoing professional growth and development;
5. contribute to community well-being through field experiences and Caritas Club, the BSW student organization.

Social work in contemporary society is a dynamic and challenging profession, rich in a tradition of helping individuals, families, small groups, organizations, and communities in many ways, ranging from direct service to policy formulation.

The principal goal of the Bachelor of Social Work Program is to prepare students for beginning professional generalist social work practice. The Social Work curriculum which consists of liberal arts, social-behavioral science, and professional social work courses, provides the student with an educational experience designed to assure the acquisition of knowledge, values, ethics, and skills necessary for entering into social work practice at the beginning level. The student is prepared as a generalist social work practitioner who is able to help various size client systems—individuals, families, groups, organizations, and communities.

The Bachelor of Social Work Program is administered through and located in the Marywood University School of Social Work and Administrative Studies.

Degree Requirements

	Major	Core	Electives	To Graduate
Social Work	54	43-46	27-30	127

Program Requirements

Specific Liberal Arts requirements for Social Work majors:

BIOL 130	Principles of Anatomy and Physiology (3)
HIST 105	Ethnicity and Diversity in the Modern World (3)
MATH 216	Statistics for the Behavioral and Social Sciences (3)
PSY 211	General Psychology (3)

Major (54 credits)

SW 145	Foundations of Social Work (3)
SW 150	Introductory Social Work Field Experience (1)
SW 230	Analysis of Social Welfare Policy (3)
SW 250	Contemporary Social Work Practice (3)
SW 310	Social Work Research I (3)
SW 311	Social Work Research II (3)
SW 345	Junior Field Experience (1)
SW 350	Human Behavior and the Social Environment (3)
SW 401	Social Work with Neighborhoods, Communities, and Organizations: Theory and Practice (3)
SW 402	Social Work with Groups: Theory and Practice (3)
SW 403	Social Work with Individuals and Families: Theory and Practice (3)
SW XXX	Social Work Restricted Elective (3)
SW 490	Field Instruction (9)
SW 491	Integrative Seminar (3)
SW 495	Senior Seminar (1)
SOC 214	Social Problems (3)
PSYC 251	Developmental Psychology (3)
PS 210	American Government and Politics (3)

Accreditation

The Bachelor of Social Work Program is accredited by the Council on Social Work Education.

Admission

Formal admission to the Bachelor of Social Work Program occurs at the end of sophomore year. Students make formal application to the program at this time.

Admission to the program is based upon:

1. attainment of a QPA of 2.33 in SW 145, Foundations of Social Work and SW 250, Contemporary Social Work Practice;
2. attainment of an S (satisfactory) grade in SW 150, Introductory Social Work Field Experience;
3. attainment of a cumulative QPA of 2.00 or better;
4. adherence to standards of conduct as contained in the NASW Code of Ethics;
5. recommendation by SW program faculty.

Retention

Throughout the course of their professional studies, students are expected to maintain a minimum overall quality point average of 2.00, a minimum quality point average of 2.33 in the major, and give evidence of continued skill development and adherence to standards of conduct as contained in the NASW Code of Ethics.

Transfer Students

Students who transfer to the BSW Program have an interview with the program director. The BSW Program and its policies and requirements are discussed. Evaluation of the student's curriculum and equivalent transfer credits occurs.

Special Features

Social Work majors participate in all aspects of the BSW Program and in extracurricular community service through Caritas Club, the Social Work student organization. BSW majors who meet the nationally established criteria are invited to membership in Alpha Delta Mu, National Social Work Honor Society, in their junior or senior year, through its resident chapter on campus. In addition, qualified BSW graduates may, upon acceptance by the Marywood School of Social Work and Administrative Studies, receive advanced standing in the Master of Social Work Degree Program. A student can thus complete the BSW and MSW (Master of Social Work) in five years.

Social Work Courses (SW)

SW 145 Foundations of Social Work (3)

Introduces the student to social work as a profession in the context of the social welfare institution. Historical and philosophical roots of social work and social welfare are examined. Attributes of the social work role, knowledge-value-ethical-skill base, and fields of social work practice are introduced.

SW 150 Introductory Social Work Field Experience (1)

Provides the student with a beginning practical experience in community social agencies. Students visit numerous and diverse agencies throughout the semester. The class emphasizes the Social Work Mission and social worker roles within agencies.

SW 230 Analysis of Social Welfare Policy (3)

Enables the student to analyze social welfare policy in American society. Focuses on the application of frameworks for analyzing social policies in the context of social and economic justice. Social policy, programs, and services are analyzed in terms of selected problems such as poverty, racism, ageism, sexism, and related issues. Social policy formulation and change are also emphasized. *Prerequisite: SW 145.*

SW 250 Contemporary Social Work Practice (3)

Provides the student with a generalist model for engaging in social work practice. Analyzes the NASW (National Association of Social Workers) Code of Ethics and focuses on the development of helping skills which are essential in working with a

variety of client systems. Particular emphasis is placed on the development of interviewing skills through role play and analysis of video vignettes of professional situations. *Prerequisite: SW 145.*

SW 310 Social Work Research I (3)

Focuses on quantitative social work research methods. Principles of research methodologies and designs for systematic evaluation of social work practice and social service programs are emphasized. Computer analysis of data is studied and applied. Implications for social work practice and knowledge building are integral outcomes. *Prerequisite: SW 250. Co-requisites: SW 345, 350.*

SW 311 Social Work Research II (3)

Enables the student to learn the connection between collecting and examining data through analysis of qualitative research articles. Qualitative methodologies of field research: sampling, interviewing, case studies, and single-subject design will be emphasized. Qualitative data methodology will give students opportunities to proceed from the specific to the general and learn how to begin creating a study for examination. *Prerequisite: SW 310. Co-requisites: SW 401, 402, 403.*

SW 345 Junior Field Experience (1)

Provides the student with continued exposure to and increasing involvement in the field. The student spends a minimum of 30 hours providing helping services related to the social work role. The field experience is complemented by a seminar that focuses on developing self awareness, basic human relation skills and understanding of social work and social welfare organizations. *Prerequisite: SW 250. Co-requisites: SW 310, 350.*

SW 350 Human Behavior and the Social Environment (3)

Focuses on the interrelationships of biological, psychological, social, cultural, and spiritual dimensions of human behavior across the life span. Theoretical frameworks are presented to better understand human behavior in family, group, organization, and community as primary systems. Major influences on human behavior such as racism, sexism, ageism, and other structural factors are analyzed. *Prerequisite: SW 250. Co-requisites: SW 310, 345.*

SW 401 Social Work with Neighborhoods, Communities and Organizations: Theory and Practice (3)

Builds on the generalist model presented in SW 250. Enables students to apply theories, develop practice skills, and employ a range of intervention strategies in working with neighborhoods, communities, and organizations. Social work influence and intervention at political system levels are emphasized. *Prerequisites: SW 230, 250, 310, 350. Co-requisites: SW 311, 402, 403.*

SW 402 Social Work with Groups: Theory and Practice (3)

Builds on the generalist model presented in SW 250. Enables students to apply theories, develop practice skills, and employ a range of intervention strategies in working with small groups. Group structure and process, stages of group development, and group work skills are emphasized. *Prerequisites: SW 230, 250, 310, 350. Co-requisites: SW 311, 401, 403.*

SW 403 Social Work with Individuals and Families: Theory and Practice (3)

Builds on the generalist model presented in SW 250. Enables students to apply theories, develop practice skills, and employ a range of intervention strategies in working with individual and family systems. *Prerequisites: SW 230, 250, 310, 350. Co-requisites: SW 311, 401, 402.*

SW 425 Children's Rights and Societal Responses (3)

Analyzes policies and services designed to meet a range of needs and problems experienced by children and their families. Specific areas of analysis include child abuse and neglect, juvenile justice, homelessness, foster care, adoptions, institutional vis-

a-vis community strategies in response to particular problems, impacts of prejudice/discrimination on minority groups, children and families, advocacy, and social change.

SW 430 Aging: Issues and Perspectives (3)

Examines the biological, psychological, social, spiritual, and cultural dimensions of aging. Analyzes roles and relationships of older persons and systems in their environment (e.g., family, friends, neighborhood, community, etc.). The contemporary continuum of care in the context of a strengths based approach is explored. The course also focuses on ageism, stereotyping, advocacy, and social policy change.

SW 435 Family Issues (3)

Understanding the family in its varied forms, in our society is beyond most individual personal experience. The interactions of systems and subsystems impacting the family and the family's responses and initiatives are rich issues for study by students who are preparing to work with and for families across systems. This course will give students relevant practical knowledge for understanding diverse family issues confronted by diverse family structures.

SW 452 Health Care and the Helping Professional (3)

Introduces the student to the nature and scope of the contemporary health care system in the United States. Policy and services pertaining to health care delivery are examined. Interdisciplinary approaches, with particular reference to the social service professions, are analyzed.

SW 490 Field Instruction (9)

A professional practice experience that enables the student to integrate and apply knowledge, values, ethics, and skills gained through the BSW curriculum. The student provides direct social work services in a community social agency under supervision of a professional social worker. This is a block field placement of 450 hours in which the student spends four days per week throughout the fall semester of senior year in the social agency. *Prerequisites:* SW 311, 401, 402, 403. *Co-requisites:* SW 491, 495. In addition, students are required to maintain an overall QPA of 2.00 and a minimum of 2.33 in the major and give evidence of continued skill development and adherence to standards of conduct as contained in the NASW Code of Ethics. The student applies for SW 490 in the preceding spring semester.

SW 491 Integrative Seminar (3)

Student-instructor seminar, complements SW 490 and further enables the student to integrate and apply social work knowledge, values, ethics, and skills in the field experience. *Prerequisites:* SW 311, 401, 402, 403. *Co-requisites:* SW 490, 495.

SW 495 Senior Seminar (1)

Student-instructor seminar which emphasizes specific preparation for entry into the social service workplace and graduate school. *Prerequisites:* SW 311, 401, 402, 403. *Co-requisites:* SW 490, 491.

SW 499 Independent Study and Research (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Health Services Administration

Alice McDonnell, Dr.P.H., R.N., Chairperson
Alexander Dawoody, Ph.D., M.A., M.H.A., M.P.A., M.Ed.

Marywood University's Health Services Administration Program provides both an undergraduate and graduate degree with an option to complete both in a five-year period of time through advanced standing into the graduate program.

The undergraduate Health Services Administration major prepares students for entry-level positions in health. The program provides the knowledge and skills necessary for administrative positions in nursing homes, hospitals, rehabilitation facilities, managed care, and the many other organizations providing health care in American society. A special track focuses upon health care delivery to the elderly. This major integrates courses in the social sciences, business, health services administration and cognate courses (63 credits), liberal arts (43-46 credits) and competencies and electives (21 credits). An important program component is an internship in a nursing home, hospital, managed care, public health agency, or other organization during the senior year. Advanced standing in Marywood University's Graduate Program in Health Services Administration is available to qualified majors. A Gerontology major is also available. Please see the Graduate Catalog for a five-year degree option. Contact the Program Director.

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.

Goals

The student who majors in Health Services Administration will:

1. possess a working knowledge of major interpretations of the administration of health services;
2. engage in modes of research and inquiry which are used to explore, document, and understand problems of health care delivery;
3. participate actively in the discussion and critical evaluation of contemporary issues in American health care;
4. respond to the contemporary challenges of health care delivery, relating the study of health services to contemporary health service delivery problems;
5. empathize with and display sensitivity to the emotions and values of patients, patients' families, co-workers, and other health care professionals, especially those from different cultural, ethnic, and/or class backgrounds.

The sequence of courses in the major is interdisciplinary and includes a significant integration of courses from business administration and the social sciences. Together with Marywood's liberal arts curriculum, the courses in the major curriculum are designed to enable graduates to enter the job market in entry level administrative positions.

Program requirements for Health Services Administration

Sixty-three credits with cognate courses are required, spread across the following disciplines and departments:

I. Five courses in Business Administration to include:

BUS 123	Management and Career Options (3)
BUS 131	Accounting I (3)
BUS 132	Accounting II (3)

- BUS 200 Advanced Computer Tools (3)
- BUS 301 Management Information Systems (Prerequisite: BUS 200) (3)

II. Eight courses in Sociology, Social Sciences, and Health Services Administration selected from the following:

- CJ 201 The Juvenile Justice Subsystem (3)
- SOC 214 Social Problems (3)
- SOC 350 Medical Sociology (3)
- SOC 351* Social Research (3)
- SOC 452* Computer Applications in Social Research (3)
- HSA 425 Children's Rights and Societal Responses (crosslisted SSCI 425) (3)
- HSA 430 Aging Issues (crosslisted SW 430/SSCI 430) (3)
- HSA 461 Administrative Practicum in Health Care Systems (3)
- GER 435 Aging and Society (crosslisted SOC 400/HSA 435) (3)

III. Four courses in Health Services Administration to include:

- HSA 420 Introduction to Health Services Administration (3)
- HSA 496 Health Services Administration Internship (3)
- HSA 498 Health Services Administration Practitioners Seminar (3)
- HSA 437 Managerial Decision Making in Health Care Organizations (3)

IV. Cognate courses to include:

- ECON 100 Basic Economics (3)
- PS 210 American Government and Politics (3)
- PS 211 State and Local Government (3)
- SOC 218 Anthropology (3)

Program requirements for Gerontology

Sixty-three credits with cognate courses are required, spread across the following disciplines and departments:

I. Five courses in Business Administration to include:

- BUS 123 Management and Career Options (3)
- BUS 131 Accounting I (3)
- BUS 132 Accounting II (3)
- BUS 200 Advanced Computer Tools (3)
- BUS 301 Management Information Systems (Prerequisite: BUS 200) (3)

II. Eight courses in Sociology and Health Services Administration to include:

- SOC 214 Social Problems (3)
- SOC 350 Medical Sociology (3)
- SOC 351* Social Research (3)
- SOC 452* Computer Applications in Social Research (3)
- GER 435 Aging and Society (crosslisted SOC 400/HSA 435) (3)
- HSA 402 Society of Dying and Death (crosslisted SOC 402) (3)
- HSA 430 Aging Issues (crosslisted SW 430/SSCI 430) (3)
- HSA 461 Administrative Practicum in Health Care Systems (3)

III. Four courses in Gerontology to include:

- GER 510 Concepts and Issues in Gerontology (3)
- OR
- GER 525 Aging Changes and Health (3)
- GER 530 Nutrition and the Elderly (3)
- OR
- GER 520 Psychological Perspectives on Aging (3)
- OR
- GER 429 Planning Healthcare Services for the Elderly (3)
- GER 496 Internship (3)
- GER 498 Practitioner's Seminar (3)

IV. Cognate courses to include:

ECON 100	Basic Economics (3)
PS 210	American Government and Politics (3)
PS 211	State and Local Government (3)
SOC 218	Anthropology (3)

Academic Facts

1. 127 credits are required for a degree.
2. Transfer students must complete a minimum of 60 credits at Marywood University, divided equally between the major and the liberal arts.
3. Courses in the major should be taken at Marywood University. Courses to complete the liberal arts requirements may be taken at other universities and transferred at the grade level of C or above.
4. The student must maintain a QPA average of 2.50 in the major and 2.00 overall to graduate as well as be retained in the program.
5. *NOTE: MATH 216 Statistics for the Social and Behavioral Sciences, is a prerequisite for SOC 351 Social Research. SOC 351, in turn, is a prerequisite for SOC 452 Computer Applications in Social Research. (Exceptions to this policy require approval by the student's advisor **and** the Sociology Program director.)

Health Services Administration Courses (HSA)

Goals

By studying health services administration students will be able to:

1. increase their knowledge of the health care delivery system in the United States;
2. develop a basic knowledge of the distribution and causes of disease;
3. develop relevant administrative skills;
4. increase their knowledge of alternatives to existing health policies in American society.

HSA 420 Introduction to Health Services Administration (3)

Provides a background on the United States health care system in the areas of administration, history and philosophy of public health, politics, health policy, and planning, finance, evaluation and assessment of medical care, and delivery of services.

HSA 425 Children's Rights and Societal Responses (3)

Analyzes policies and services designed to meet a range of needs and problems experienced by children and their families. Specific areas of analysis include child abuse and neglect, juvenile justice, homelessness, foster care, adoptions, institutional vis-a-vis, community strategies in response to particular problems, impacts of prejudice – discrimination on minority groups, children and families, advocacy, and social change.

HSA 430 Aging: Issues and Perspectives (3)

Examines the biological, psychological, social, and cultural dimensions of aging. Analyzes roles and relationships of older persons and systems that make up their environment (e.g., family, friends, neighborhood, etc.). The contemporary continuum of care in the context of a strengths-based approach is explored. The course also focuses on ageism, stereotyping, advocacy, and social policy change.

HSA 437 Managerial Decision-Making in Health Care Organizations (3)

Examines operational concerns in the area of institutional administration. Included are project planning and constraints, workload forecasting, patient scheduling, facility staffing, quality assurance, utilization review, control mechanism, applications of institutional resources. Includes application of management and administrative skills for the hospital administrator.

HSA 461 Administrative Practicum in Health Care Systems (3)

Involves the student in several field visits to facilities within the health care system. Also involves discussion in seminar of the organization and planning for each of the facilities visited.

HSA 496 Internship (3)

Experiences in a public, human, or health service agency.

HSA 498 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.

GER 429 Planning Health Care Services for the Elderly (3)

Acquaints the student with the planning and resources available for meeting the needs of the elderly. Provides the student with a broad knowledge of health services for the aged and their implementation.

GER 496 Internship (3)

Experience in a public, human, or health service agency.

GER 498 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.

GER 510 Concepts and Issues in Gerontology (3)

The process of aging and surviving into the "later years" results from a complex interplay of social forces, human systems, and social policies, which impinge upon groups and individuals. This course examines components of social gerontology which view aging as an expression of a societal-institutional structure that "creates" and sustains human beings.

GER 520 Psychological Perspectives on the Aging Process (3)

Provides students with an overview of the variety of psychological theories of aging. Places special emphasis on the adjustment factors of old age.

GER 525 Aging Changes and Health Problems (3)

Introduces students to the primary and secondary biological aging changes. Covers anatomical and physiological changes of all body systems, with special emphasis on health problems arising from these changes and on related social and psychological phenomena.

GER 530 Nutrition and Gerontology (3)

A study of physiological and biochemical changes of aging persons, nutrition requirements, and dietary management of the geriatric patient.

College of Liberal Arts and Sciences

Dean: Frances M. Zauhar, Ph.D.

Mission Statement

A graduate of the College of Liberal Arts and Sciences will possess an inquisitive mind, one eager to search out the truth and explore the vast and infinite possibilities and opportunities that bring dignity to and enrich all life. In the words of Albert Einstein, the “arts and sciences are branches of the same tree. All these aspirations are directed toward ennobling man’s life, lifting it from the sphere of mere physical existence and leading the individual towards freedom.”

As a College at a Catholic University, we present to our students the fundamentals of Catholic identity, with an emphasis on Gospel values. We are also committed to imparting an awareness of the essential characteristics crucial to understanding our interdependent world, and the cultural, religious, philosophical, social, economic, political, and scientific challenges it faces.

The College of Liberal Arts and Sciences at Marywood University aspires to foster in its students a conscious understanding of the complexities, enduring themes, and problems that are central to human experience.

- Our instructional efforts are directed towards preparing students for a lifetime of achievement, leadership, and service, by providing them with the knowledge and understanding necessary to respond effectively to the needs and challenges of an interdependent world.
- Our intellectual focus is directed towards assisting students to become acquainted with and to examine critically their innermost being, as well as their multiple relationships with others and the natural world.
- Our moral responsibility is to encourage students to develop fully their ethical sensibilities and to contribute, in their lives and work, to the well-being of our common humanity.

Areas of Study

Division of Humanities and Social Science

- **English Language and Literature:** We help students to think critically and analytically about literature, writing, and connections between cultural texts and historical contexts. This course of study prepares students for effective communication in a variety of professional fields.
- **Foreign Language:** We educate students to communicate in other languages, thus helping them to develop a world consciousness and increased cultural awareness that fosters understanding and respect for other languages, cultures, and peoples.
- **Philosophy:** Philosophy engages students in the fundamental questions about the nature, purpose, function, and meaning of life. Students take courses that enable them to reflect more fully, critically, and carefully about themselves and the world in which they live.
- **Religious Studies:** This department introduces students to Catholic/Christian beliefs, practices, and values and acquaints them generally with the world’s major religions. Its courses assist students in their search for meaning in life

and enable them in a supervised way to confront under the light of revelation the ultimate questions that have perennially engaged the human spirit.

- **Social Sciences:** The social sciences — history, sociology, political science, economics, criminal justice, anthropology, and geography — enable students to examine the larger historical, social, political, economic, and environmental contexts in which human actions occur. Through courses in the social sciences, students confront the global and interdependent world in which they live and will work.

Division of Mathematics and Sciences

- **Mathematics:** Currently a shortage of mathematicians exists both in industry and in the teaching profession at every level. The Mathematics Department has a vigorous and well-respected department of dedicated professors who teach our students both the use of logic in the proof of mathematical statements and the analytical skills necessary to solve practical problems in many fields such as engineering, business, and science.
- **Science:** At the bachelor's and master's levels, we focus on producing open-minded persons with specific scientific knowledge and research skills that relate to our natural world. We encourage our students to utilize their scientific knowledge in a manner that responds responsibly to the ever-changing needs of our global society.

Division of Management

- **Business:** In programs accredited by the Association of Collegiate Business Schools and Programs, students majoring in business can focus on specialties such as finance, marketing, aviation management, international business, accounting, and hospitality management.

English Language and Literature

COLLEGE OF LIBERAL ARTS AND SCIENCES

DIVISION OF HUMANITIES AND SOCIAL SCIENCE



Laurie McMillan, Ph.D., Chairperson

Helen Bittel, Ph.D.

Deborah E. Brassard, Ph.D.

Ann Marie Bush, Ph.D.

Agnes Cardoni, Ph.D.

William Conlogue, Ph.D.

Sr. Christine Mihelich, IHM, Ph.D.

Erin Sadlack, Ph.D.

Goals

Marywood's programs in English are designed to teach students to:

- Analyze literary and/or rhetorical techniques in various genres.
- Articulate the ways that literary texts illuminate human experiences.
- Situate a work within its socio-historical and/or cultural contexts.
- Write in creative, persuasive, and/or analytical ways.
- Conduct responsible academic research.
- Communicate ideas orally in a variety of academic and professional settings.

General Requirements — All Students

All undergraduate students are required to take:

ENGL 160 Composition and Rhetoric*

Course lays strong foundations for college-level argumentative and inquiry-based writing by increasing rhetorical awareness, analytical skills, and research proficiency. Through guided practice with process-based academic writing, students produce original arguments that employ research to engage in ongoing academic conversations.

ENGL 180, Introduction to World Literature

Course surveys western and non-western literature of the world. Students will read texts in several genres. Course content will vary by instructor. *Prerequisite:* ENGL 160.

*Approved Advanced Placement courses may be awarded credit.

N.B.: English 160 and English 180 are prerequisites for all literature courses. ENGL 160 is the prerequisite for all Writing courses.

Final approval of English transfer credits rests with the department chair.

Degree Requirements

	Major	Core	To Graduate
English	39	43/46	126
English/Secondary Educ.	39	43/46	126

Curriculum Requirements — English Majors and Minors

English majors must complete a minimum of 45 credit hours in English:

- ENGL 160 Composition and Rhetoric (3)
- ENGL 170 Introduction to Literary Studies (3)
- ENGL 180 Introduction to World Literature (3)
- Survey Courses 3 out of 4 of the following: (9)
- ENGL 357A American Literature I (3)
- ENGL 357 American Literature II (3)
- ENGL 360 British Literature I (3)
- ENGL 364 British Literature II (3)
- One upper-level writing course (3)
- One course from: ENGL 310-329, Genre (3)
- One course from: ENGL 330-349, Theme (3)
- One course from: ENGL 350-359, American Period (3)
- One course from: ENGL 360-369, British Period (3)
- ENGL 370 Shakespeare (3)
- ENGL 495 Senior Seminar (3)
- Two courses from: ENGL 310-499 (6)

English majors, Secondary Education, must complete a minimum of 45 credit hours in English:

- ENGL 160 Composition and Rhetoric (3)
- ENGL 170 Introduction to Literary Studies (3)
- ENGL 180 Introduction to World Literature (3)
- Survey Courses 3 out of 4 of the following: (9)
- ENGL 357A American Literature I (3)
- ENGL 357 American Literature II (3)
- ENGL 360 British Literature I (3)
- ENGL 364 British Literature II (3)
- One upper-level writing course (3)
- One course from: ENGL 310-329, Genre (3)
- One course from: ENGL 330-349, Theme (3)
- One course from: ENGL 350-359, American Period (3)
- One course from: ENGL 360-369, British Period (3)
- ENGL 370 Shakespeare (3)
- ENGL 400 Structure of Linguistics (3)
- ENGL 412A Teaching Writing (3)
- ENGL 412B Teaching Literature (3)

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

English minors must complete a minimum of 18 credit hours in English:

- ENGL 160 Composition and Rhetoric (3)
- ENGL 180 Introduction to World Literature (3)
- One course from any four of the seven categories listed below:
- ENGL 170 Introduction to Literary Studies (3)
- ENGL 310-329 Genre (3)
- ENGL 330-349 Theme (3)

ENGL 350-359 American Period (3)
ENGL 360-369 British Period (3)
ENGL 370-399 other Literature courses (3)
ENGL 400-499 other English courses (3)

Writing Minor

The English Department offers an 18 credit minor in Writing. In addition to English 160, students are required to complete any five of the following courses:

ENGL 450 Writing for the Social Sciences (3)
ENGL 460 Creative Writing (3)
ENGL 470 Business and Technical Writing (3)
ENGL 475 Composition: Theory and Practice (3)
ENGL 480 Advanced Writing (3)
ENGL 484 Political Writing and Rhetoric (3)
ENGL 485 Writing and Cultural Studies (3)
ENGL 490 Feminist Writing and Rhetoric (3)
ENGL XXXW A writing-intensive literature course (3-6)
ENGL 451 Internship (3)

English 160 Composition and Rhetoric is the prerequisite for the internship and all upper-division writing courses. The upper-division courses may be taken in any sequence.

All majors are required to consult either the chairperson or their advisors prior to registration each semester. The responsibility of fulfilling the department's requirements, however, rests with the student.

Additionally: Education majors, Secondary and Elementary, must consult with Marywood's Department of Education in order to fulfill the education sequence and QPA requirements in an orderly and accurate manner.

In order for the English Department to recommend a major for graduation, 50 percent of the student's English courses must have been taken at Marywood with a minimum QPA of 2.33 in the major.

Women's Studies Minor

A minor in Women's Studies is available, combining courses offered through several departments. Most Women's Studies courses meet requirements of the Core Curriculum. To fulfill the minor in Women's Studies, a student must complete eighteen credits including a three-credit integrating seminar or Feminist Cultural Criticism.

Courses are selected from the following and/or from additional courses as they are developed. The student must select courses from at least two disciplines. These are examples of the kinds of courses the program offers:

ENGL 318 Women Writers (3)
ENGL 326 Feminist Cultural Criticism (3)
ART/ENGL342 History of Postmodern Women: Literature and Art (3)
ENGL 360A Early Modern British Women Writers (3)
ENGL 362A Victorian Women Writers (3)
ENGL 378 Plath, Sexton and Company (3)
ENGL 490 Feminist Writing and Rhetoric (3)
HIST 230 Women in the Developing World (3)
HIST 250 Women in the East and West (3)
HIST 320B Womanhood in America (3)
PHIL 416 Perspectives on Women (3)
PSYC 438 Psychology of Gender (3)
RST 434 Women and Religion (3)
SSCI 461 Integrating Seminar (3)

General Requirement Courses

ENGL 160 Composition and Rhetoric (3)

Course lays strong foundations for college-level argumentative and inquiry-based writing by increasing rhetorical awareness, analytical skills and research proficiency. Through guided practice with process-based academic writing, students produce original arguments that employ research to engage in ongoing academic conversations.

ENGL 180 Introduction to World Literature (3)

Course surveys western and non-western literature of the world. Students will read texts in several genres. Course content will vary by instructor. *Prerequisite: ENGL 160.*

The following descriptions for Gateway, Survey, Genre, Theme, Period, Shakespeare, Upper-Level Writing, English/Secondary Education, and Capstone courses place a course in its primary category. Certain courses may fulfill requirements in another category. Consult the English Department chairperson.

Several literature courses are offered as writing intensive courses on a rotating basis. They can be identified by a “W” following the course number.

Gateway Course

ENGL 170 Introduction to Literary Studies (3)

Introduction to the discipline of English and the practices of literary study, including (but not limited to) conventions of literary analysis, close reading, and genre formation as well as approaches to writing about literature. *Prerequisite: ENGL 160.* Required for English and English/Secondary Education majors.

Survey Courses

ENGL 357A American Literature I (3)

Course surveys early American literature from the Colonial Period to the Civil War. Course stresses close critical readings of representative works within their literary, historical, and cultural contexts.

ENGL 357 American Literature II (3)

Course surveys later American literature from the post-Civil War period to the present. Course stresses close critical readings of representative works within their literary, historical, and cultural contexts.

ENGL 360 British Literature I (3)

Course surveys early British literature from the Anglo-Saxon period to the early eighteenth century. Course stresses close critical readings of representative works within their literary, historical, and cultural contexts.

ENGL 364 British Literature II (3)

Course surveys later British literature from the eighteenth century to the present. Course stresses close critical readings of representative works within their literary, historical, and cultural contexts.

Genre Courses (ENGL 310-329)

ENGL 310 Short Story (3)

Course provides a study of the art of short story writers through in-depth examination of the elements of fiction: plot, character, setting, style, point of view, and theme.

ENGL 311 Satire (3)

Provides in-depth study of a genre popular since classical times, covering a wide range of authors and satiric topics. Emphasizes an understanding of the nature of satire and an appreciation of the techniques employed by skilled satirists.

ENGL 312 Poetry (3)

Course explores definitions of poetry and ways to enjoy, think about, and write about poetry, with attention to literary elements and the ways these contribute to a poem's meaning and effect.

ENGL 314 Mythology (3)

Approaches the topic of mythology by way of universal themes and investigates the connections between ancient myths and the myths of contemporary cultures in a fascinating variety of literature.

ENGL 318 Women Writers (3)

This course will introduce students to the unique voices of women who have adopted feminist principles in their lives and their writing. Students will develop a critical awareness of the historical, cultural and social contexts that shape women's presence as writers, characters, and critics in literary and cultural studies.

ENGL 320 The Novella (3)

Course investigates the characteristics of the short novel by reading several representative works of the genre.

ENGL 321 The Essay as Literature (3)

Course investigates the methods and techniques of several types of nonfiction: autobiography, personal and narrative essay, history, literary journalism, political humor, and the nonfiction novel.

ENGL 323 Literary Criticism and Theory (3)

This course examines the history, theory, and practice of literary criticism. Beginning with a study of classical sources, the course investigates how thinkers at various times have defined reading, writing, and the "literary" to analyze and evaluate texts. Much of the course is dedicated to twentieth-century literary theory, including psychoanalysis, Marxism, feminism, new criticism, reader-response, structuralism, deconstruction, new historicism, and post-colonial.

ENGL 326 Feminist Cultural Criticism (3)

Students will read and respond to foundational feminist texts from first wave, second wave, and third wave feminisms, and they will ultimately apply these ideas by analyzing pop culture and investigating current gender issues in their major field of study.

This is a representative list.

Theme Courses (ENGL 330-349)**ENGL 331A Literature and Medicine (3)**

Studies selections from modern and contemporary world literature to examine universal concerns of health, illness, and healing as they are situated in a culture. The readings will foreground issues of illness, treatment, and healing from the perspectives of medical practitioners, patients, caregivers, family, and others.

ENGL 332 Mid and Far East Literature (3)

This course surveys the literatures of the Mid and Far East, from Buddha to Chairman Mao, with emphasis on China, Japan, and India. Attempts to broaden the student's worldview through literature and culture.

ENGL 334A Medieval Tolkien (3)

Students will read a range of Anglo-Saxon and medieval texts that J.R.R. Tolkien translated, taught, edited, or studied in scholarly essays, and use those texts as a lens to read critically Tolkien's *The Hobbit*, *Lord of the Rings*, and other selections.

ENGL 336 Introduction to Film Criticism and Theory (3)

Course enables students to acquire a critical awareness of how films work by studying a variety of techniques and theories; students will also analyze film classics, submit critiques of recent films, and read scholarship on film theory.

ENGL 336A International Film (3)

Students will learn film theory and vocabulary in order to analyze contemporary films from around the world in terms of content, form, and cultural context.

ENGL 337 Mystical Writers (3)

Course explores selections from the poetry, essays, and fiction of mystical writers. Aims at generating an understanding of the metaphysical philosophy of each writer.

ENGL 337A Contemporary Fantasy Literature (3)

This course explores the genre of fantasy literature, considering the literary merits, rhetorical strategies, and stylistic features of novels and short stories written in recent years, as well as the ways these works comment on social and cultural issues in our world.

ENGL 339 Children's Literature (3)

Surveys children's literature from classical fables and fairy tales through the modern era. Class discussions will focus especially on the writings of British and American authors, past and present.

ENGL 339A Young Adult Literature (3)

Course investigates the development of this unique genre and devotes significant attention to very recent titles. Explores questions of audience, censorship, form, identity, and social issues.

ENGL 342 History of Postmodern Women: Literature and Art (3)

Surveys the history of art and literature produced by women since the feminist movement of the 1970s. Works explore representative themes of historical, cultural, and political developments associated with the movement. May fulfill either English or Art History requirements. Students must register accordingly. (Interdisciplinary)

ENGL 349 Nature Studies (3)

The course surveys selected nature writings from the Western and Eastern worlds by past and contemporary writers of both genders. Poems, short stories, essays, and excerpts from journals, biographies, and novels are examined for their contributions to our understanding of nature, self, and spirit; inner places and outer spaces; and the uncultivated versus the civilized.

This is a representative list.

American Period Courses (ENGL 350-359)**ENGL 341 Native Americans in Literature and History (3)**

Treats the experiences of native American people of North America as they are revealed in historical documents and literary works. May be taken to fulfill either English or History requirements. Students must register accordingly. (Interdisciplinary)

ENGL 347 African American in History and Literature (3)

This course will treat the experiences of African-American people in the United States as they are revealed in historical documents and literary works. It may be taken to fulfill either English or History requirements. Students must register accordingly. (Interdisciplinary)

ENGL 350 American Short Fiction (3)

Course provides a survey of American short fiction from the nineteenth through the early twenty-first century, with readings connected to literary periods and cultural contexts.

ENGL 354 The Contemporary American Novel (3)

This course examines a variety of representative contemporary American novels.

ENGL 355 Post-Modern America in History and Literature (3)

Explores American identity since the mid-twentieth century, through history and literature.

ENGL 356 Rural Literature (3)

Through reading major works in several genres, students will investigate the massive transformations in rural America during the last century and a half. The course studies how rural-based texts respond to issues of race, class, gender, and the environment—issues central to any definition of America.

ENGL 358 Contemporary American Poetry (3)

Immersion in the significant poets shaping American poetry from the 1970s to the present. Included will be major American poets as well as emerging poets. Some references to poets whose work informs American poetry but who are not American will also be included.

This is a representative list.

British Period Courses (ENGL 360-369)**ENGL 360A Early Modern British Women Writers (3)**

Students will study the literary and rhetorical strategies of women writers from the fourteenth through seventeenth centuries by examining primary texts in several different genres, including drama, poetry, letters, diaries, pamphlets, petitions, religious tracts, and other forms of prose, as well as reading contemporary scholarship on these women.

ENGL 362 British Victorian Writers (3)

Course explores the work of major literary figures of the Victorian age in relation to one another and to the history and ideologies of their times. Studies representative texts from a range of genres: poetry, drama, the essay, the short story, and the novel.

ENGL 362A Victorian Women Writers (3)

The Victorian era was a time of sweeping change and intense debate with regard to women's roles, opportunities, and participation in literary culture. This course explores some of the ways that Victorian women negotiated what was dubbed "the woman question," particularly in relation to domesticity, education, creativity, marriage, sexuality, and identity. It examines texts by canonical writers (such as Browning, Eliot, and Gaskell), but gives particular attention to once-popular writers who are less well-known today.

ENGL 363 Modern British Novel (3)

Course investigates the themes and styles of representative authors of modern British fiction.

ENGL 365A Early English Drama (3)

Course surveys early English drama from the medieval mystery, morality, and folk plays and ritual dance to the early Tudor comedies and interludes to Renaissance drama of the sixteenth and seventeenth centuries.

ENGL 367 British and American Poets (3)

An upper-division study of poetry resulting in the ability to understand, explicate, and appreciate representative samples taken from British and American sources.

ENGL 368A Early Modern Poetry (3)

Course asks students to explore a broad range of early modern poetry, which may include lyric poems, sonnets, epic, satire, or dramatic verse. Students will consider work within the literary, historical, and cultural contexts of the period, considering issues of patronage, methods of circulation, revision, and early modern literary theory.

ENGL 369 The Nineteenth-Century British Novel (3)

Course investigates the development of the British novel over the nineteenth century and examines how representative texts reflected and shaped their historical and cultural contexts.

Shakespeare Course

ENGL 370 Shakespeare (3)

Provides an in-depth study of Shakespeare's most enduring and representative tragedies, comedies, and histories. Provides an in-depth study of the human condition as Shakespeare sees it as well as a thorough investigation of his view of language.

Upper-Level Writing Courses

ENGL 450 Writing for the Social Sciences (3)

Writing for the Social Sciences is a course designed to help the student write clearly and effectively about issues, problems, and questions that interest social scientists. The course assumes that the student has background knowledge of at least one social science, but the focus of the course is on broad principles of writing: selecting and focusing a topic, accommodating writing to particular audiences, organizing information and developing a range of styles appropriate to various audiences, and rhetorical situations. Assignments include: position paper, letter of inquiry, interview, translation, evaluation, pamphlet, abstract, and annotated bibliography.

ENGL 460 Creative Writing (3)

Students gain experience writing, critiquing, revising, and sharing both poetry and short fiction.

ENGL 470 Business and Technical Writing (3)

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

ENGL 475 Composition: Theory and Practice (3)

Focuses on various theories that have informed the growing field of composition studies and provides students with opportunities to apply their ideas.

ENGL 480 Advanced Writing (3)

Refines students' abilities to write persuasive arguments for particular rhetorical contexts. The course focuses on strategies of research, invention, arrangement, and style.

ENGL 484 Political Writing and Rhetoric (3)

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

ENGL 485 Writing and Cultural Studies (3)

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

ENGL 490 Feminist Writing and Rhetoric (3)

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

This is a representative list.

English/Secondary Education Courses

ENGL 400 Structure of Linguistics (3)

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

ENGL 412A Teaching Writing (3)

This course offers students the opportunity to learn how to teach written composition. Provides students guidance in the creation of appropriate lesson plans and grading techniques. Instruction in teaching grammar is also included. Required of all English majors in the secondary education program; must be taken before student teaching.

ENGL 412B Teaching Literature (3)

This course offers students the opportunity to learn how to teach literature to high school students. Investigates test-making, grading the theme, lesson planning, disciplines, and other units. Required of all English majors in the secondary education program; must be taken before student teaching.

Capstone Course

ENGL 495 Senior Seminar (3)

Students will consider issues related to the discipline while building on research and critical thinking skills as they pursue an individual research project that culminates in a seminar paper. The course emphasizes drafting, the writing process, critical thinking, research methods, and oral presentations. It is required of all English (but not English/Secondary Education) majors.

Other English Courses

ENGL 371 Faulkner and Hemingway (3)

Presents selected short stories and one or two novels by each author in order to familiarize the student with each of these outstanding modern American writers. Closely examines individual style and recurring themes. Typically fulfills the American literature requirement.

ENGL 376 Poe and Twain (3)

Studies the major works of two profound influences in American literature. Typically fulfills the American literature requirement.

ENGL 378 Plath, Sexton, and Company (3)

Course focuses on two women writers who influenced and changed the way women express themselves. Some topics: the Confessional company, suicide, sexuality, and women's issues. Typically fulfills the American literature requirement.

ENGL 381 Chaucer (3)

This course will examine in depth some of Chaucer's major works, including *The Canterbury Tales*, as well as a selection of his shorter poetry. In order to appreciate the full meaning of Chaucer's words, we will read the texts in the original language, but a prior knowledge of Middle English is not required. Typically fulfills the British literature requirement.

ENGL 399 Special Topics (3)

An in-depth exploration of a specific author, genre, theme, literary period, or rhetorical mode not regularly offered.

ENGL 451 Internship

Offers students on-the-job training under the supervision of qualified professionals at cooperating institutions and organizations. Requires 45 hours per academic credit.

ENGL 499 Independent Study (3)

See the chairperson for details of Independent Study and differentially scheduled courses.

Foreign Languages

COLLEGE OF LIBERAL ARTS AND SCIENCES
DIVISION OF HUMANITIES AND SOCIAL SCIENCE



Ann Cerminaro-Costanzi, Ph.D., Chairperson

*Joseph Chindemi, M.A.

*Sharon S. Dolechek, M.A.

*Dennis M. Fanucci, M.S.

*Mary Frances Froncek, M.S.

*Lea Garcia, M.A.

*Ellen Jagger, M.A.

Mary Elizabeth Malloy Kenny, Ph.D., C.M.F.C.

*Mary P. Kramer, M.A.

*Donna Michaylo, M.S.

*Colleen Miluski Moulin, M.S.

*Kerry Nelson, M.A.

*Patricia Priolo, M.A.

Alice Reyes, M.S.

José E. Reyes, Ph.D., C.M.F.C.

*Part-time

Goals

Institutions of higher education recognize a pressing need in the United States today to prepare students to compete in a global marketplace. Now more than ever before this has translated into a need for colleges and universities to graduate students who can not only communicate in a second language, but who can put the skills they have learned in a foreign language classroom to work in fields as diverse as teaching, business, health and human services, law enforcement, medicine, fashion, information technology and government. The student who is able to communicate in another language develops a world consciousness, an increased cultural awareness that fosters understanding, and social concern for others.

To this end, the Department of Foreign Languages offers major programs in French and Spanish. The department also offers a major in International Business in cooperation with the Department of Business and Managerial Science. In today's global economy, a combined business/language program affords students expanded opportunities for employment both in the United States and abroad.

Through their study of a foreign language students will be able to:

1. engage in conversations, obtain information, express feelings and opinions according to their level of study.

2. present information, concepts, and ideas on a variety of topics in the target language.
3. demonstrate an understanding of the relationship between the practices and perspectives of the culture studied and thereby appreciate the value and dignity they share with others.
4. understand and interpret works of literary or artistic value.
5. utilize resources essential for research, academic success, and lifelong learning.

Placement

In order to enable each student to continue progressing in his/her second language study and to achieve the highest proficiency level possible, the Foreign Languages Department places students into classes primarily based on the number of years they have studied the language as well as their achievement level. Notice of this placement for each incoming student is provided to the Registrar and then communicated to advisors and students. We encourage students to continue with the same foreign language that they have studied in high school and to begin their study as early as possible in their college career.

General Requirements – Students with 4 years of high school language study

Students who have successfully completed four years of the same foreign language in high school are placed into upper level language classes. These students may complete the University's foreign language requirement with three credits provided that these three credits are taken above the 212 level. In recognition of the years already dedicated to language study, the Foreign Languages Department encourages these students to continue their study by completing a 15 credit minor or considering a double major in Spanish or French.

General Requirements – Students with 0-3 years of high school language study

These students are required to take six credits in the same language at the level appropriate to their prior language preparation. Students who register for courses at a level that Foreign Languages Department faculty has decided is not appropriate to their previous preparation will not fulfill the school-wide language requirement. Levels 101-102 will fulfill the foreign language requirement only for those students with no prior study of that foreign language.

Those students seeking a waiver of the foreign language requirement must receive a passing score on the CLEP exam.

Degree Requirements

	Major	Core	Electives	To Graduate
French	33	40	39-51	126
Spanish	33	40	39-51	126

Requirements — Majors and Minors

Major Programs

All non-education foreign language majors must complete 33 semester hours in the major language, excluding 101 and 102.

French Major

A student must take 33 semester hours of French language courses selected from among the following for a major. Students should consult the following list of required (*) and elective (**) courses:

- * FREN 211-212 Intermediate French (depending on student placement level as determined by the Foreign Languages Department) (3,3)
- * FREN 221-222 French Language and Culture (3,3)
- * FREN 275-276 Conversational French — Second Level (3,3)
- * FREN 302-303 Introduction to French Literature (3,3)
- ** FREN 304-305 Francophone Short Story (3,3)
- ** FREN 306-307 French Cinema and Culture (3,3)
- ** FREN 311-312 Readings in French Literature (3,3)
- ** FREN 330 Advanced French Composition and Conversation (3)
- ** FREN 333-334 French Civilization (3,3)
- ** FREN 337 Commercial French (3)
- ** FREN 399 Special Topics (3)
- ** FREN 499 Independent Study in French (3)

French Language courses may be studied abroad.

Spanish Major

A student must take 33 semester hours of Spanish language courses selected from among the following for a major. Students should consult the following list of required (*) and elective (**) courses:

- * SPAN 211-212 Intermediate Spanish (depending on student placement level as determined by the Foreign Languages Department) (3,3)
- ** SPAN 223 Spanish for Reading and Review (depending on student placement level as determined by the Foreign Languages Department) (3)
- * SPAN 275 Conversational Spanish (3)
- ** SPAN 280 Contemporary Cultural Trends in Spanish-Speaking Films (3)
- ** SPAN 290 Visions of Spain through Art and Architecture (3)
- * SPAN 300 Intensive Grammar Review (3)
- * SPAN 302-303 Introduction to Hispanic Literature (3,3)
- ** SPAN 304 Hispanic Short Story (3)
- ** SPAN 310 Contemporary Hispanic Issues (3)
- ** SPAN 321 Literature of the Golden Age (3)
- * SPAN 325 Latin American Culture and Civilization (3)
- * SPAN 330 Advanced Spanish Composition and Conversation (3)
- ** SPAN 332 Hispanic Literature of Social Protest (3)
- * SPAN 333 Spanish Civilization (3)
- ** SPAN 337 Commercial Spanish (3)
- ** SPAN 350 The Latino Condition in the U.S. (3)
- ** SPAN 399 Special Topics (3)
- ** SPAN 421 Modern Spanish Novel (3)
- ** SPAN 423 The Latin American Novel (3)
- ** SPAN 499 Independent Study in Spanish (3)

Majors and minors are encouraged to study abroad with prior approval of course selections by the department chair.

* Required

** Elective

K-12 Certification in Spanish, French

The major in Spanish or French Education requires 30 semester hours, excluding 101 and 102 for students seeking K-12 educational certification in either language. In addition to these 30 hours all education students must complete ENGL

400, Structure of Linguistics. Please note that the curriculum requirements leading to certification are subject to change, based on guidelines established by the Pennsylvania Department of Education.

French and Spanish Education majors must consult and adhere to the Education Department requirements regarding coursework, admission and retention criteria. Elementary education students who wish to concentrate in French or Spanish and students seeking certification in a second language must complete 18 semester hours in language exclusive of 101 and 102. The sequence of courses must be approved by the Foreign Language chairperson.

Advanced courses in French and Spanish are offered in rotation according to student need.

Transfer students at the junior level who are Foreign Language majors are required to take a minimum of 15 foreign language credits at Marywood.

Minor Programs

French or Spanish.

Increasing numbers of students are opting to minor in French or Spanish as they realize the practical career advantage of combining language study with their major field. Students who choose to minor in French or Spanish may select courses in conversation, culture, literature, and film, as well as courses that service specific career interests.

Minor in French (18 credit)

This minor program in French should include:

- FREN 211-212 Intermediate French (depending on student placement as determined by the Foreign Languages Department) (3,3)
- FREN 221-222 French Language and Culture (3,3)
- FREN 275-276 Conversational French (3,3)
- FREN 302-303 Introduction to French Literature (3,3)

Minor in Spanish (18 credit)

This minor program in Spanish should include:

- SPAN 211-212 Intermediate Spanish I & II or Spanish for Reading and Review
- OR SPAN 223 (depending on student placement as determined by the Foreign Languages Department) (3,3) or (3)
- SPAN 275 Conversational Spanish (3)
- SPAN 300 Intensive Grammar Review (3)
- SPAN 300 level Elective (Consult the Foreign Languages Department for appropriate elective choices depending on major degree program) (3)
- SPAN 300 level Elective (Consult the Foreign Languages Department for appropriate elective choices depending on major degree program) (3)

International Business

A major in International Business requires 21 credits in French or Spanish exclusive of 101 and 102. International Business majors should consult with an advisor in the Foreign Languages Department before registering for language courses. **The sequence of courses for French must be approved by foreign language faculty.**

Foreign language requirements for International Business in Spanish are:

- SPAN 211-212 Intermediate Spanish I & II (3,3) or Spanish for Reading and Review
- OR SPAN 223 Review (3) (depending on student placement as determined by the Foreign Languages Department)
- SPAN 275 Conversational Spanish (3)
- SPAN 325 Latin American Culture and Civilization (3)
- SPAN 333 Spanish Culture and Civilization (3,3)

SPAN 337	Commercial Spanish (3)
SPAN XXX	Elective (3)

The business component requires 45 credits as outlined by the Business and Managerial Science Department. Students are encouraged to spend a semester studying abroad or to complete an internship utilizing foreign language skills.

Didactic Program in Nutrition and Dietetics with Spanish Emphasis

Students following the Spanish Emphasis DP curriculum option must complete a minimum of 18 credits, approved by the Foreign Languages Department, in Spanish before graduation. At least half of these credits must be earned through Marywood University. Additionally, students following this curriculum study abroad in a Latin American country for a portion of the spring semester of their senior year. During the semester abroad, the students complete Spanish credits in addition to any other outstanding required credits to earn their Bachelor of Science in Nutrition and Dietetics degree. This curriculum option enhances the graduates' cultural competence and better prepares them to serve the Hispanic population.

French Courses (FREN)

FREN 101, 102 Elementary French I, II (3,3)

Emphasizes the acquisition of communication skills within a culturally significant context. Course planned specifically for the student who has not studied the language previously.

FREN 211, 212 Intermediate French I, II (3,3)

Designed for students with two to three years of high school French or equivalent. Emphasizes the acquisition of communicative skills within a culturally significant context. Reviews the basics of French grammar. Uses readings to give an understanding of French and Francophone culture and lifestyles. Provides opportunities for practice in conversation.

FREN 221-222 French Language and Culture I, II (3,3)

Designed to provide insight into the cultural values of the French-speaking world. Explores the social, cultural, political, and economic traditions of French-speaking countries in a format that provides opportunity for conversational practice.

FREN 275-276 Conversational French I, II (3,3)

Seeks primarily to increase the level of student communication skills in French. Designed to stimulate the spontaneous use of spoken French. Includes discussions on selected topics.

FREN 302, 303 Introduction to French Literature I, II (3,3)

An introductory course in French literature; involves a study of main historical, artistic, and literary currents, with readings and analysis of each period.

FREN 304, 305 Francophone Short Story I, II (3,3)

Offers students the opportunity to improve their communicative skills through the study of literary selections and exposes them to the rich and exciting literature of the French-speaking world.

FREN 306, 307 French Cinema and Culture I, II (3,3)

A French course that integrates French language feature films into the study of French language and culture. In the course of a full academic year, feature films are used to motivate students in the study of French language and grammar while bringing in aspects of French culture, history and art.

FREN 311, 312 Readings in French Literature I, II (3,3)

Seeks to increase the level of student speaking and writing, as well as reading and listening skills in French through close reading and analysis of selected French literary texts and films.

FREN 330 Advanced French Composition and Conversation (3)

An intensive course in French composition and conversation; emphasizes the finer points of grammar and idiomatic forms.

FREN 333, 334 French Civilization I, II (3,3)

A study of the political, historical, economic, social, and cultural development of France and the Francophone world throughout the centuries.

FREN 337 Commercial French (3)

Studies vocabulary and forms used in commerce. Features practice in writing letters and other business forms, as well as oral practice. Especially recommended for non-education majors and business majors.

FREN 399 Special Topics (3)

An in-depth exploration of a specific author, genre, theme, literary period, or rhetorical mode not regularly offered.

FREN 499 Independent Study in French (3)

Typically a student generated course designed around a topic of special interest. Motivates students to perform independent research. Requires permission of the Chairperson of the Foreign Languages Department.

All advanced French courses may be studied abroad.

German Courses (GERM)**GERM 101, 102 Elementary German I, II (3,3)**

Designed to enable students with no prior study of German to develop the communicative skills of understanding, reading, writing, and speaking German. Presents fundamentals of pronunciation, basic grammatical structures, readings and cultural assignments.

Italian Courses (ITAL)**ITAL 101, 102 Elementary Italian I, II (3,3)**

Designed to enable students with no prior study of Italian to develop the communicative skills of understanding, reading, writing, and speaking Italian. Presents fundamentals of pronunciation, basic grammatical structures, readings and cultural assignments.

Spanish Courses (SPAN)**SPAN 101, 102 Elementary Spanish I, II (3,3)**

Designed to enable students with no prior study of Spanish to develop the communicative skills of understanding, reading, writing, and speaking Spanish. Presents fundamentals of pronunciation, basic grammatical structures, readings and cultural assignments.

SPAN 103, 104 Advanced Elementary Spanish I, II (3,3)

Designed for students with one to two years of high school Spanish or equivalent. (Exceptions must have written approval from foreign languages chair.) Reviews pronunciation and grammar beginning with an intensive review of present tense and basic thematic vocabulary. Attention also given to the development of writing skills and reading comprehension within a cultural framework.

SPAN 211, 212 Intermediate Spanish I, II (3,3)

Designed for students with three years of high school Spanish or equivalent. Emphasizes the acquisition of communicative skills within a culturally significant context. Reviews the basics of Spanish grammar. Uses readings to give an understanding of Spanish and Spanish-American culture and lifestyles. Provides opportunities for practice in conversation.

SPAN 223 Spanish for Reading and Review (3)

Designed for students with four years of high school Spanish or equivalent. Emphasizes reading and writing strategies so that students may continue studying Spanish at the advanced level. Fundamental grammar structures will be reviewed in the context of reading. Conversational practice through class discussions and oral presentations.

SPAN 275 Conversational Spanish (3)

Follow up course for Spanish 223. Seeks primarily to increase the level of student communication skills in Spanish. Designed to stimulate the spontaneous use of spoken Spanish.

SPAN 280 Contemporary Cultural Trends in Spanish-Speaking Films (3)

Explores the culture, social issues, art, and ideologies of Spanish-speaking countries through award winning films. Promotes further development of conversational as well as critical thinking skills in Spanish. All films discussed have been created by Spanish and Hispanic directors, and all will be shown in the original language.

SPAN 290 Visions of Spain Through Art and Architecture (3)

Traces the historical, political, religious, and artistic past of Spain through the works of master artists such as El Greco, Velásquez, Goya, Picasso, Dalí, Unamuno, García Lorca, and Buñuel among others.

SPAN 300 Intensive Grammar Review (3)

A review and in-depth study of the most common issues in Spanish grammar: ser and estar, por and para, subjunctive, imperfect and preterit, pronouns, etc. Written and oral reinforcement exercises will complement this active learning course.

SPAN 302, 303 Introduction to Hispanic Literature I, II (3,3)

An introductory course treating major works in fiction, poetry, and drama from Spain and Latin America: involves the study of primary historical, artistic, and literary currents, with readings and analysis of each point.

SPAN 304 Hispanic Short Story (3)

Offers students the opportunity to improve their communication skills through the study of short fiction from Spain and Latin America. Highlights the Spanish generation of 98, Hispanic women writers, as well as authors associated with Magical Realism.

SPAN 310 Contemporary Hispanic Issues (3)

Offers an in-depth look at the recent trends, issues, and changes in the Spanish-speaking world, related to such areas as culture, business, education, politics, and history.

SPAN 321 Literature of the Golden Age (3)

Focuses on sixteenth and seventeenth century Spanish authors, with reading and analysis of works by Garcilaso de la Vega, Cervantes, Calderón de la Barca, and Lope de Vega among others.

SPAN 325 Latin American Culture and Civilization (3)

A study of the political, historical, economic, and cultural development of Latin America from the pre-Columbian civilizations to the present.

SPAN 330 Advanced Spanish Composition and Conversation (3)

Reviews advanced grammatical structures as well as proper use of written accents, pronunciation, and intonation, with special emphasis on the finer points of composition and idiomatic forms.

SPAN 332 Hispanic Literature of Social Protest (3)

Focuses on Hispanic writers of fiction, poetry, essay and drama who have used their writings to challenge the cultural, social, and political realities of the day. Includes written and oral reports and readings of authors such as Sor Juana Inés de la Cruz, Ernesto Cardenal, Oscar Romero, Federico García Lorca, and Rigoberto Menchú.

SPAN 333 Spanish Culture and Civilization (3)

A study of the political, historical, economic, social, and cultural development of Spain throughout the centuries.

SPAN 337 Commercial Spanish (3)

Designed for International Business Majors and related fields. Highlights professional business vocabulary, correspondence, and issues of cultural sensitivity when doing business in the Hispanic world.

SPAN 350 The Latino Condition in the U.S. (3)

A study of the main issues that concern the Spanish-speaking populations living in the United States. Investigates how bilingual and bicultural identities are shaped, how Latinos are represented in the media, the problems with borders and immigration, Chicano literature, “Spanglish,” bilingualism in the U.S., gender issues, and the question of assimilation. Methodologically speaking, this course will use case studies, a problem-based approach, and the promotion of analytical and critical skills.

SPAN 399 Special Topics (3)

An in-depth exploration of a specific author, genre, theme, literary period, or rhetorical mode not regularly studied.

SPAN 421 Modern Spanish Novel (3)

Involves extensive study of some of the most important novels of Spanish literature. Includes written and oral reports and covers authors such as Ana María Matute, Camilo José Cela, Carmen Martín Gaité, Ramón Sender, among others.

SPAN 423 The Latin American Novel (3)

Involves extensive study of important novels of Latin American literature. Includes written and oral reports and covers authors such as Gabriel García Márquez, Isabel Allende, Juan Rulfo, Carlos Fuentes, among others.

SPAN 499 Independent Study in Spanish (3)

Typically a student generated course designed around a topic of special interest. Motivates students to perform independent research. Requires permission of the Chairperson of the Foreign Languages Department.

All advanced Spanish courses may be studied abroad.

Language Courses (LANG)**LANG 101, 102 English as a Second Language I, II (3,3)**

Designed to develop English language skills needed for college, including reading, writing, library usage, and research skills.

LANG 411B Curriculum Methods for Modern Foreign Languages K-12 (3)

Methods and Materials for Foreign Languages K-12. See EDUC 411A for complete course description.

ENGL 400 Structure of Linguistics (3)

Designed for students in communications, English, education, and related areas (such as foreign languages) who require a sense of the historical development of the English language; surveys the characteristics in the writings of various centuries; introduces the major grammar systems (traditional, structural, transformational); reviews classical diagramming; examines modern sentence trees and basic patterns, and gives an overall consideration of language “slants” in the public and private communications of contemporary life.

Philosophy

COLLEGE OF LIBERAL ARTS AND SCIENCES
DIVISION OF HUMANITIES AND SOCIAL SCIENCE



Phil Jenkins, Ph.D., Chairperson

John Depoe, Ph.D.

Sarah Kenehan, Ph.D.

Aaron Simmons, Ph.D.

Peter H. Spader, Ph.D., C.M.F.C.

*Carolyn Bonacci, M.A.

*Meghan Godwin, M.A.

*Part-time

Goals

In the light of the Socratic dictum “The unexamined life is not worth living,” members of the Philosophy Department seek to engage today’s student in authentic wonder about the ultimate questions that people can raise concerning the truth about the real, the good, and the beautiful.

Philosophical reflection on the ultimate questions should lead to reasoned foundations conducive to support for human values; to an awareness of a duty to work for justice, compassion, and peace; and to the integrated and rich human life worth living, thus enabling students to be more responsible for the interdependent world in which they find themselves.

Objectives

By active participation in class discussions and by excellence evidenced in examinations and term papers, students will be expected to demonstrate:

1. an understanding of a range of philosophers and philosophical problems;
2. the ability to explain and critically analyze philosophical positions;
3. skill in constructing and evaluating argumentation;
4. the ability to give a reasoned case in support of one’s views;
5. clear and coherent expression of philosophical ideas;
6. tolerance and respect for diverse viewpoints.

General Requirements — All Students

Two courses in philosophy are required of all undergraduate students. The first, Introduction to Philosophy, PHIL 113 or H113, is prerequisite to all other philosophy courses. The second can be any course the department offers. The aims of these courses are consistent with many of the goals and objectives of Marywood’s general curriculum.

To develop fully as persons, we must critically examine those questions and issues that continue to challenge us as we seek to discover a meaningful and substantive life. Introduction to Philosophy addresses many of the major questions involved in our search for the meaning of life. Similarly, courses on ethics, politics, metaphysics, and theory of knowledge, for example, focus our attention on the complex nature of human existence and thereby enable us to examine life's experiences more thoughtfully.

Philosophy Major: Two Programs

Students at Marywood University can earn an undergraduate degree in Philosophy through one of two programs: the traditional and the applied. The traditional major in Philosophy is a stand-alone program, although the Department of Philosophy encourages students to have a double major. The program in applied philosophy must be done as a second major.

Our approach to the major in philosophy is consistent with The American Philosophical Association's statement on the study of philosophy: "The study of philosophy serves to develop intellectual abilities important for life as a whole, beyond the knowledge and skills required for any particular profession. Properly pursued, it enhances analytical, critical, and interpretive capacities that are applicable to any subject matter, and in any human context. It cultivates the capacities and appetite for self-expression and reflection, for exchange and debate of ideas, for life-long learning, and for dealing with problems for which there are no easy answers. It also helps to prepare one for the tasks of citizenship. Participation in political and community affairs today is all too often insufficiently informed, manipulable, and vulnerable to demagoguery. A good philosophical education enhances the capacity to participate responsibly and intelligently in public life. The primary purpose of the major in philosophy is better conceived as a valuable and indeed paradigmatic 'liberal education' major. Its basic purpose should be to introduce interested students to philosophy in ways that will serve them well — both professionally and personally — whatever they may go on to do after graduation."

The traditional program consists of thirty-six credits, including Introduction to Philosophy (PHIL 113), Critical Thinking (PHIL 215), Ethics (PHIL 315), two three-credit courses in the history of philosophy, Symbolic Logic (PHIL 304), and any six electives in Philosophy. The traditional major prepares students for graduate study in Philosophy. Most philosophy majors, however, do not pursue Philosophy after their B.A. Students majoring in Philosophy as a stand-alone major will be encouraged to pursue a double major. For example, a major in philosophy works well with majors in Religious Studies, English, History, Psychology, Biology, Business, or a foreign language, to identify just a few. Students with a double major then become highly qualified to pursue professional studies in medicine or law, or graduate studies in almost any liberal arts area.

The program in applied philosophy consists of thirty credits, including Introduction to Philosophy (PHIL 113), Critical Thinking (PHIL 215), Ethics (PHIL 315), and any seven electives in Philosophy that focus on the nexus between philosophy and society. Typical courses in applied philosophy include, but are not limited to, Philosophy of Religion, Philosophy of Art, Philosophy of Music, Business Ethics, Environmental Ethics, Philosophy of Emotions, and Bioethics. In addition, two of the seven electives can be cognate courses from other departments. For example, courses such as Developmental Psychology (PSYC 251), Perspectives on the Pursuit of Peace (HIST 120), Criminology (CJ 303), and Social Foundations of Education (EDUC 414) can be used, with departmental approval, to satisfy two of the seven electives required for the applied major. Unlike the traditional major in philosophy, the major in applied philosophy must be a student's second major program of study.

The purpose of the applied program is to enable students to broaden their reflective and critical thinking skills as they apply to contemporary social concerns and issues. Students interested in careers in criminal justice, medicine, law, government, environmental science, business, public administration, education, nursing, journalism, and psychology would benefit substantially from an applied philosophy major.

The minor in Philosophy consists of eighteen credit hours, nine of which must be earned at Marywood. Transferred credits are applied to the minor with departmental approval. The course of study for minors includes Introduction to Philosophy (PHIL 113), Critical Thinking (PHIL 215), and any four electives in Philosophy.

Philosophy Courses (PHIL)

PHIL 113 Introduction to Philosophy (3)

An introduction to the broad range of thinkers and issues that constitute philosophy. Students will examine critically the accumulated wisdom about God, nature, and humanity in order to evaluate their own life positions and choices and to make ethical decisions in an interdependent world.

PHIL 213 Theory of Knowledge (3)

Epistemology, or the theory of knowledge, examines how we come to know what we know. This course covers historical and contemporary approaches to the question of what knowledge is, what makes a belief true, and how beliefs are justified.

PHIL 215 Critical Thinking (3)

An introduction to the skills necessary for analyzing, evaluating, and constructing arguments, this course will provide students with the skills necessary for thinking critically about themselves and their world. Topics covered in this course may include, but not be limited to, argument construction, fallacious reasoning, information literacy, decision making, and critical/analytical writing.

PHIL 300 Metaphysics (3)

Metaphysics is the study of the general features of existence or reality. This course focuses on the fundamental concepts of being as developed in several major philosophers from the Greeks to the present. Discussion will focus on such topics as God, time, space, substance, essence, existence, process, causality, possibility, necessity, chance, and value.

PHIL 302 Greek and Medieval Philosophy (3)

This course examines the origin and development of Western philosophy in ancient Greece, concentrating on the central ideas of the pre-Socratics, the Sophists, Socrates, Plato, and Aristotle, and goes on to show how these ideas influenced philosophers of the Medieval period, from Augustine to Aquinas.

PHIL 303 Modern Philosophy (3)

This course examines the history of modern philosophy, particularly from Descartes through Kant. We will concentrate on the development of modern thought, examining the concepts of mind, body, and causation among others.

PHIL 304 Symbolic Logic (3)

Logic is the study of arguments. This course will examine the meaning of such logical notions as the validity of arguments, the equivalence of statements, and the inconsistency of sets of statements. We will study the symbolization of the logically relevant features of statements and testing of arguments for validity, sets for inconsistency, etc.

PHIL 312 Philosophy of Religion (3)

This course is composed of a philosophical examination of religious topics. Covered material may include attempts to define religion, religious experience, God's existence and nature, the problem of evil, death, human destiny, religion and life, faith and reason, religion and science, and religious language.

PHIL 315 Ethics (3)

An introduction to major schools of ethical theory such as utilitarian ethics, deontological ethics, virtue ethics, and the ethics of care. Specific problems from metaethics and applied ethics may also be treated. Some of the questions that may be examined are these: What are the grounds for moral obligations such as keeping promises or obeying the law? How do we reason about what to do? Can reason determine how we ought to live? What are moral judgments? Is there an ultimate moral principle? What constitutes a morally worthwhile life? Can morality itself be challenged?

PHIL 316 Philosophy, Society, and Law (3)

An inquiry into the relationships between law and society, focusing on issues such as pornography, the insanity plea, capital punishment, legal reform, civil disobedience, and paternalism.

PHIL 318 Perspectives on the Pursuit of Peace (3)

A philosophical analysis of relevant primary sources in terms of possible personal contributions to a more compassionate, just, and peaceful world.

PHIL 325 Philosophy of Art (3)

A critical study of theories on the nature of art, beauty, the aesthetic experience, problems of interpretation, and criticism in the fine arts. In addition, the course may also deal with wider questions about the social function and value of the arts. Topics may include: what is the “aesthetic,” and who is the best judge of it? Is good art beautiful? Should art be viewed dis-interestedly? Does art imitate life or does life imitate art? What is it to get at the meaning of a work of art?

PHIL 326 Political Philosophy (3)

This class will engage in an examination of the assumptions underlying the world’s major political systems as well as an examination of various theories of justice. Issues that may be covered include: the source of obligation to obey the state, natural rights, the limits of governmental authority, and the justification of various forms of government. Readings may be drawn from classical and contemporary sources.

PHIL 328 Environmental Ethics

An examination of issues in environmental ethics, including the ethical treatment of animals, with attention given to dilemmas and decisions at both the personal and global levels. Readings may be drawn from historically important moral theories as well as from contemporary philosophical writings in the area of environmental ethics. Philosophical questions addressed may include: What things are intrinsically valuable? What are rights? Do entities other than humans have moral standing (for instance, non-human animals, ecosystems, etc.)? What responsibilities do we have to future generations?

PHIL 332 Eastern Philosophy (3)

A survey of Eastern philosophical thought from the metaphysics and naturalism of the ancient Indus River valley through Western Buddhist movements and beyond. Topics covered may include but not be limited to pre-Hindu Indian philosophy, Buddhism, Confucianism, and Daoism.

PHIL 335 Philosophy of Music (3)

A critical examination of philosophical theories concerning the nature and meaning of music. Questions to be addressed may include: What is music? How can music affect emotions? Can music represent the world?

PHIL 340 Animal Ethics (3)

This class will examine a broad range of animal welfare issues, and will examine these issues through the lens of contemporary theories of animal ethics, including, but not limited to, works by Singer, Regan, and DeGrazia.

PHIL 350 Philosophy Of Mind (3)

In this course we will examine classic and contemporary theories about the nature of the mind. Questions to be addressed may include: Is mind distinct from matter?

Could there be minds without bodies? Are there other minds in the universe? Can a computer be conscious? Is the mind nothing more than an elaborate computer, or is mentality the exclusive possession of biological organisms?

PHIL 404 Bioethics (3)

A study of concepts, principles, and human values bearing on ethical issues and problems raised by contemporary science, especially the biological sciences.

PHIL 410 Philosophy Of Emotions (3)

This course explores current philosophical thinking on emotion through the reading of both philosophical and empirical works. We will ask such questions as what is the nature, value, and justifiability of emotion? How do emotions relate to other types of mental states? To what extent are emotions dependent on social influences? Are emotions in the brain or are they forms of behavior? Are emotions guided by reason or are they beyond the control of reason? Readings will be selected from a diverse group of writers, such as Plato, Aristotle, Darwin, James, Dewey, Freud, Ekman, Frijda, Damasio, and Nussbaum.

PHIL 415 Climate Justice (3)

This class will examine the problem of climate change from a philosophical perspective. As such, we will discuss the issues of uncertainty, distributive justice, rectificatory justice, and intergenerational justice as they arise in the context of climate change.

PHIL 416 Feminist Philosophy (3)

Analysis of the nature, meaning, and role of women in society, including such issues as rights, equality, and leadership.

PHIL 427 Business Ethics (3)

Major contemporary moral issues facing the business community analyzed through the use of cases drawn from a variety of business activities.

PHIL 431 Global Justice (3)

This course will familiarize students with some of the systematic approaches that moral and political philosophers have developed for addressing some of the difficult and practically urgent questions of international ethics and global justice. Such questions may include the following: Are the high levels of poverty and extreme inequalities that characterize our world ethically defensible? If they are not defensible, then who is obliged to do something about them? Should universal environmental standards bind all countries? If so, then who is responsible for ensuring that all countries can meet them at reasonable cost? Are sovereign states outdated artifacts, or should they remain an important mode of political organization?

PHIL 451 Seminar in Philosophy (3)

A select group of students will study a philosopher, a specific philosophical school, question, or problem in depth.

PHIL 478, B Honors Thesis (1.5, 1.5)

Designed for students writing their honor theses in philosophy or on a topic carrying major philosophical impact.

PHIL 499 Independent Study (3)

Students with a 3.00 QPA may be granted permission to do independent study in a philosophical area that is not offered in any departmental course offerings. *See Individual Options, Degree Information section.*

PHIL H499 Honors Independent Study (3)

Students with a 3.25 QPA, who are active in the Honors Program, may be granted permission to do independent study in a philosophical area that is not offered in any departmental course offerings.

Religious Studies

COLLEGE OF LIBERAL ARTS AND SCIENCES

DIVISION OF HUMANITIES AND SOCIAL SCIENCE



Laurie Cassidy, Ph.D., Chairperson

*Tammy Amosson, M.T.S.

*Rev. William Campbell, S.T.D.

*Sandra T. Czyzyk, M.A.

*Sister Jacquelyn Donohue, IHM, M.S.

*Mark R. Kalas, M.S.

*Sister Maria Rose Kelly, IHM, M.A.

Melinda Krokus, Ph.D.

*Rev. Virginia Ann Miner, M. Div.

*Sister John Michele Southwick, IHM, M.A.

Sister Mary Ann Zimmer, N.D., Ph.D.

*Part-time

Goals

The Department of Religious Studies affirms that a sound concept of liberal arts education calls for the academic study of religion. Because such a study is judged essential for the individual's personal and social fulfillment and also for the bettering of society, the scholarly investigation of religion occupies a central place in the curriculum of this institution.

The general goal of the department is to introduce students to the academic study of the religious beliefs, practices, and value systems that constitute the Judeo-Christian tradition and to familiarize students with some other religious traditions of the world. Because of Marywood's religious affiliation, special attention is given to the Catholic tradition and to the theology that has emerged from it. The offerings are broad enough, however, to benefit all students in their attempts to come to terms with their own personal religious roots and to provide them with the opportunity to understand and appreciate the search for religious meaning as a fundamental dimension of human experience.

The curricular objectives of the department are to enable all students to: (a) explore the religious dimension of life, respectful of its multiple manifestations; (b) evaluate their own religious positions and choices; (c) examine the ultimate questions that have always engaged human beings; (d) develop a basis for making ethical decisions that promotes justice, peace, and compassion.

In offering a major and minor in Religious Studies, the department has four specific objectives: (a) to respond whenever possible to the particular religious and professional needs of the student; (b) to respond to the Christian community's current

need for qualified personnel to assume positions of leadership in various areas of church ministry; (c) to enable students to demonstrate professional competence and leadership skills in these areas; and (d) to prepare students to undertake advanced studies in the field.

Course offerings are divided into four basic categories: RST 112 Modern Belief is an introductory course required before any other course is taken; 200-level courses—general studies open to anyone who has completed the Modern Belief course; 300 level courses—service and advanced courses, requiring permission of the chairperson; 400 level courses—upper level studies for either majors or minors and other students with permission of the chairperson.

Justice and Peace Studies Minor

The Justice and Peace Studies Minor, drawing courses from many departments, is housed in the Religious Studies Department. Its requirements are described below.

Degree Requirements

	Major	Core	Electives	To Graduate
Religious Studies	36	37/40	50/53	126

Core Requirements — All Students

Two courses are required in order to fulfill the Religious Studies requirement as stated in Category II of the Liberal Arts Core. They are RST 112 Modern Belief and one course above the 100 level. RST 112 is a prerequisite to all other religious studies courses.

Curriculum Requirements — Majors and Minors

Majors

For the B.A. in Religious Studies, 36 credit hours are required in the major, 18 of which must be earned at Marywood. Transferred credits are applied to the major with department approval. The maximum number of total credits needed to graduate with a B.A. in Religious Studies is 126.

The following courses are required for all Religious Studies majors:

- RST 112 Modern Belief (3)
- RST 201 Introduction to the Bible (3)
- RST 213 Jesus in Contemporary Perspective (3)
- RST 214 The Church Today (3)
- RST 215 Foundations of Christian Morality (3)
- RST 225 Sacraments in Practice (3)

Under faculty advisement, a Religious Studies major has the option of pursuing one of two areas of concentration:

Concentration 1 is for majors who, upon graduation, intend to engage in some form of church ministry (e.g., as directors of religious education, teachers of religion, and youth ministers).

Courses required for Concentration 1:

- RST 340 Seminar: Religion and Education (3)
- RST 342 Seminar: Church Ministry (3)
- RST 443 Directed Field Experience (3)

Concentration 2 is for majors desiring to concentrate their study in the Christian tradition.

Courses required for Concentration 2:

- RST 205 Seminar; Readings in the Theology of Radical Human Existence (3)
- RST 340 Seminar: Religion and Education (3)
- OR

RST 342	Seminar: Church Ministry (3)
RST 444	Senior Research (3)

In addition, nine credit hours in Religious Studies electives must also be completed in each concentration.

Both concentrations prepare a student for graduate work. Majors are encouraged to complement their studies with specific cognate courses from other departments that relate to their particular interests and needs; for example, majors in Concentration 1 are advised to schedule PSYC 251, Developmental Psychology; EDUC 311, Educational Psychology, and EDUC 414, Social Foundations of Education.

Students who are either majoring or minoring in Religious Studies and meet nationally established criteria will be invited to membership in Marywood's chapter of Theta Alpha Kappa, National Honor Society for Theology/Religious Studies.

Minors

Students can choose to minor in Religious Studies or in Justice and Peace Studies, an Interdisciplinary Minor that is housed in the Religious Studies Department.

Minor in Religious Studies

For the minor in Religious Studies, 18 credit hours are required, nine of which must be earned at Marywood. Transferred credits are applied to the minor with department approval. The suggested course of study for minors includes:

RST 112	Modern Belief (3)
RST 340	Seminar: Religion and Education (3)

OR

RST 342	Seminar: Church Ministry (3)
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In addition, 12 credit hours in Religious Studies electives are required.

A Religious Studies minor can be combined effectively with a major in many other fields (e.g., psychology, music, social work, etc.).

Minor in Justice and Peace Studies

For the minor in Justice and Peace Studies, 18 credit hours are required, nine of which must be earned at Marywood. Transferred credits may be applied to the minor with the approval of the director of the minor. The required courses for the minor include:

HIST 105	Ethnicity and Diversity in the Modern World (3)
RST 230	Political and Liberation Theologies (3)
RST 216	Social Morality: National Issues

OR

RST 233	Christian Social Morality: A Global Perspective (3)
RST 338	National/Local Service Program

OR

RST 339	International Service Program (3)
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In addition, 6 credit hours selected from a list of approved courses are required. An updated list of courses is available from the Justice and Peace Studies program director, Sister Mary Ann Zimmer, ND. Typical courses may include but are not limited to the following:

RST 234	Women and Religion
BUS 380	Business Ethics
ENGL 485	Writing and Cultural Studies
ENGL 490	Feminist Writing and Rhetoric
HIST 120/	
PHIL 318	Perspective on the Pursuit of Peace
HIST 220	Hunger in the Twenty-First Century
HIST 230	Women in the Developing World

HIST 440	Contemporary History of Latin America
HIST 443	Contemporary History of Africa
HIST 454	Contemporary History of the Middle East
PHIL 318/	
HIST 120	Perspectives on the Pursuit of Peace
PHIL 328	Environmental Ethics
PHIL 340	Animal Ethics
PHIL 415	Climate Justice
PHIL 416	Perspectives on Women
PHIL 431	Global Justice
SPAN 332	Hispanic Literature of Social Protest
SW 230	Analysis of Social Welfare Policy
SW 250	Contemporary Social Work Practice
SW 425	Children's Rights and Societal Response

CAPSTONE REQUIREMENT: Because the ability to integrate interdisciplinary resources is essential to the program, a capstone paper is required in the last course the student takes to meet the program requirements. The parameters of this capstone paper will be negotiated by the student to the satisfaction of the course professor at the beginning of the course.

Religious Studies Courses (RST)

RST 112 Modern Belief (3)

An introduction to religious belief in general and Christian belief in particular. Topics explored are religious experience and knowledge, the impact of contemporary society upon belief, personal and communal belief, the developmental nature of belief, doubt, approaches to God, basic Christian beliefs regarding God, Jesus, Church, the Bible, prayer and sacraments, and other religions.

RST H112 Modern Belief (3)

An honors approach to RST 112 Modern Belief. Description appears above.

RST 201 Introduction to the Bible (3)

Involves readings of selected books of the Bible in the context of their religious, literary, and historical setting, utilizing the tools of modern biblical scholarship, with an eye to ascertaining their meaning for people of today.

RST 203 Biblical Themes (3)

A study and discussion of select themes as they appear in the Hebrew and Christian Scriptures. Themes for consideration are revelation, religious history, creation, covenant, Passover, love, and sin.

RST 204 Jesus and the Gospels (3)

A critical study of the Gospels, stressing their similarities and differences; authorship, structure and major concerns; and the portrait of the Jewish Jesus of Palestine revealed therein.

RST 205 Seminar: Readings in the Theology of Radical Human Existence (3)

A reading and discussion course dealing with fundamental issues of human existence, including the reality of God, faith, suffering, compassion, death, abortion, capital punishment, poverty, aging, sanctity, love, prayer, sin, racism, war, conscience, the will of God, heaven and hell.

RST 207 The Parables of Jesus (3)

An historical-critical study of Jesus' parables, their setting in his ministry and in the theologies of the synoptic writers, with reference to their relevance for believers today.

RST 213 Jesus in Contemporary Perspective (3)

A many faceted look at Jesus the Christ under the light of contemporary biblical and theological scholarship. Issues examined include, among others, his divinity, human

consciousness, connection with the Essenes, death and resurrection, redemptive work, and place within the Trinity.

RST 214 The Church Today (3)

An analysis of the meaning of Church—its biblical beginnings, its new self-understanding in terms of Vatican II, its post-conciliar development. Major issues which both help and hinder community life will be discussed.

RST 215 Foundations of Christian Morality (3)

Intended to establish the foundations for moral decision-making within a Christian context and emphasize such core concepts as the Commandments, ethical imperative, conscience, law, ethics of Jesus, and social justice.

RST H215 Foundations of Christian Morality (3)

An honors approach to RST 215 Foundations of Christian Morality. Description appears above.

RST 216 Social Morality: National Issues (3)

Involves a critical look at current social conditions in the U.S.A. and their justice implications. Issues such as poverty, the penal system, immigration, homelessness, and urban/rural problems will be addressed.

RST 217 Introduction to Eastern Religions (3)

A study of Islam, Hinduism, and Buddhism, focusing on the lives of their founders (where applicable), major scriptures, beliefs, duties and ethical ideals, characteristic features, and concepts of salvation and means thereto.

RST 218 Contemporary Judaism (3)

Includes an analysis of Judaism's major theological and ethical concepts, and a survey of its basic religious practices and customs.

RST 219 Contemporary Protestantism (3)

An introduction to the theology of some contemporary Protestant theologians; a discussion of Protestant worship, baptism, and ordination; an exploration of selected ethical issues.

RST 220 Paths of Belief (3)

An historical investigation into the major beliefs of humankind. The course explores the beginnings of Indian religion, Buddhism, Hinduism, the Biblical sources of monotheism, Judaism, Islam, Jesus and Christian origins, Catholicism, Protestantism, and the modern criticism of religion.

RST 221 Christian Marriage (3)

An exploration of marriage as covenant, sacrament, and commitment, including such topics as communication, responsible parenthood, and contemporary challenges to marriage.

RST 225 Sacraments in Practice (3)

Focuses on the history and experience of the sacraments of baptism, confirmation, Eucharist, reconciliation, and anointing of the sick, with particular emphasis on post-Vatican II sacramental theology.

RST 226 Christian Spirituality (3)

A study of the meaning of Christian spirituality as the essential way of life for a people called to union with God, self, others, and the earth. Attention will be given to key themes, such as discipleship, solitude, solidarity, and relationships of love and service.

RST 230 Political and Liberation Theologies (3)

Explores the theological implications of a world structured with acute divisions of wealth and power around the globe. National and international viewpoints of both privileged and oppressed groups will be considered. The spirituality of hope is also studied.

RST 233 Christian Social Morality: A Global Perspective (3)

Designed to help students analyze and propose moral considerations for the construction of a just and peaceful relationship among nations today. Concepts stressed include global village, justice, development, trade aid, economic order, and life styles.

RST 234 Women and Religion (3)

An examination of the impact of various religions on woman – her self-image, her development, her “place” in secular and religious society. Special attention will be given to how the Judeo-Christian tradition affects the image of woman.

RST 235 Death and Afterlife – Contemporary Perspectives (3)

An examination of the human quest for immortality as it has emerged in various cultures and in different historical periods. Special emphasis is placed on the Christian mysteries of death and afterlife, and their impact upon present belief and practice.

RST 338 National/Local Service Program (3)

The program offers students the opportunity to observe and participate in service to the poor and needy on the national and local levels; preceded and followed by a period of reflection and research. Requires approval of chairperson.

RST 339 International Service Program (3) spring

The program offers students the opportunity to observe and participate in the culture and Church of a Third World country; preceded and followed by a period of reflection and research. Requires approval of chairperson.

RST 340 Seminar: Religion and Education (3)

Intended to help students formulate, through readings, presentations, and discussions, a theory of and an approach to religious education best fitted to meet the needs of today’s Christian community. *Prerequisites: RST 112 and one 200-level course.* Requires approval of chairperson.

RST 342 Seminar: Church Ministry (3)

Intended to help students develop an understanding of church ministry and explore select forms of ministry, including those of youth minister, director of religious education and teacher of religion. *Prerequisites: RST 112 and one 200-level course.* Requires approval of chairperson.

RST 443 Directed Field Experience (3)

Affords students an opportunity to observe, study, and work in a specific area of church ministry during the senior year. May involve local transportation and malpractice insurance for which the student is responsible. *Prerequisite: RST 340 or RST 342.*

RST 444 Senior Research (3)

Involves researching a selected topic and producing a paper under the guidance of a faculty director. Finished work to be discussed with a panel of Religious Studies faculty.

RST H478 Honors Thesis (3)

For students who are writing their honors theses in the area of religious studies. Requires approval of the chairperson and Honors Program director.

RST 499 Independent Study (3)

Involves student initiated, faculty directed study and research in accordance with University and department guidelines. Requires approval of chairperson.

RST H499 Independent Study (3)

For students who are active in the Honors Program. Involves student initiated, faculty directed study and research in accordance with University and department guidelines. Requires approval of the chairperson and Honors Program director.

Social Sciences

COLLEGE OF LIBERAL ARTS AND SCIENCES

DIVISION OF HUMANITIES AND SOCIAL SCIENCE



Alexander Vari, Ph.D., Chairperson
Joseph Cabrera, Ph.D., M.U.P.
*Edward Carolan, M.A.
Samantha Christiansen, Ph.D.
*Raymond J. Colleran, M.S.
*Joseph P. Donohue, M.A., M.S.W.
*Jack Donson, M.A.
*James Frutchey, M.A.
*Anthony Gach, M.S.
*Francis Hacken, M.S.
Margaret Gannon, IHM, Ph.D., C.M.F.C.
*Alisha Hoffman-Mirilovich, M.A.
Thomas M. Jackson, J.D., Ph.D., C.M.F.C.
*Delinda Jensen, M.A.
*Ben Josielevski, J.D.
*James F. Kanavy, M.A.
*Mark Lemoncelli, M.S.
*Joseph Mecca, M.S.
Brian Monahan, Ph.D.
*James Mulligan, J.D.
Kathleen P. Munley, Ph.D., C.M.F.C.
Jeremy Rich, Ph.D.
*John Saimbert, M.A.
Patrick Seffrin, Ph.D., Director, Criminal Justice
*Lawrence Walsh, M.S.
*Part-time

Goals

The social sciences comprise the disciplines of history, sociology, political science, economics, anthropology, geography, and the applied fields of criminal justice, elementary and secondary school history and social studies, public history, and pre-law. It is a bi-level department offering a Master of Science degree in Criminal Justice (see graduate catalog). The department's goals contribute to the undergraduate curricular purpose by enabling students to perceive the larger social, political, economic, and environmental contexts within which individual action is set. Knowledge of the dynamic processes underlying these contexts will lead students to

identify those points in their individual lives and careers where they can contribute responsibly to life in a diverse and interdependent world. The department provides courses for liberal arts education of all students and specialized courses in social science fields.

General Requirements - All Students

All students are required to complete two semester courses in history and one other course in the social sciences, selecting from Economics, Sociology, Political Science, Anthropology, Criminology, Psychology 211, or any other Social Science course.

Degree Requirements

	Major	Core	To Graduate
Comprehensive Social Science	54	46	126
Criminal Justice	63	46	126
History	51	40	126
History/Political Science	60	40	126
History/Political Science – Pre Law	66	40	126
History/Social Science Secondary Education	75	40	126
Sociology	54	46	126

Programs

The following majors leading to a Bachelor of Arts degree are available in the department:

1. Comprehensive Social Sciences
2. Criminal Justice
3. History
4. History/Political Science (with optional Pre-Law component for students interested in Law School)
5. History/Social Sciences, Secondary Education
6. Sociology

A fifth-year Master of Science degree and a traditional Master of Science degree are available in Criminal Justice.

Minors are available in:

1. Comprehensive Social Sciences
2. Criminal Justice
3. Forensics
4. Forensic Accounting
5. History
6. Political Science
7. Pre-Law
8. Public History
9. Sociology

The courses in the Social Sciences are designed to enable the student to: (a) acquire knowledge of major interpretations of the social sciences; (b) engage in the specific modes of inquiry of the social sciences and pursue purposeful, honest, and effective research; (c) participate effectively in discussion, exercising respect and critical thinking in analyzing opinions and tentativeness in formulating opinions and conclusions; (d) respond actively and effectively to the challenges of contemporary society, relating the study of social sciences to current affairs; and (e) empathize with human emotions and values and understand the cultural characteristics and accom-

plishments of diverse ethnic and religious groups, recognizing and appraising the values implicit in their specific orientation.

Students concentrating in the social sciences who meet the nationally established criteria may be invited to membership in Pi Gamma Mu, the National Social Sciences Honor Society, through its resident chapter on campus. Students majoring in History, History/Political Science, or History/Social Sciences: Secondary Education may be invited to membership in Phi Alpha Theta, the International Honor Society in History.

Undergraduate Requirements - Majors and Minors

Comprehensive Social Sciences and Sociology

The student who majors in Comprehensive Social Sciences or Sociology will:

1. acquire knowledge of major interpretations of the social sciences;
2. engage in the specific modes of inquiry of the social sciences and pursue purposeful, honest, and effective research;
3. participate effectively in discussion, exercising respect and critical thinking in analyzing opinions and tentativeness in formulating opinions and conclusions;
4. respond actively and effectively to the challenges of contemporary society, relating the study of social sciences to current affairs;
5. empathize with human emotions and values and understand the cultural characteristics and accomplishments of diverse ethnic and religious groups, recognizing and appraising the values implicit in their specific orientation.

Competency in the range of social science fields provides the individual with a background for graduate study and/or a variety of careers in contemporary society. A professional option in sociology prepares the student for a career in social service and/or further graduate study.

Upon completion of the program, the Bachelor of Arts degree is awarded with a major in Comprehensive Social Sciences along with a professional component, if chosen, in Sociology.

For graduation, students must have a minimum QPA of 2.33 in the major and a minimum overall QPA of 2.00.

All students enrolled in the Comprehensive Social Sciences Degree Program must take a common core of three courses (9 credits) as follows:

SSCI 351	Social Research (3)
SSCI 454	Computer Applications in Social Research (3)
SSCI 465	Coordinating Seminar in the Social Sciences (3)

All programs require 126 credits for graduation.

Comprehensive Social Sciences (General)(54 credits)

The following courses are required:

ECON 100	Basic Economics (3)
GEOG 210	Principles of Geography (3)
HIST 252	United States History to 1865 (3)
HIST 253	United States History Since 1865 (3)
HIST XXX	Developing World Elective (3)
PS 210	American Government and Politics (3)
PS XXX	Political Science Elective (3)
SOC 211	Introductory Sociology (3)
SOC 214	Social Problems (3)
SOC 218	Anthropology (3)

An additional 15 credits in Social Science electives are also required.

A copy of the complete curriculum is available upon request from the Social Sciences Department.

Sociology (54 credits)

A. 30 credits (10 courses) in Sociology:

SOC 211	Introductory Sociology (3)
SOC 214	Social Problems (3)
SOC 218	Anthropology (3)
SOC 318	Social Theory (3)
SOC 351	Social Research (3)
SOC 454	Computer Applications in Social Research (3)
SOC 460	Internship in Applied Sociology (3)
SOC 465	Senior Seminar in Sociology (3)

Two of the following:

SOC 215	Media and Society
SOC 303	Criminology
SOC 315	Studies in Urbanization

B. 12 Credits (4 courses) in electives from the following:

SOC 219	Drugs in American Society (3)
SOC 212	Violence and Peace (3)
SOC 304	The Social Networks of Crime, Health, and Society (3)
SOC 305	Social Movements, Collective Behavior and Disasters (3)
SOC 350	Medical Sociology (3)
SOC 399	Special Topics (3)
SOC 405	Deviant Behavior in Society (3)
SOC 410	Race, Crime & Poverty in America (3)
SOC 411	The Family (3)
SOC 499	Independent Study and Research (3)

C. 12 credits (4 courses) of cognate courses:

ECON 100	Basic Economics (3)
HIST 105	Ethnicity and Diversity (3)
PS 210	American Government and Politics (3)
PSYC 211	General Psychology (3)

A copy of the complete curriculum is available upon request from the Social Sciences Department.

Criminal Justice

The student who majors in Criminal Justice will:

1. acquire a working knowledge of American criminal justice institutions, including law enforcement, adjudication, and corrections;
2. engage in the formal modes of inquiry which are used to understand problems of crime and social control and engage in honest and effective research on these matters;
3. participate effectively in the discussion of contemporary issues in American criminal justice, exercising respect and critical thinking when analyzing the opinions of others and tentativeness when formulating one's own conclusions;
4. respond actively and effectively to the challenges confronting American criminal justice institutions relating the insights of the field to current issues;
5. empathize with the human condition of members of the criminal and public populations served by criminal justice institutions, displaying respect for and an understanding of the social and cultural characteristics of the diverse populations served.

The Criminal Justice major prepares the student for a career and/or graduate study in the field of criminal justice. For those who wish to enter the labor market upon completion of a bachelor's degree, the program provides excellent preparation

for careers in law enforcement, criminal investigation, corrections, and probation and parole. Internships with local, state and national criminal justice agencies are available to qualified majors providing specific preparation for future employment. For students who wish to pursue further education in criminal justice, the program offers advanced standing in the Marywood graduate program in Criminal Justice, permitting qualified students to complete a master's degree in Criminal Justice in their fifth year of study at the University.

Four-Year Degree Program in Criminal Justice (54 credits)

A. 27 credits (nine courses) in Criminal Justice:

CJ 100	Introduction to Criminal Justice (3)
CJ 220	Law Enforcement (3)
CJ 303	Criminology (3)
CJ 319	Criminal Law and Procedure (3)
CJ 351	Social Research (3)
CJ 433	The American Prison (3)
CJ 454	Computer Applications in Social Research (3)
CJ 460	Criminal Justice Internship (3)
CJ 465	Coordinating Seminar in Criminal Justice (3)

B. 15 credits (five courses) in electives from the following:

CJ 101	Shadow and Service (3)
CJ/BIOL 105	DNA Forensics (3) (may be taken to satisfy LA science requirement)
CJ 200	Introduction to the Legal System (3)
CJ 201	The Juvenile Justice System (3)
CJ 206	Community Corrections (3)
CJ 219	Drugs in American Society (3)
CJ 224	Criminal Investigation (3)
CJ 302	White Collar Crime (3)
CJ 322	Criminalistics and the Crime Lab (3)
CJ 330	Prosecuting Criminal Cases (3)
CJ 405	Deviant Behavior in Society (3)
CJ 410	Race, Crime and Poverty in America (3)
CJ 425	Children's Rights and Societal Responses (3)
PSYC 440	Forensic Psychology (3)
*CJ 503	Criminal Justice Administration (3)
*CJ 522	Criminology (3)
*CJ 544	Staff Supervision in Criminal Justice (3)
*CJ 576	Corrections (3)
SOC 411	The Family (3)

C. 12 credits (4 courses) of cognate courses:

ECON 100	Basic Economics (3)
PS 210	American Government and Politics (3)
PS 211	State and Local Government (3)
SOC 214	Social Problems (3)

*CJ 500 graduate electives. Up to 12 graduate credits may be taken by CJ undergraduate students who have been accepted into the five-year CJ Masters program in the fourth year (UG) of their program. These courses are also open to seniors enrolled in the regular four-year undergraduate program with QPA of 3.0 or better and the CJ Program Director's permission. For graduation, students must have a minimum QPA of 2.33 in the major and a minimum overall QPA of 2.00.

A copy of the complete curriculum is available upon request from the Social Sciences Department.

History/Social Sciences: Secondary Education

The History/Social Sciences: Secondary Education Program prepares students for a teaching career in secondary schools. The program has received national recognition from the National Council for Accreditation of Teacher Education, the premier national accrediting body for programs in education. In accord with the standards of the National Council for the Social Studies, students who major in History/Social Sciences: Secondary Education will acquire the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school levels for the study of the social sciences. These studies include:

1. culture and cultural diversity
2. time, continuity, and change
3. people, places, and environment
4. individual development and identity
5. individuals, groups, and institutions
6. power, authority, and governance
7. production, distribution, and consumption
8. science, technology, and society
9. global connections
10. civic ideals and practices.

Certification for the teaching of history at the secondary level is available through programs coordinated by the Social Sciences and Education Departments. The program requires a minimum of 126 credits for graduation. Students are also required to maintain a portfolio of their work in the required courses listed below and take the PRAXIS examinations required for certification to teach secondary social studies in Pennsylvania. Students are encouraged to become members of and participate in the activities of the Marywood chapter of the Pennsylvania Education Association and the National and Pennsylvania Councils for the Social Studies. See Marywood Department of Education for a description of admission and retention criteria and further course requirements.

Upon completion of the program, the bachelor of arts degree is awarded with a major in History/Social Science: Secondary Education.

Students desiring to pursue an education degree must have and maintain a minimum QPA of 3.00 in the major and a minimum overall QPA of 3.00.

History/Social Science: Secondary Education (75 Credits)

Forty-eight credits (16 courses) are required in the Social Sciences Department.

SOC 211	Introductory Sociology (3)
SOC 218	Anthropology (3)
PS 210	American Government and Politics (3)
PS 211	State and Local Government (3)
ECON 100	Basic Economics (3)
GEOG XXX	Elective (3)
HIST 100	Roots of the Modern World (3) (also fulfills a Liberal Arts core requirement in History)
HIST 101	Global History of the Twentieth Century (3) (also fulfills a Liberal Arts core requirement in History)
HIST 105	Ethnicity and Diversity in the Modern World (3)
HIST 252	U.S. History to 1865 (3)
HIST 253	U.S. History Since 1865 (3)
HIST 350	Ancient and Medieval World History (3)
HIST XXX	Modern Europe (3)
HIST XXX	Modern America (3)
HIST XXX	Modern Developing World (3)
SSCI 411	Curriculum and Methods in Secondary Social Studies (3)

Specific courses from the Department of Education (27 credits)	
EDUC 000	Field Experience (0)
EDUC 005D	Practicum IV Secondary/K-12 (1)
EDUC 100	Introduction to Education (.5)
EDUC 101	Introduction to Education (.5)
PSYC 252	Adolescent Psychology (3)
EDUC 311*	Educational Psychology (3)
SPED 100	Characteristics of Students with Disabilities (3)
SPED 300**	Curriculum Adaptations (3)
SPED 367*	Behavioral and Classroom Management (3)
EDUC 411A*	Effective Instruction in Secondary and K-12 Education (3)
EDUC 414*	Social Foundations of Education (3)
EDUC 442	Student Teaching (9)
EDUC 461*	Methods, Materials & Assessment of ELL (3)

*requires upper level screening

**taken with student teaching

A copy of the complete curriculum is available upon request from the Social Sciences Department.

History

The student who majors in History will:

1. acquire knowledge of history of the major global areas and of the major historical interpretations regarding those areas;
2. engage in modes of inquiry of history and pursue purposeful, honest, and effective research in the field of history;
3. participate effectively in discussion of historical issues, exercising respect and critical thinking in analyzing opinions and tentativeness in formulating opinions and conclusions;
4. analyze the cultural characteristics and accomplishments of diverse national, ethnic, and religious groups, recognizing and appraising the values implicit in their specific orientations;
5. analyze the impacts of economic and social forces on historical development of nations and world regions and on the global community;
6. relate historical knowledge to current affairs, responding to the challenges of contemporary society with well-informed effectiveness;
7. identify the influence of human emotions upon historical development and demonstrate empathy with the common aspirations of members of the human community.

For graduation, students must have a minimum QPA of 2.33 in the major and a minimum overall QPA of 2.00.

History Major Requirements (51 credits)

History Courses (42 credits)

A. Core (24 credits):

HIST 100	Roots of the Modern World (3) (also fulfills a Liberal Arts core requirement in History)
HIST 101	Global History of the Twentieth Century (3) (also fulfills a Liberal Arts core requirement in History)
HIST 105	Ethnicity and Diversity in the Modern World (3)
HIST 252	United States History to 1865 (3)
HIST 253	United States History since 1865 (3)
HIST XXX	Global history 100/200 level (3)

HIST 460A Seminar I (3)
HIST 460B Seminar II (3)

B. Electives (18 credits):

Select six history courses (18 credits) from 300 and 400 level history offerings, including at least one course in each of the following areas:

American
European
Developing World

Social Sciences Cognate Courses (9 credits)

SOC 211 Introductory Sociology (3)
ECON 100 Basic Economics (3)
PS 210 American Government and Politics (3)

Note: One of these courses is taken to fulfill the Liberals Arts, Category IV Social Sciences requirement.

Total Credits: 51 credits

Total Credits with Liberal Arts: 91 credits

Additional credits to fulfill University graduation requirement of at least 126 credits may be taken in open electives from any department.

A copy of the complete curriculum is available upon request from the Social Sciences Department.

History/Political Science

The student who majors in History/Political Science will:

1. acquire a working knowledge of the history and political systems of the major world areas and of the major historical and political interpretations regarding those areas;
2. engage in the modes of inquiry of history and political science and pursue purposeful, honest, and effective research in the fields of history and political science;
3. participate effectively in discussion of historical and political issues, exercising respect and critical thinking in analyzing opinions and tentativeness in formulating opinions and conclusions;
4. analyze the cultural characteristics and accomplishments of diverse national, ethnic, and religious groups, recognizing and appraising the values implicit in their specific orientations;
5. analyze the impacts of economic and social forces on political and historical development of nations and world areas and on the global community;
6. relate historical and political knowledge to current affairs, responding to the challenges of contemporary society with well-informed effectiveness;
7. identify the influence of human emotions upon historical development and demonstrate empathy with the common aspirations of members of the human community.

History/Political Science (66 credits)

30 credits (10 courses) in History

A. Core (24 credits):

HIST 100 Roots of the Modern World (3)
HIST 101 Global History of the Twentieth Century (3)
HIST 105 Ethnicity and Diversity in the Modern World (3)
HIST 252 United States History to 1865 (3)
HIST 253 United States History since 1865 (3)
HIST XXX Global history 100/200 level (3)

HIST 460A	Seminar I (3)
HIST 460B	Seminar II (3)

B. History Electives (6 credits):

At least 6 credits (2 courses) at 300/400 level, choosing from two of the following areas: American, European, or Developing World.

Twenty-one credits (7 courses) in Political Science

PS 210	American Government and Politics (3)
PS 211	State and Local Government (3)
PS 314A	American Political Thought I (3)
PS 314B	American Political Thought II (3)
PS 315	Constitutional Law I (3)
PS 316	Constitutional Law II (3)
PS 321	Voting, Elections, and Political Parties (3)
PS 325	The American Presidency (3)
PS 327	The United States and Contemporary Geopolitics (3)
PS 400	Comparative Governments (3)
PS 410	Special Topics in Government and Politics (3)
PS 425	Seminar (3)
PS 499	Independent Study (3)

C. Six credits (2 courses) in Social Sciences

ECON 100	Basic Economics (3)
SOC 211	Introduction to Sociology (3) (or another Sociology course)

D. Nine credits (3 courses) in Electives, from Social Sciences Departmental offerings.

Pre-Law Option

A Pre-Law Option is available to students majoring in History/Political Science/Pre-Law. Students should take the following two courses (6 credits). These courses are counted under the nine credits in electives, leaving the Pre-Law student one open elective to complete this area.:

A. Two courses (6 credits) in Pre-Law Options

PL 200	Introduction to Law (3)
PL 210	Legal Reasoning (3)

A copy of the complete curriculum is available upon request from the Social Sciences Department.

Retention in the program is based on the student's maintaining an overall minimum QPA of 2.00, as well as a QPA of 2.33 in the concentration area.

The John R. Lenahan, Sr. Esq. Scholarship Award for excellence in Pre-Law studies is awarded to a student who is either enrolled in the History/Political Science Pre-Law major of the Social Sciences Department or pursuing another University major and completing the Pre-Law option offered by the Department of Social Sciences with the intent of pursuing a career in law. The scholarship is awarded in either the fall or spring semester of the senior year at Marywood University.

Social Sciences Department Minors

The department offers 18-credit minors in Comprehensive Social Sciences, Criminal Justice, Forensics, Forensic Accounting, History, Public History, Political Science, Pre-Law, and Sociology.

To minor in Comprehensive Social Sciences a student must select six courses from the following:

ECON 100	Basic Economics (3)
HIST 100	Roots of the Modern World (3)
HIST 101	Global History of the Twentieth Century (3)
HIST 252	United States History to 1865 (3)
HIST 253	United States History Since 1865 (3)
HIST XXX	Developing World Elective (3)
PS 210	American Government (3)
PS 211	State and Local Government (3)
SOC 211	Introductory Sociology (3)
SOC 214	Social Problems (3)

To minor in Criminal Justice a student must complete:

CJ 100	General Criminal Justice (3)
CJ 220	Law Enforcement (3)
CJ 333	Criminology (3)
CJ 351	Social Research (3)
CJ 433	The American Prison (3)
CJ XXX	Elective (3)

To minor in Forensics a student must complete:

CJ 100	Introduction to Criminal Justice (3)
CJ/BIOL 105	Forensic Analytical Techniques (3)
CJ 220	Law Enforcement (3)
CJ 322	Criminalistics and the Crime Lab (3)
CJ 324	Criminal Investigation (3)
PSYC 440	Forensic Psychology (3)

To minor in Forensic Accounting a student must complete:

CJ 100	Introduction to Criminal Justice (3)
CJ 224	Criminal Investigation (3)
BUS 130	Introduction to Accounting (3)
BUS 331	Intermediate Accounting I (3)
BUS 332	Intermediate Accounting II (3)
BUS 433	Auditing Principles & Procedures (3)

To minor in History a student must complete:

HIST 100	Roots of the Modern World (3)
HIST 101	Global History of the Twentieth Century (3)
HIST 252	United States History to 1865 (3)
HIST 253	United States History Since 1865 (3)
HIST XXX	Developing World Elective (3)
HIST XXX	Elective (3)

To minor in Public History a student must complete:

PH 180	Introduction to Public History (3)
PH 281	Museum Studies (3)
PH 382	Theory in Public History (3)
PH 383	Digital Techniques in Public History (3)
PH 484	Archival Techniques and Grant Writing (3)
PH 485	Field Experience in Public History (3)

To minor in Political Science a student must complete six Political Science courses, including:

PS 210	American Government and Politics (recommended) (3)
PS 211	State and Local Government (3)
PS 314	American Political Thought (3)
PS 320	Voting, Elections, and Political Parties (3)
PS XXX	Electives (9)

To minor in Pre-Law a student must complete eighteen (18) credits which include:

PL 200	Introduction to Law (3)
PL 210	Legal Reasoning (3)
PS XXX	Electives (12)

To minor in Sociology a student must complete:

SOC 211	Introductory Sociology (3)
SOC 214	Social Problems (3)
SOC 351	Social Research (3)
SOC XXX	Three Electives (9)

Criminal Justice Courses (CJ)

CJ 100 Introduction to Criminal Justice (3)

All components of the criminal justice system are reviewed and their interrelationships assessed. Empirical descriptions and tests of effectiveness of the various segments of the system are covered.

CJ 101 Shadow and Service (3)

This course provides an opportunity to, first, shadow a criminal justice professional and, second, to serve the community from which criminal justice clientele are drawn. May be taken after or with CJ 100.

CJ 105 Forensic Analytical Techniques (3)

Outlines the general techniques in forensic analysis. Emphasis on sample collection and preservation, forensic terminology and procedure, and analytical techniques and theory. The student will perform several forensic and analytical laboratory techniques. Lecture and practical laboratory experience.

CJ 200 Introduction to the Legal System (3)

Provides an overview of the basic areas of law and mechanics of legal research. The case study method is used.

CJ 201 The Juvenile Justice Subsystem (3)

The legal history of the development of a separate criminal justice system for juveniles through English common law to the present. The role of juveniles as a subcomponent of the larger criminal justice system. Particular attention is given to the problem of interfacing the juvenile system with the overall system.

CJ 206 Community Corrections (3)

Origins of the probation system are considered. Current standards are reviewed and assessed at federal, state, and local levels, as well as standards for parole and aftercare.

CJ 212 Violence and Peace (3)

Explores the nature and scope of human violence today and in our distant past; identifies mechanisms that promote peace. Topics include war, genocide, terrorism, and domestic violence.

CJ 219 Drugs in American Society (3)

Considers the causes and consequences of recreational use and misuse of psychoactive substances: narcotics, alcohol, psychedelics, and "club drugs". Analyzes current legal/correctional and treatment approaches to America's problem with drugs in comparative, historical, and cross-cultural perspectives.

CJ 220 Law Enforcement (3)

An introduction to major trends and issues in law enforcement. The course includes such topics as the history of police organizations, their contemporary operation, the legal framework in which they operate, police behavior, and police-community relations.

CJ 224 Criminal Investigation (3)

An introduction to the field of criminal investigation, this course describes for a broad array of crimes how to document a crime scene, identify and collect evidence,

and interview and arrest suspects. Important court cases will be reviewed throughout the semester.

CJ 302 White Collar Crime (3)

This course examines white collar crime. Typically, these are fraudulent acts committed within commercial situations by individuals or corporations for financial gain—e.g., bribery, computer and internet fraud, embezzlement, environmental crime, money laundering, tax evasion. The causes and consequences of such criminal conduct are examined, as well as efforts by criminal justice agencies to control it. Specific cases will be examined.

CJ 303 Criminology (3)

Focuses on crime and delinquency as a major social problem in the United States. Evaluates theories of crime and delinquency in terms of current evidence for their support.

CJ 304 The Social Networks of Crime, Health and Society (3)

This class examines how social networks can be used to understand crime, health, and other factors in society. Students explore the social networks of mobs, drug cartels, and terrorists organizations. Other topics include how diseases travel through interaction networks and how social networks are used in business and music to produce fads, trends, and viral “hits.”

CJ 319 Criminal Law and Procedure (3)

Introduces the criminal justice system and the study of law dealing with criminal offenses.

CJ 322 Criminalistics and the Crime Lab (3)

This course provides a non-technical introduction to the uses of forensic science in crime scene investigation. Topics include such crime lab procedures as: microscopic analysis of hair, fiber and paint, forensic toxicology, forensic investigation of fire and explosion scenes, as well as the analysis of DNA, fingerprints, firearms, tool marks, documents, vocal records, and internet use.

CJ 330 Prosecuting Criminal Cases (3)

This course examines the process of prosecuting criminal offenders. It includes a consideration of the common legal requirements and the manner in which prosecutor, defense attorney, and other court officials together determine the outcome for arrested men and women.

CJ 351 Social Research (3)

Focuses on principles of methodology and techniques of research, the relationship between theory and research design, concept formation, measurement, data collection, and data analysis. *Prerequisite: MATH 216.*

CJ 360 Problem-Oriented Policing (3)

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

CJ 405 Deviant Behavior in Society (3)

Examines deviant behavior as a major phenomenon in modern society. Considers functions and dysfunctions of deviance in society. Gives particular emphasis to the process whereby individuals learn deviant lifestyles and support and justify these lifestyles within social groups.

CJ 410 Race, Crime and Poverty (3)

This course examines the relationships among minority status, crime and poverty. The effects of family structure, weak formal and informal social controls, restricted opportunities (including education and employment), and substance abuse on crime

are examined. The mutual responses of the criminal justice system and minority status to each other are also examined.

CJ 425 Children's Rights and Societal Responses (3)

Introduces the student to policies and services designed to meet a range of needs and problems experienced by children and their families. Specific areas of analysis include child abuse and neglect, juvenile justice, foster care, adoptions, and institutional vis-a-vis community strategies in response to particular problems and advocacy.

CJ 433 The American Prison (3)

This course focuses upon the role of the prison in corrections. It reviews the historical development of the prison, major features of inmate culture(s), the structure of staff/prisoner relationships, and its 'success' as a site of reform and resocialization. Special topics may include cross-cultural comparisons, prison violence (including riots), prisoner health care (including AIDS, substance abuse, pregnancy, etc.), and the structure of careers in corrections.

CJ 454 Computer Applications in Social Research (3)

The structure of data files is described and the commands required to generate descriptive statistics, frequency distributions, cross tabulations, correlations, and several multivariate statistical procedures are reviewed. Prior experience with computers is not required. *Prerequisite: CJ/SOC/SSCI 351.*

CJ 460 Criminal Justice Internship (3)

Placement in a federal, state or local criminal justice agency for at least 120 hours. Students must maintain a field diary and complete a paper integrating their course and field work. *Prerequisite: at least seven prior courses in criminal justice.*

CJ 465 Senior Seminar in Criminal Justice (3)

Interdisciplinary seminar in the social sciences with special emphasis on the presentations of student research projects in the area of criminal justice. *Prerequisite: CJ/SOC/SSCI 454.*

CJ 470 Special Topics in Criminal Justice (3)

Examination of current trends and issues affecting the operation and management of the criminal and juvenile justice system.

CJ 499 Independent Study and Research (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Economics Courses (ECON)

ECON 100 Basic Economics (3)

Presents a one-term survey of modern economics and economic systems, emphasizing major concepts of economics illustrated by the examination of current economic problems and policies.

ECON 101 Principles of Economics I (3)

Introduces principles of economic theory as applied to the aggregate economy (macroeconomics); compares the United States economy to other economic systems; evaluates the performance of the United States economy and of institutions within that economy; applies fiscal policy and monetary policy to resolve current economic problems; analyzes trade and finance among nations; analyzes externalities such as pollution.

ECON 102 Principles of Economics II (3)

Offers theoretical and empirical evaluation of market power with respect to prices, production, and employment in specific industries (microeconomics); examines the distribution of income and pricing of economic resources; explores the evolutionary forms for economics in the future.

ECON 300 American Economic History (3)

Studies the history of the United States economic development from the colonial period to the present. Cross-listed with HIST 300.

ECON 499 Independent Study and Research (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Geography Courses (GEOG)**GEOG 210 Principles of Geography (3)**

Presents study and unification of a number of earth sciences that give general insight into the nature of the environment. Focuses on concepts of geographic thought, tools of geography, map structure, population patterns, space relationships, and modern problems of geography.

History Courses (HIST)**HIST 100 Roots of the Modern World (3)**

Studies the pivotal events and achievements of humankind, stressing the period from the Enlightenment to World War I and relating them to life in contemporary times.

HIST 101 Global History of the Twentieth Century (3)

Analyzes major events and influences in this century, interpreting the decline of European hegemony, the rise of new world powers, and the emergence of the developing world. (global)

HIST 105 Ethnicity and Diversity in the Modern World (3)

Socio-historical analysis of racial, ethnic, and other (gender, age, sexual orientation) diverse groups, with special emphasis on American ethnic group members and their origins. (global)

HIST 110 Global Resources and Scarcities (3)

Presents historical and ecological perspectives on humankind's common heritage of resources and the use of them. Analyzes contrasting interpretations of past and present experiences and competing solutions for the future. (global)

HIST 120 Perspectives on the Pursuit of Peace (3)

Presents interdisciplinary analysis of the historical, sociological, and philosophical perspectives on the pursuit of peace throughout the centuries. Places emphasis on twentieth century approaches to peace, such as nonviolent resistance, restorative justice, and international cooperation. (global)

HIST 207 Survey of the Developing World (3)

Analyzes history of relations between developed and developing world countries, presenting characteristics and causes of underdevelopment. Discusses various solutions to international poverty and underdevelopment. Examines the impact of power politics, ideology, and industrial and financial interests. (global)

HIST 220 Hunger in the Twenty-first Century (3)

Analyzes the history of efforts to maintain food supply and to overcome the threat of famine and malnutrition, especially in the twentieth century. (global)

HIST 230 Women in the Developing World (3)

Examines the historical position of women in the developing world and their roles in their nations today. Special attention given to their economic activities in agriculture, marketing, and manufacturing and to their changing social and political roles. Approaches will be explored for enhancing women in development and the development of women. (global)

HIST 250 Women in the East and West (3)

Students will compare and contrast the experiences of women in China and Japan

with those of women in western Europe in the eighteenth through twentieth centuries. The historical and cultural influences upon women's lives will be explored. (global)

HIST 252 United States History To 1865 (3)

Studies major events in the growth and development of the United States of America, from the colonial period to the Civil War.

HIST 253 United States History Since 1865 (3)

Studies major events in the growth and development of the United States, from the mid-nineteenth century to the present.

HIST 300 American Economic History (3)

Studies the history of the United States economic development from the colonial period to the present. (Cross-listed with ECON 300.)

HIST 310 Pennsylvania History and Government (3)

Explores the history and government of the Commonwealth of Pennsylvania from the founding of the colony by Penn to present day. Includes economic, political, social, and cultural developments that have shaped its history and affected American history.

HIST 313 Urban History (3) (crosslisted with ARCH 313)

Building on case studies from the time of the Renaissance to the present, the course examines the links between industrialization, urbanization, and urban planning from a comparative perspective.

HIST 314 American Political Thought (3)

This course examines five key turning points in American history and considers the competing perspectives on the role of government in American society. Also studied is a comparative perspective that places American thought in the context of the Western political tradition.

HIST 320A American Foreign Policy Since 1945 (3)

Studies the development of America's foreign policy from the ending of World War II to the present, with consideration of U.S. Cold War policy, Korea, Vietnam, nuclear development, ending of Communism as a world threat, and the emergence of post Cold War diplomacy for the twenty-first century. (global)

HIST 320B Womanhood in America (3)

A comprehensive study of the history of women in the United States from the Colonial period to the present. Explores the development of the concept of gender in American society and its influence and importance. Studies the emergence of women's rights groups and the reactions of Americans to the feminist crusaders, and evaluates the achievements of the women's movement to the present.

HIST 320C Native Americans in Literature and History (3)

Taught in conjunction with the English Department, using an interdisciplinary approach, this course focuses on the history and culture of Native Americans and their relationship over time with the United States government and other Americans. It includes readings from Native Americans of the past and contemporary writers and authors, and discussion of Native American thought and culture as expressed through this literature.

HIST 320D Modern America Since 1945 (3)

Studies the economic, political, social, and cultural development of the United States from 1945 to the present and focuses on the growing importance of the post World War II nation as a global power, industrially and militarily, and internal developments relative to minorities, reforms, social/cultural issues, and politics.

HIST 320E African Americans in History and Literature (3)

This course will treat the experiences of African American people in the United States as they are revealed in historical documents and literary works. It may be taken to fulfill either English or History requirements.

HIST 320F Post-Modern America in History and Literature (3)

A study of post-modern America (1963-1989) that explores American identity in the late twentieth century through history and literature. An interdisciplinary course that may be taken for either History or English credit (ENGL 355).

HIST 320G American Sport History:**A Social and Cultural History of the United States (3)**

American Sport History explores the importance of sport in the unfolding history of this nation from the colonial period to the present. It will examine the development of athletic activities and analyze the relationship between sports and social institutions, political and economic structures, geography, and group and individual behavior.

HIST 320H The American Presidency (3)

Examines the nature of presidential power; considers the historical development of the office in the context of the relation of presidential elections to the process of governing. Current issues will be considered from the vantage point of the resources available to the presidency for leadership.

HIST 320I Social and Cultural History of the United States (3)

Focuses on the social and intellectual history of the United States with emphasis on the special qualities of American culture. Explores such areas as: religion, art, literature, music, economics, and politics.

HIST 320 J Crime and Punishment: A Historical and Comparative Study (3)

A comparative study of crime and punishment in a historical context. Focus is on the nature of crime, causes of crime, traditions, and policies designed to punish offenders. (global)

HIST 350 Ancient and Medieval World History (3)

General survey of the civilizations of the ancient and medieval worlds, emphasizing their unique contributions to humankind. Required of secondary education majors seeking social science certification.

HIST 420A Europe in the Twentieth Century (3)

Studies the major forces at work in the development of Europe in the current century and the events resulting from those forces. Proceeds from the emergence of modern Europe in 1871 to the present.

HIST 420B History of Modern Russia (3)

Studies the main lines of development of Russia and the Commonwealth of Independent Republics since the 1917 Bolshevik Revolution. Examines both continuity and change from Tsarist Russia to the present system. Gives attention to political change and to the transformations that have occurred in the economy, religion, literature, and other arts particularly since the Gorbachev revolution.

HIST 420C From Empire to Commonwealth (3)

An examination of the imperial history of Great Britain from the seventeenth to the twentieth century, and the development of the Commonwealth relationship of independent nations during the twentieth century. (global)

HIST 420D History of Eastern Europe (3)

This course focuses on the political, social, economic and cultural developments that have shaped the history of Eastern Europe from the Enlightenment to the present. Special attention will be given to the history of the Habsburg Empire and that of the independent states which emerged in the region after 1918.

HIST 420E Totalitarian Regimes in Europe, 1917-1945 (3)

This course covers the rise of totalitarian regimes in Germany, the Soviet Union, Italy and Spain, with special emphasis on the causes that led to the rise of Fascism, Nazism and Communism.

HIST 420F Democracy and Dictatorship: Europe 1945-1989 (3)

The course covers the history of Europe's division in two antithetical political systems and the political, economic, and cultural interactions between them during the Cold War.

HIST 440 Modern History of Latin America (3)

This course will analyze the historical, political, social, and economic roots of twentieth and twenty-first century Latin America. Attention will focus on the opportunities and challenges facing the region as a whole as well as the circumstances of selected leading nations of the region. (global)

HIST 443 Contemporary History of Africa (3)

Presents a general survey of the history of Africa from the nineteenth century to the present, emphasizing the development of social, economic, and political institutions of African nations. (global)

HIST 454 Contemporary History of the Middle East (3)

Focuses on the social, economic, and political development of the Middle East from the nineteenth century to the present. Studies modern states of the Middle East. Discusses the effects of tradition and of Westernization on the social and political structures of the region. (global)

HIST 460A,B Seminars in History (6)

These are the capstone courses in the History Program. They are designed to integrate the objectives of the History Program in a course of study that is global in focus and combines work in the Western world and in the developing world. These seminars are required of all History majors at the junior and senior levels of their course of study. They are also open to history majors and others who have completed basic history courses at the 100, 200, and 300-400 levels, subject to the approval of the Chairperson of the Department of Social Sciences.

HIST 499 Independent Study and Research (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Public History Courses (PH)**PH 180 Introduction to Public History (3)**

Examines the origins and objectives of public history as a philosophy of history, providing an overview to the historian's work in museums, historical societies, archives, historic preservation, the federal government, and other organizations in the public sphere.

PH 281 Museum Studies (3)

Introduces students to public history techniques. Instructor will focus on museum studies, historical preservation, and exhibit design.

PH 382 Techniques in Public History: Basic Principles (3)

Examines basic principles of public history with focus on public memory, commemoration, and interpretation.

PH 383 Digital Techniques in Public History (3)

Examines leading digital history works of scholarship, explores theories of narrative in hypertext, and develops models of digital scholarship. Students will be expected to conduct research around selected topics in history, and focus their work on the creation of a digital project, incorporating documentary film and oral history.

PH 484 Archival Techniques and Grant Writing (3)

Provides students with the basic archival and research skills of a public historian, specifically the use of material culture, genealogy, census data, print culture, and

landscape, as well as the necessary grant writing and fundraising background needed to complete public history projects.

PH 485 Field Experience in Public History (3)

Provides students with a variety of hands-on experiences in Public History at local museums, libraries, and other historical agencies. Activities will involve 100 hours of experience in four professional locations.

Political Science Courses (PS)

PS 210 American Government and Politics (3)

Deals with the constitutional basis of the American system, the structure and function of this system, and the role of the people and political parties in its operation.

PS 211 State and Local Government (3)

Examines the interrelationship between the state government and its political subdivisions, thoroughly analyzing the function, structure, and the operation of each. Special focus on the history and government of Pennsylvania.

PS 312 International Relations (3)

Studies terms, theories, issues, events, and policies that are inherent in the international relations between and amongst nations. *Prerequisite: PS 210.*

PS 314 American Political Thought (3)

The course examines key turning points in American history and considers the competing perspectives on the role of government in American society. Also, a comparative perspective is studied that places American thought in the context of the Western political tradition. *Prerequisite: PS 210.*

PS 315 Constitutional Law I (3)

As the first of a two-semester sequence in United States Constitutional Law, deals with Supreme Court decisions on separation of powers, federalism, and powers of Congress and the president. Gives particular emphasis to the court's interpretation of the contract clause, state and federal exercise of the commerce power and other provisions of the main body of the Constitution. *Prerequisite: PS 210.*

PS 316 Constitutional Law II (3)

As the second part of a two-semester sequence on United States Constitutional Law, deals with the Supreme Court's interpretation of the substantive rights of the First Amendment to the Constitution: speech, press, petition, assembly, and religion. Also emphasizes the rights of persons accused of crime, as outlined in the Fourth, Fifth, Sixth, and Fourteenth Amendments. Deals with minority rights, as protected under the Fifth and Fourteenth Amendments. *Prerequisite: PS 210.*

PS 319 Criminal Law and Procedure (3)

Introduces the criminal justice system and the study of law and procedures dealing with criminal offenses. *Prerequisite: PS 210.*

PS 321 Voting, Elections, and Political Parties (3)

Considers determinants of individual voting behavior as well as historical and contemporary partisan preferences of the electorate and their impact on public policy making. *Prerequisite: PS 210.*

PS 325 The American Presidency (3)

Examines the nature of presidential power; considers the historical development of the office in the context of the relation of presidential elections to the process of governing. Current issues will be considered from the vantage point of the resources available to the presidency for leadership. *Prerequisite: PS 210.*

PS 327 The United States and Contemporary Geopolitics (3)

This course focuses on competing views of the U.S. role in the contemporary world and its affairs. *Prerequisite: PS 210.*

PS 350 International Security Studies (3)

This course is an in-depth study of the global security environment, with particular attention given to theories seeking to explain occurrences of interstate conflict. Consideration will be given to such factors as global and regional military balances, strategic and conventional weapons, proliferation, resource scarcity, and the problem of terrorism.

PS 351 Ethics and Issues of Global Politics (3)

This course will address some of the challenging issues that the global community faces as it seeks to adjust to the emerging international reality of the twenty-first century. It will examine, from the perspective of a morally informed debate and dialogue, the choices that confront the international community as it struggles to deal with such issues as: religion and identity, international migration and refugees, humanitarian intervention, human rights and the use of force. Case studies will be used to illuminate and apply moral norms to these and other issues and problems in international relations.

PS 400 Comparative Government (3)

This course studies selected countries in Europe, the Middle East, Africa, Asia, and Latin America and their patterns of political organization and behavior with particular attention to governmental institutions, political parties, elections, and political participation, as well as the influence of social and cultural factors on their respective governments.

PS 410 Special Topics in Political Science (3)

This course focuses on selected topical areas of importance to political science and includes student-driven initiatives, independent studies, off-campus and study abroad experiences and internships.

PS 425 Seminar in American Government (3)

This capstone course will bring together contemporary topics as they relate to the health of the American republic, including presidential powers, civil liberties, and the state of the political culture. *Prerequisites: PS 210, PS 314, PS 327.*

PS 499 Independent Study and Research (3)

Involves faculty directed, student initiated study, and research on a topic relevant to student interest.

Pre-Law Courses (PL)

The two course Pre-Law sequence is designed to acquaint students with law school's Socratic method. The study of law is presented as a practical application of the skills developed by a liberal arts curriculum.

PL 200 Introduction to Law (3)

Provides an overview of the basic areas of law and mechanics of legal research. The case study method is used.

PL 210 Legal Reasoning (3)

Focus is on the analytical methods courts use to solve legal problems. The interaction of these methods and legal research is demonstrated. *Prerequisite: PL 200.*

Sociology Courses (SOC)**SOC 211 Introductory Sociology (3)**

Introduces fundamental sociological concepts and interpretations of human behavior. Explores the social dimensions of culture, social structure, and the relationship of human personality to society. Includes the topics of childhood socialization, sex roles, deviance, social classes, social institutions, and social change.

SOC 212 Violence and Peace (3)

Explores the nature and scope of human violence today and in our distant past; identifies mechanisms that promote peace. Topics include war, genocide, terrorism, and domestic violence.

SOC 214 Social Problems (3)

Considers the causes, consequences, and “social construction” of various social problems in the U.S.: inequalities of race, class, gender, crime in the streets and suites; drug use and sexual deviance; and global issues of environmental destruction and political/religious terrorism.

SOC 215 Media and Society (3)

Examines the powerful role played by the media in American and world societies. Topics include the economic and social organization of the media industry, historical and contemporary trends in the production and consumption of mass media, and the connections between media and public perception.

SOC 218 Anthropology (3)

Introduces the discipline of anthropology and its subfields. Gives major attention to human evolution and the social and cultural characteristics of non-industrial societies. Emphasizes the diversity of human sociocultural responses to a shared experience.

SOC 219 Drugs in American Society (3)

Considers the causes and consequences of recreational use and misuse of psychoactive substances: narcotics, alcohol, psychedelics, and “club drugs.” Analyzes current legal/correctional and treatment approaches to America’s problem with drugs in comparative, historical, and cross-cultural perspectives.

SOC 303 Criminology (3)

Focuses on crime and delinquency as a major social problem in the United States. Evaluates theories of crime and delinquency in terms of current evidence for their support.

SOC 304 The Social Networks of Crime, Health, and Society (3)

This class examines how social networks can be used to understand crime, health, and other factors in society. Students explore the social networks of mobs, drug cartels, and terrorist organizations. Other topics include how diseases travel through interaction networks and how social networks are used in business and music to produce fads, trends, and viral “hits.”

SOC 305 Social Movements, Collective Behavior, and Disasters (3)

This course provides an overview of theory and research on social movements, with an emphasis on the 20th century to the present day. Topics include the social and structural dimensions of movement activity and the processes of interaction, mobilization, and communications that shape collective action in a variety of social settings.

SOC 315 Studies in Urbanization (3)

Examines the worldwide process of urbanization and critically analyzes its impact on human beings and their institutions.

SOC 318 Social Theory (3)

Examines the ideas that have been important in the development of sociology as a modern science. Through readings from both primary and secondary sources, provides insight into the creation of social theory.

SOC 350 Medical Sociology (3)

Examines American health care institutions. Studies social definitions of disease and health, the nature of patient and caregiver roles, and the organization of health care delivery systems. May include the topics of access to primary care among the poor and physician responses to incurable disease.

SOC 351 Social Research (3)

Focuses on principles of methodology and techniques of research; the relationship between theory and research design; concept formation, measurement, data collection, and data analysis. *Prerequisite: MATH 216.*

SOC 400 Aging and Society (3)

The study of aging in American society. Considers the biology of aging, the psychology of aging, sexuality and aging, friendship and family relationships, changes in status and power. Particular attention is given to the development and management of long term care centers.

SOC 402 Dying and Death in American Society (3)

Introduces thanatology, the study of dying and death, from a psychological and sociological perspective. Considers American attitudes toward death with particular emphasis on the development of the hospice movement as an aspect of the health care system in America.

SOC 405 Deviant Behavior in Society (3)

Examines deviant behavior as a major phenomenon in modern society. Considers functions and dysfunctions of deviance in society. Gives particular emphasis to the process whereby individuals learn deviant lifestyles and support and justify these lifestyles within social groups.

SOC 410 Race, Crime and Poverty (3)

This course examines the relationships among minority status, crime and poverty. The effects of family structure, weak formal and informal social controls, restricted opportunities (including education and employment), and substance abuse on crime are examined. The mutual responses of the criminal justice system and minority status to each other are also examined.

SOC 411 The Family (3)

Examines the family as a social institution—its composition, organization, duration and functions in contemporary America. Involves cross-cultural and multigenerational analyses.

SOC 413 Ethnic Pride and Protest (3)

Analyzes the social organization of a multiracial and ethnically diverse society, the cultural and political problems in racial and ethnic relations, and the internal organization of minority communities in different settings.

SOC 419 Studies in Class, Status, and Power (3)

Examines the distribution of wealth, power, and prestige in human societies and the impact of that distribution on individual lives and social processes. Pays special attention to social class in America, including the problems of underprivileged Americans.

SOC 425 Religion in Social Context (3)

Explores the social dimensions of religious belief, religious group structures, and the social characteristics of communities of coreligionists. Draws upon nineteenth and twentieth century sociological theories of religiosity, secularization, and religious change to understand religion in contemporary industrial societies, especially that of the United States.

SOC 433 The American Prison (3)

This course focuses upon the role of the prison in corrections. It reviews the historical development of the prison, major features of inmate culture(s), the structure of staff/prisoner relationships, and its “success” as a site of reform and resocialization. Special topics may include cross-cultural comparisons, prison violence (including riots), prisoner health care (including AIDS, substance abuse, pregnancy, etc.), and the structure of careers in corrections.

SOC 454 Computer Applications in Social Research (3)

The structure of data files is described and the commands required to generate descriptive statistics, frequency distributions, cross tabulations, correlations, and several multivariate statistical procedures are reviewed. Prior experience with computers is not required. *Prerequisite: CJ/SOC/SSCI 351.*

SOC 460 Internship in Applied Sociology (3)

Involves the student in a field experience in a community, organizational, or industrial setting. Through this experiential setting, gives opportunity to integrate and apply classroom based materials.

SOC 465 Senior Seminar in Sociology (3)

Interdisciplinary seminar in the social sciences with special emphasis on the presentations of student research projects in the area of sociology. *Prerequisite CJ/SOC/SSCI 454.*

SOC 499 Independent Study and Research (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Social Sciences Courses (SSCI)**SSCI 201 Introduction to Social Sciences (3)**

Designed to give students basic information in several social science disciplines. Introduces the perspective and methodology of the social sciences. Focuses on changes taking place in contemporary society. (interdisciplinary)

SSCI 351 Social Research (3)

Focuses on principles of methodology and techniques of research, the relationship between theory and research design, concept formation, measurement, data collection, and data analysis. *Prerequisite: MATH 216.*

SSCI 411 Curriculum and Methods in Secondary Social Studies (3)

Introduces contemporary theories and approaches to teaching of social studies at the secondary level.

SSCI 425 Children's Rights and Societal Responses (3)

Analyzes policies and services designed to meet a range of needs and problems experienced by children and their families. Specific areas of analysis include child abuse and neglect; juvenile justice; homelessness; foster care; adoptions; institutional vis-a-vis community strategies in response to particular problems; impacts of prejudice/discrimination on minority groups, children, and families; advocacy, and social change.

SSCI 430 Aging: Issues and Perspectives (3)

Examines the biological, psychological, social, and cultural dimensions of aging. Analyzes roles and relationships of older persons and systems that make up their environment (e.g., family, friends, neighborhood, etc.). The contemporary continuum of care in the context of a strengths-based approach is explored. The course also focuses on ageism, stereotyping, advocacy, and social policy change. (Also listed as HSA 430 and SW 430.)

SSCI 454 Computer Applications in Social Research (3)

The structure of data files is described and the commands required to generate descriptive statistics, frequency distributions, cross tabulations, correlations, and several multivariate statistical procedures are reviewed. *Prerequisite: CJ/SOC/SSCI 351.*

SSCI 465 Coordinating Seminar in Social Sciences (3)

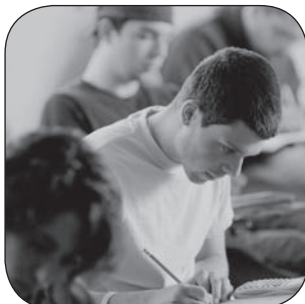
Interdisciplinary seminar in the social sciences with special emphasis on the presentations of student research projects. *Prerequisite: CJ/SOC/SSCI 454.*

SSCI 499 Independent Study and Research (3)

Involves faculty directed, student initiated study and research on a topic relevant to student interest.

Mathematical Sciences

COLLEGE OF LIBERAL ARTS AND SCIENCES
DIVISION OF MATHEMATICS AND SCIENCES



Chaogui Zhang, Ph.D., Chairperson

Dhanapati Adhikari, Ph.D.

Craig M. Johnson, Ph.D.

Thomas F. Kent, Ph.D.

*Jill Juka, M.S.

*Carol Laboranti, M.S.

*Randall Moser, M.S.

*William Pethick, M.A.

*Anthony Pusateri, M.S.

*Part-time

Goals

An essential preparation for living responsibly in a world increasingly dependent on quantitative methods in decision-making is familiarity with the mathematical sciences. Courses offered in fulfillment of the core curriculum mathematics requirement are designed to enable the student to apply mathematics in solving problems related to contemporary issues.

Mathematics — Students in this program will:

1. develop attitudes of mind and analytical skills required for the efficient use and understanding of mathematics;
2. be able to abstract from the particular to the general and understand how to construct a proof of a mathematical statement.
3. be able to build mathematical models of real world situations;
4. have competency in the use of computers as a tool in mathematical problem-solving;
5. be able to work independently on problems in mathematics;
6. have an understanding of the origin and historical development of basic mathematical concepts.

Math/Secondary Education — In addition to the goals of Mathematics majors above, students in this program will:

1. know and understand mathematics substantially beyond that which they may be expected to teach;
2. be able to relate that mathematics to the world of the student;
3. be able to make the pupil aware of the role of mathematics in our culture and of the relationship between mathematics and the natural and social sciences;

4. be able to plan and implement a program of learning in mathematics for students of varying backgrounds and abilities;
5. be able to evaluate the learning process through a variety of methods and set up an environment conducive to learning;
6. recognize learning disabilities and know the appropriate measures to take in such cases.

General Requirements — All Students

All students must complete at least one course in Mathematics. Courses designed to satisfy this requirement are MATH 110, 120, 201, 202, 216.

Degree Requirements

	Major	Core	Electives	To Graduate
Mathematics	48	43/46	35	126
Mathematics/Secondary Educ.	44 + 35	43/46	4	126

Curriculum Requirements — Majors and Minors

B.S. Mathematics or Mathematics/Secondary Education

I. (28 credits) All courses in this list:

CS 142	Programming in C++ (3)
MATH 201	Calculus with Analytic Geometry I (3)
MATH 202	Calculus with Analytic Geometry II (3)
MATH 203	Calculus with Analytic Geometry III (3)
MATH 204	Calculus with Analytic Geometry IV (3)
MATH 220	Introduction to Probability and Statistics (3)
OR	
MATH 216	Statistics for the Behavioral Sciences (3)
MATH 271	Transition to Advanced Mathematics (3)
MATH 321	Abstract Algebra (3)
MATH 322, 322L	Linear Algebra (3)
MATH 495	Senior Seminar (1)

II. Cognate requirement (4 or 8 credits): (Satisfies Category III of the Core Requirements) Math/Secondary Ed majors must take PHYS 303 and PHYS 303L. Mathematics majors must take PHYS 303, 304 and PHYS 303L, 304L.

List A (6 credits) Mathematics majors must choose two courses from this list. Math/Secondary Ed majors must take MATH 323 and 324.

CS 314	Mathematical Modeling (3)
MATH 323	Theory of Numbers (3)
MATH 324	College Geometry (3)
MATH 420	Discrete Mathematics (3)
MATH 456	Mathematical Statistics (3)

List B (6 credits) Mathematics majors must choose two courses from this list. Math/Secondary Ed majors need no courses from this list but must take MATH 219 and MATH 411B.

MATH 311	Differential Equations (3)
MATH 425	Topology (3)
MATH 430	Real Analysis (3)
MATH 440	Complex Variables (3)

Education Requirements for Math/Secondary Ed (35 credits):

EDUC 000	Field Experience (every semester) (0)
EDUC 005D	Practicum IV Secondary/K-12 (1)

EDUC 100, 101	Introduction to Education (.5,.5)
PSYC 252	Adolescent Psychology (3)
*EDUC 311	Educational Psychology (3)
*EDUC 411A	Effective Instruction in Secondary and K-12 Education (3)
*EDUC 414	Social Foundations of Education (3)
EDUC 442L	Student Teaching (9)
SPED 100	Characteristics of Students with Disabilities (3)
**SPED 300	Curriculum Adaptations (3)
*SPED 367	Behavior and Classroom Management (3)
EDUC 461	Methods, Materials, and Assessment of ELL (3)

*requires upper level screening

**taken with student teaching

Students should consult the Education Department for a description of admission and retention criteria.

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

Minors

Mathematics Minor

A student may elect to minor in Mathematics by completing 18 credits in the department. A maximum of one course may be at the 100 level and a minimum of one course must be at the 300 level or above.

Computer Science Minor

A student may elect to minor in Computer Science by completing six courses (18 credits) from the following two lists. Each course in both lists is three credits. At least three courses must be taken from List A.

A. Department of Mathematical Sciences

CS 142	Programming in C++
CS 241	Machine Language with Assembler
CS 245	Computer Data Structures (3)
CS 341	Analysis of Algorithms
CS 344	Operating System Principles
MATH 420	Discrete Mathematics
CS 463	Numerical Methods

B. Department of Business and Managerial Science

BUS 207	JAVA++
BUS 303	Database Management Systems
BUS 304	System Analysis and Design
BUS 305	Computer Networks and Data Communications
BUS 307	Web Application Development
BUS 400	Operating Systems
BUS 401	Visual Basic
BUS 405	Advanced Applications Development: COBOL

Astronomy Minor

A student may elect to minor in Astronomy by completing these six courses (19 credits). Each course is 3 credits except PHYS 303, 303L, which is 4 credits (3 + 1).

MATH 115 or 170 or 201	Precalculus or Calculus (3)
MATH 216	Statistics (3)
PHYS 112	Introduction to Astronomy (3)

PHYS 303, 303L Physics I and Physics I Lab (4)
ASTR 250 The Solar System (3)
ASTR 260 Galaxies, Relativity, and Cosmology (3)

Credit Transfer Policy

Major Programs

Students must maintain a 2.33 QPA in major courses. Transfer students who wish to complete a program offered by the department must take at least fifty percent of their major courses at Marywood University.

Minor Programs

Students must maintain a 2.33 QPA in minor courses. Transfer students who wish to complete a minor must take at least fifty percent of the minor requirements at Marywood.

Mathematics Courses (MATH)

MATH 110 Mathematics for Contemporary Society (3)

The topics studied will include techniques and applications of set theory, counting techniques, matrices, linear systems, statistics and probability, and linear programming.

MATH 115 Analysis of Functions (Pre-calculus) (3)

Topics include polynomial, rational, exponential, logarithmic and trigonometric functions, as well as conic sections.

MATH 120 Mathematics in the Liberal Arts (3)

Designed to implement NCTM curriculum standards with emphasis on problem-solving, patterns and relationships, functions, estimation, and mathematical connections to other disciplines. Topics are chosen from this list: functions, astronomy, number theory in music and cryptology, probability, statistics up to the normal distribution, graph theory, voting methods and logic. No prior knowledge of any of these topics is assumed.

MATH 170 Applications of Mathematics to Biology (3)

Examines problems in biology through the use of a variety of mathematical tools and models. Topics include linear, exponential, and logarithmic functions, linear systems, probability, and an introduction to calculus. *Prerequisite: MATH 115 or passing Placement Exam with "C" or better grade.*

MATH 201 Calculus with Analytic Geometry I (3)

Limits, function, continuity, differentiation, and applications, including related rates and extrema. *Prerequisite: MATH 115 or passing Placement Exam with "C" or better grade.*

MATH 202 Calculus with Analytic Geometry II (3)

Integration, applications of the definite integral, logarithmic, exponential, hyperbolic, inverse hyperbolic, and trigonometric functions. *Prerequisite: MATH 201.*

MATH 203 Calculus with Analytic Geometry III (3)

Improper integrals, indeterminate forms, infinite series, polar coordinates, parametric equations, and three-dimensional space. *Prerequisite: MATH 202.*

MATH 204 Calculus with Analytic Geometry IV (3)

Vector-valued functions, partial derivatives, multiple integrals, and vector calculus. *Prerequisite: MATH 203.*

MATH 216 Statistics for the Behavioral and Social Sciences (3)

Surveys the basic statistical concepts applicable to problems in the behavioral and social sciences. Includes descriptive statistics, regression and correlative, hypothesis testing, nonparametric methods, and analysis of variance. Computer software will be utilized for calculations.

MATH 219 History of Mathematics (3)

The study of mathematical concepts from arithmetic to calculus in their historical perspective. This study will be supplemented by historical background material, biographies of mathematicians and translations of source manuscripts in which mathematical discoveries were first announced. Attention will be given to the relationship of mathematics to other disciplines. For Mathematics majors and minors.

MATH 220 Introduction to Probability and Statistics (3)

Acquaints the student with elements of probability, Bayes theorem, measures of central tendency, dispersion, probability distribution, hypothesis tests, nonparametric tests, linear regression, and correlation. *Prerequisite: MATH 202.*

MATH 271 Transition to Advanced Mathematics (3)

A transition from lower level mathematics courses to higher level courses. Emphasis will be placed on correct reading, understanding, and writing of proofs. Topics will include logic, direct proofs, proof by contrapositive, proof by contradiction, equivalence relations, functions, and mathematical induction. *Prerequisite: MATH 201.*

MATH 311 Differential Equations (3)

The study of differential equations and first-order linear systems through a combination of analytical, numerical, and qualitative techniques. Topics include the standard analytical methods of solving n th-order linear equations, eigenvalues and eigenvectors for systems, phase-plane trajectories, the Laplace transform, and numerical approximations. Technology is used in conjunction with theory to approximate and analyze solutions. Modeling physical phenomena is emphasized through a rich variety of applications. *Prerequisite: MATH 204, 271.*

MATH 321 Abstract Algebra (3)

Provides an introduction to groups, rings, ideals, integral domains and fields. *Prerequisites: MATH 202, 271.*

MATH 322 Linear Algebra (2)

Deals with vector spaces, matrices, linear transformations, canonical forms and determinants. *Must be taken with MATH 322L. Prerequisites: MATH 202, 271.*

MATH 322L Linear Algebra Lab (1)

Laboratory to accompany MATH 322 in order to use a computer algebra system (such as Mathematica or Maple) to provide visual re-enforcement of central concepts. *Must be taken with MATH 322.*

MATH 323 Theory of Numbers (3)

An introduction to basic number theory: properties of the integers, congruence, Fermat's and Wilson's Theorem, number theoretic functions, Diophantine equations and primes. *Prerequisites: MATH 202, 271.*

MATH 324 College Geometry (3)

The study of axiomatic systems and the notions of proof and consistency. Examines finite, elliptical, and hyperbolic geometries, and advanced topics in Euclidean Geometry. Software is used to enhance exploration and discovery of theorems. *Prerequisites: MATH 202, 271.*

MATH 411B Curriculum Methods and Materials in Mathematics (3)

See EDUC 411.

MATH 420 Discrete Mathematics (3)

An introduction to the algebraic concepts, methods and techniques that form the theoretical basis for computer science, including relevant areas of logic, set theory, relations and functions, and Boolean algebra. *Prerequisites: MATH 202, 271.*

MATH 425 Topology (3)

Introduction to point-set topology at the undergraduate level. Topics include topological spaces, limit points, continuity, connectedness, compactness, separability, and the fundamental group. *Prerequisites: MATH 204, 271.*

MATH 430 Real Analysis (3)

An introduction to the analysis of real numbers, variables, and functions. Topics include topology of the real numbers, sequences and series, limits, continuity and uniform continuity, differentiation, the Riemann integral, and sequences of functions. *Prerequisites: MATH 204, 271.*

MATH 440 Complex Variables (3)

An introduction to the theory of complex numbers, variables, and functions. Topics include transformations and mappings, elementary and analytic functions, complex integration and Cauchy's theorem, Taylor and Laurent expansions, residues, harmonic functions, and conformal mappings. *Prerequisites: MATH 204, 271.*

MATH 447 Special Projects (variable credit)

Definition, formulation, solution, documentation, and testing of a problem under close faculty supervision for a single student.

MATH 456 Mathematical Statistics (3)

Deals with probability distributions, limit theorems, estimation, hypothesis tests, correlation and regression, analysis of variance. *Prerequisites: MATH 204, 220.*

MATH 495 Senior Seminar (1)

Analysis of the underlying foundational questions of mathematics including the notions of proof and consistency within a specific mathematical framework. Examination of the considerable impact of mathematics on culture and society from ancient to modern times.

MATH 498 Special Topics (variable credit)

Special topics in mathematics.

Computer Science

CS 111 Problem-Solving and the Computer (3)

An introduction to computers as a tool in problem-solving, using BASIC as a language. Includes simple programming of problems in algebra or statistics. Draws models from the social and physical sciences. Does not require previous computer experience.

CS 142 Programming In C++ (3)

An introduction to advanced software engineering concepts using C++ and structured programming. Rudiments of the language and program optimization are stressed.

CS 241 Machine Language with Assembler (3)

Basic principles of machine language programming. Computer organization and representation of numbers, strings, arrays, list structures, all at the machine level. Includes Assembler language. *Prerequisite: CS 142.*

CS 245 Computer Data Structures (3)

A study of the use of a high-level language to implement complex data structures. These include lists, trees, graphs, networks, storage allocations, file structure, and information storage and retrieval. *Prerequisite: CS 142.*

CS 314 Mathematical Models and Computer Techniques (3)

Mathematical models with an emphasis on constrained optimization problems. Topics include linear programming, network and integer models, and multi-objective optimization. *Prerequisites: CS 142, MATH 202.*

CS 341 Analysis of Algorithms (3)

Theoretical analysis of various algorithms. Topics to include sorting, searching, selection, matrix multiplication, and multiplication of real numbers. Prerequisite: CS 245.

CS 344 Operating System Principles (3)

Analysis of the computer operating systems including Batch, Timesharing and Realtime systems. Topics to include sequential and concurrent processes, processor and storage management, resource protection, processor multiplexing, and handling of interrupts from peripheral devices. *Prerequisite: CS 245.*

CS 463 Introduction to Numerical Methods (3)

Deals with solutions to equations, matrix methods, linear systems of equations, matrix inversion, eigenvalue problems, numerical differentiation. *Prerequisites: CS 142, MATH 204, 322.*

Astronomy

ASTR 250 The Solar System (3)

Introduction to the current state and past evolution of the Sun and its family of planets, moons, asteroids, and comets. Critical focus is on developing an understanding of the Earth as a planetary body and learning how the studies of other planets and satellites influence models of the climatic, geologic, and biologic history of our home world. Other topics include energy production in stars, global warming, impact hazards, and the search for life beyond our solar system. Results from past and current NASA missions will be explored. *Prerequisites: MATH 115, PHYS 112.*

ASTR 260 Galaxies, Relativity, and Cosmology (3)

Introduction to the study of the structure and history of the universe. Topics include the basic properties of energy and gravity, thermonuclear fusion in stars, composition and distribution of galaxies, spacetime, Einstein's special and general relativity, cosmic microwave background, expansion of the universe, dark energy, and the theories of the big bang and inflation. *Prerequisites: MATH 115, PHYS 112.*

Science

COLLEGE OF LIBERAL ARTS AND SCIENCES
DIVISION OF MATHEMATICS AND SCIENCES



Michael Kiel, Ph.D., chairperson
Lisa Antoniaci, Ph.D.
Craig Bowe, Ph.D.
Christopher Brey, Ph.D.
Jay P. Clymer III, Ph.D., C.M.F.C.
Robin Ertl, Ph.D.
Deanne Garver, Ph.D.
Deborah Hokien, Ph.D.
Brian J. Piatak, D.C.
Monica Pierri-Galvao, Ph.D.
Steven Reggie, D.C.
*Jamie Mason Clark, Ed.D.
*Ann Marie Emmel, M.S.
*Jason Koval, M.S.
*Joseph Snedeker, M.Ed.
*Brian Spezialetti, M.S., M.T. (A.S.C.P.)
*Krista Wargo, M.S.
*Part-time

Goals

The mission of the Science Department is to produce open-minded persons with specific knowledge and technical skills that relate to the natural world, and to provide an in-depth understanding of scientific advances that currently affect society. Science and non-science students are provided scientific literacy and are encouraged to utilize their scientific education in a globally responsible manner.

General Requirements — All Students

All students are required to take one three-credit course in Science to fulfill the liberal arts core requirement. Some science courses do require one credit of laboratory for a total of four science credits. The one credit laboratory is a direct accompaniment to a science course and is taken concurrently with the lecture component.

These courses are designed to develop scientific literacy by enabling the student to: (a) comprehend basic science concepts, theories, and principles; (b) recognize the burgeoning science and technology in today's society; (c) apply reasoning and

quantitative skills to scientific and technological issues; (d) be acquainted with the philosophical implications of science as a process; and (e) support a chosen viewpoint as a responsible, scientifically, and technologically informed citizen.

Science Courses that Fulfill Core Requirements for Non-Science Students

Note that any Science course offered to non-Science majors can fulfill the core requirement. However, individual departments may have a specific science course core requirements (e.g. nursing students must take BIOL 114+L Microbiology for the Health Professional, not listed below).

BIOL 105	DNA Forensics (3)
BIOL 107	Sexually Transmitted Diseases (3)
BIOL 110, 110L	Principles of Biology (4)
BIOL 130, 130L	Principles of Anatomy and Physiology (4)
CHEM 100	Basic Chemistry (3)
CHEM 105	Chemistry for the Artist (3)
CHEM 121, 121L	Principles of Chemistry (4)
ENVS 109	Technology, Environment and Society (3)
ENVS 210	Water: The Essential Ingredient (3)
ENVS 212	Introduction to Meteorology (3)
ENVS 215, 216	Resource Conservation I, II (3, 3)
ENVS 261	Earth Science I — Geology (3)
ENVS 262	Earth Science II — Oceanography, Meteorology (3)
PHYS 112, 112L	Introduction to Astronomy (4)
PHYS 210	Physical Science (3)

Statute of Limitations Regarding Science Credits

The Science Department will not accept science credits that are more than seven years old for all major, minor, or liberal arts program requirements, without permission of the department chair.

Degree Requirements

	Major	Core	Electives	To Graduate
Biology	74	37-40	12-15	126
Biotechnology	75	34-37	14-17	126
Environmental Science	72	37-40	14-17	126
Pre-PA/B.S. Health Sciences**	85	37-40	1-4	126
Pre-Chiropractic	51 + 22*	37-40	13-16	126
Medical Laboratory Science	47 + 30***	37-40	9-12	126
Secondary Ed (Biology)	55 + 34	34-37	0-3	126
Secondary Ed (General Science)	52 + 34	34-37	3-6	126

*22 credits from NYCC

**Degree awarded to students not accepted in the MS PA Program

***30 credits from RPH

Program Requirements — Majors and Minors

Major Programs

Science majors must maintain a minimum QPA of 2.33 in major courses and at least 2.00 in core courses. University policy states that to receive a degree one must attain a QPA of 2.33 in the major. Science students whose major QPA is less than 2.33 after completing four science major courses (16 credits) may not be permitted to register for upper level science courses until the minimum QPA of 2.33 is attained. Repeating a course to receive a better grade will help with this goal.

In addition, students who do not receive a satisfactory grade in an upper level major course or who drop a course may repeat one course, one time, space permitting. All lecture and laboratory course components for science majors must be taken concurrently (e.g. BIOL 150 and BIOL 150L must be taken at same time). In rare instances, with sufficient reason and permission of the department chairperson, special arrangements may be made to register for only one component of the course.

Minor Programs

Students who minor in Biology, Chemistry, Environmental Science, or Science must maintain a minimum QPA of 2.33 in minor courses. All lecture and laboratory courses must be taken concurrently.

The following minors are offered:

1. Chemistry/B.S. Biology, B.S. Biotechnology, B.S. Environmental Science
2. Environmental Science/B.S. Biology
3. Biology/Majors other than Science
4. Science/Nutrition and Dietetics

Science Department Credit Transfer Policy

A maximum of sixteen science transfer credits will be accepted by the Science Department, with more credits accepted at the discretion of the department chair, as applicable toward any of the major science degree programs. Students from other colleges and/or universities who wish to transfer into the Science Department must have earned a minimum grade of C+ in each science course. Undeclared and/or students from other majors at Marywood must have earned a minimum QPA of 2.50 to transfer into the Science Department. Once a transfer student is accepted into the Science Department, all future science courses must be taken at Marywood. Only in rare circumstances, for sufficient reason and with special permission from the chairperson, may a science course be taken off campus.

A maximum of eight science transfer credits will be accepted by the Science Department as applicable toward any of the minor programs. The student must have earned a minimum grade of C+ in each science course accepted as transfer credits.

B.S. Biology

The Biology Program at Marywood University is designed to: (a) offer a broad-based knowledge of living forms and of modern advances in the biological sciences; (b) develop a sense of organization and continuity in nature; (c) foster an awareness of the individual's responsibilities to the world and environment; and (d) prepare the student for professional, educational, high-technology, and industrial careers.

Our program offers sufficient flexibility to prepare students for future studies in the pharmaceutical industry, biotechnology research, environmental science, graduate school, education, and to enter the ancillary fields of the health professions, such as medical, dental, or veterinary school.

The student's choice of elective courses in science for a graduate or professional program is based on the requirements and recommended courses of the college or university. Advisors from the Science Department will assist in these choices.

A minimum of 44 credits and 30 science elective credits for a total of 74 science credits is required for degree completion. The required courses are:

BIOL 150, 150L General Biology I (4)

BIOL 151, 151L General Biology II (4)

BIOL 410 Science Literacy Capstone (2)

BIOL 446, 446L Genetics (4)

OR

BIOL 440, 440L Molecular and Cellular Biology (4)

CHEM 131, 131L General Chemistry I (4)

CHEM 132, 132L General Chemistry II (4)
 CHEM 221, 221L Organic Chemistry I (4)
 CHEM 222, 222L Organic Chemistry II (4)
 PHYS 303, 303L General Physics I (4)
 PHYS 304, 304L General Physics II (4)
 MATH 216 Statistics for the Behavioral and Social Sciences (3)

Elect One:

MATH 201** Calculus with Analytical Geometry I (3)
 MATH 170 Mathematical Applications in Biology (3)

Plus a minimum of 30 credits selected from:

BIOL 201, 201L Human Gross Anatomy (4)
 BIOL 202, 202L Human Physiology (4)
 BIOL 235, 235L General Microbiology (4)
 BIOL 281 Introduction to Biotechnology (3)
 BIOL 305 Fundamentals of Neuroscience (3)
 BIOL 332, 332L Immunology (4)
 BIOL 351 Evolution (3)
 BIOL 421, 421L Biochemistry I (4)
 BIOL 422 Biochemistry II (3)
 BIOL 454 Undergraduate Research (2)
 BIOL 498 Internship (3)
 BIOL 499 Independent Study (1, 2, 3)
 CHEM 312 Environmental Chemistry (3)
 CHEM 398, 398L Chemical Analysis (3)
 CHEM 499 Independent Study (1,2,3)
 ENVS 420, 420L Ecology (4)
 MATH 202** Calculus with Analytical Geometry II (3)

**MATH 201/202 is recommended for pre-professional and graduate schools.

Other science elective courses can be taken with permission of the department chairperson.

Minor in Chemistry/B.S. Biology Program

A minor in Chemistry requires a minimum of 18 credits selected from:

BIOL 421, 421L Biochemistry (4)
 BIOL 422 Biochemistry II (3)
 CHEM 132, 132L General Chemistry II (4)
 CHEM 312 Environmental Chemistry (3)
 CHEM 332, 332L Organic Chemistry II (4)
 CHEM 398, 398L Chemical Analysis (3)
 CHEM 415 Wine, Chemistry, Cuisine, and Culture (3)
 CHEM 499 Independent Study (1, 2, or 3)

A minimum of 6 credits must be exclusive to the minor and cannot be used for fulfilling credits toward a major.

Minor in Environmental Science/B.S. Biology Program

A minor in Environmental Science requires a minimum of 18 credits selected from:

CHEM 312 Environmental Chemistry (3)
 CHEM 398, 398L Chemical Analysis (3)
 ENVS 212, 212L Introduction to Meteorology (4)
 ENVS 215 Resource Conservation I (3)
 ENVS 216 Resource Conservation II (3)
 ENVS 261 Earth Science I Geology (3)
 ENVS 262 Earth Science II Oceanography, Meteorology (3)

ENVS 340	Environmental Law (3)
ENVS 345	Environmental Management and Policy (3)
ENVS 420, 420L	Ecology (4)
PHIL 328	Environmental Ethics (3)

Minor in Biology/Majors other than Science

Students in majors other than Science may elect a minor in Biology. A minimum of 18 credits is required. Required courses are:

BIOL 150, 150L	General Biology I (4)
BIOL 151, 151L	General Biology II (4)

Elect One:

BIOL 121, 121L	Anatomy and Physiology I (4)
BIOL 122, 122L	Anatomy and Physiology II (4)

Plus two additional 200+ level Biology courses selected after consultation with the department chairperson.

Minor in Science/Nutrition and Dietetics Majors

A minimum of 18 credits is required. Required courses include:

BIOL 121 & 122	Anatomy and Physiology I and II (6)
BIOL 234	Introduction to Molecular & Cellular Biology and Nutrigenomics (3)
CHEM 210	Organic Chemistry (3)
CHEM 310	Introduction to Biochemistry (3)

The Nutrition and Dietetics student must also take 1 additional Science three credit course offered for science majors.

B.S Biotechnology

The B.S. Biotechnology program aims to prepare students for a career in the broad field of biotechnology. As biotech encompasses molecular research, genomics, DNA forensics, bioinformatics (biocomputing), chemistry, and environmental bioremediation, as well as administration, management, patent law, and other “business” areas, graduates will be positioned to compete for a wide range of positions. Moreover, graduates will receive the foundation for application to and success in graduate, professional (e.g. Medical, Veterinary), law, or business schools.

The specific goals of the program are to prepare students with professional training and technical skills, in addition to providing students with the ability to critically evaluate biotechnology advances and applications in the healthcare field, pharmaceutical industry, and environment. We now live in a molecular society, in the post-genomic era, with scientific breakthroughs that affect us all. B.S. Biotech graduates will make a difference in how society will use these innovative and scientific advances.

For the first two years of study, the B.S. Biotechnology course curriculum parallels that of other Science Department programs. This sequence is designed to provide the fundamental technical and intellectual expertise. The major will provide specialized Biotech program courses during the third and fourth years that include a Senior Research Project. A minimum of 57 credits and 18 science elective credits for a total of 75 science credits is required for degree completion.

The required courses are:

BIOL 150, 150L	General Biology I (4)
BIOL 151, 151L	General Biology II (4)
BIOL 235, 235L	General Microbiology (4)
CHEM 131, 131L	General Chemistry I (4)
CHEM 132, 132L	General Chemistry II (4)
CHEM 221, 221L	Organic Chemistry I (4)
CHEM 222, 222L	Organic Chemistry II (4)

BIOL 410	Science Literacy Capstone (2)
BIOL 446, 446L	Genetics (4)
OR	
BIOL 440, 440L	Molecular and Cellular Biology (4)
MATH 216	Statistics for the Behavioral and Social Sciences (3)
MATH 201**	Calculus with Analytical Geometry I (3)
OR	
MATH 170	Mathematical Applications in Biology (3)
PHIL 404	Biomedical Ethics (recommended) (3)
BIOL 281	Introduction to Biotechnology (3)
BIOL 383	Emerging Medicines and Technologies (3)
BIOL 302	Bioinformatics (3)
BIOL 401	Cell Culture (3)
BIOL 455	Senior Biotech Research Project (2)
Electives (plus a minimum of 18 credits selected from):	
ENVS 420, 420L	Ecology (4)
CHEM 312	Environmental Chemistry (3)
CHEM 398, 398L	Chemical Analysis (3)
BIOL 305	Fundamentals of Neuroscience (3)
BIOL 498	Internship (3)
BIOL 421, 421L	Biochemistry I (4)
BIOL 422	Biochemistry II (3)
BIOL 332, 332L	Immunology (4)
BIOL 201, 201L	Human Gross Anatomy (4)
BIOL 202, 202L	Human Physiology (4)
PHYS 303, 303L	General Physics I (4)
PHYS 304, 304L	General Physics II (4)
MATH 202**	Calculus with Analytical Geometry II (3)

**MATH 201/202 is recommended for pre-professional and graduate schools.

Other Science elective courses can be taken with the permission of the department chairperson.

Minor in Chemistry/B.S. Biotechnology

A minor in Chemistry requires a minimum of 18 credits selected from:

BIOL 421, 421L	Biochemistry I (4)
BIOL 422	Biochemistry II (3)
CHEM 132, 132L	General Chemistry II (4)
CHEM 312	Environmental Chemistry (3)
CHEM 332, 332L	Organic Chemistry II (4)
CHEM 398, 398L	Chemical Analysis (3)
CHEM 499	Independent Study (1, 2, or 3)

*A minimum of 6 credits must be exclusive to the Chemistry minor and cannot be used for fulfilling credits toward a major.

B.S. Biology Pre-Chiropractic Program

The accelerated Pre-chiropractic Program is designed to allow students to begin the study of chiropractic medicine at New York Chiropractic College (NYCC) during their senior year. Students study at Marywood University for three years, matriculating for 104 credits in basic science and liberal arts requirements. The fourth year is spent at NYCC. A student will have preferred admission to NYCC if a minimum QPA of 3.25 is maintained for the three years of study at Marywood. An overall QPA of 2.50 or higher is required, with a grade of C or better in science courses, as is completion of a minimum of 90 credits, for NYCC entry. A student who successfully completes all coursework in the first two trimesters at NYCC, who is registered

for DEAN 050 (through Marywood) during the spring semester of their first year at NYCC, and whose transcripts have been submitted to the Registrar's Office by February of that year, will be granted a bachelor of science degree in biology from Marywood. Marywood University will accept a selected 22 credits from NYCC, provided a minimum average QPA of 2.50 has been maintained in those selected courses. The student would then continue study at NYCC for two years and four months. Successful completion leads to a doctor of chiropractic degree.

The following Science courses (51 credits) are required at Marywood:

BIOL 201, 201L	Human Gross Anatomy (4)
BIOL 202, 202L	Human Physiology (4)
BIOL 150, 150L	General Biology I (4)
BIOL 151, 151L	General Biology II (4)
BIOL 235, 235L	General Microbiology (4)
BIOL 446, 446L	Genetics (4)
CHEM 131, 131L	General Chemistry I (4)
CHEM 132, 132L	General Chemistry II (4)
CHEM 221, 221L	Organic Chemistry I (4)
CHEM 222, 222L	Organic Chemistry II (4)
PHYS 303, 303L	General Physics I (4)
PHYS 304, 304L	General Physics II (4)

Elect One:

MATH 201	Calculus with Analytic Geometry I (3)
MATH 216	Statistics for the Social and Behavioral Sciences (3)

Normally the following courses or their equivalents will be accepted from New York Chiropractic College, based on the discretion of Marywood Science Department chairperson (22 credits available).

ANO 6102	Cell and Tissue Biology (5)
ANA 6104	Neuroscience I (5)
ANA 6205	Neuroscience II (5)
BCH 6203	Biochemistry of Nutrition/Metabolism (2)
BCH 6101	Principles of Biochemistry (3)
AST 6304	Basic Human Nutrition I (2)

B.S. Environmental Science

The Environmental Science Program is designed for the student who is interested in a career as a professional environmental scientist, professor, teacher, research specialist, ecologist, or science executive.

The curriculum provides the necessary background and experience to pursue graduate work and advanced degrees required by certain career tracks. It involves the study of biology, chemistry, ecology, geology, mathematics, and physics.

For degree completion, 72 Science credits are required. The following courses are required:

BIOL 150, 150L	General Biology I (4)
BIOL 151, 151L	General Biology II (4)
BIOL 235, 235L	General Microbiology (4)
BIOL 351	Evolution (3)
BIOL 410	Science Literacy Capstone (2)
CHEM 131, 131L	General Chemistry I (4)
CHEM 132, 132L	General Chemistry II (4)
CHEM 312	Environmental Chemistry (3)
CHEM 221, 221L	Organic Chemistry I (4)
CHEM 222, 222L	Organic Chemistry II (4)
PHYS 303, 303L	General Physics I (4)
PHYS 304, 304L	General Physics II (4)

ENVS 420, 420L	Ecology (4)
MATH 216	Statistics for the Behavioral and Social Sciences (3)
Plus 21 credits selected from:	
ECON 312	Principles of Economics I (3)
ENVS 212	Introduction to Meteorology (3)
ENVS 215	Resource Conservation I (3)
ENVS 216	Resource Conservation II (3)
ENVS 261	Earth Science I Geology (3)
ENVS 262	Earth Science II Oceanography, Meteorology (3)
ENVS 340	Environmental Law (3)
PHIL 328	Environmental Ethics (3)
BIOL 446, 446L	Genetics (4)
CHEM 398, 398L	Chemical Analysis (3)
ENVS 300+	ENVS Specialty Course (3-4)
ENVS 345	Environmental Management and Policy (3)
ENVS 454	Undergraduate Research (3)
ENVS 498	Internship (3)
ENVS 499	Independent Study (1, 2, or 3)
MATH 201	Calculus with Analytical Geometry I (3)

Minor in Chemistry/B.S. Environmental Science Program

A minor in Chemistry requires a minimum of 18 credits selected from:

BIOL 421, 421L	Biochemistry (4)
BIOL 422	Biochemistry II (3)
CHEM 132, 132L	General Chemistry II (4)
CHEM 221, 221L	Organic Chemistry I (4)
CHEM 222, 222L	Organic Chemistry II (4)
CHEM 312	Environmental Chemistry (3)
CHEM 499	Independent Study (1, 2, or 3)

*A minimum of 6 credits must be exclusive to the Chemistry minor and cannot be used for fulfilling credits toward a major.

B.S. Medical Laboratory Science (MLS)

The course of study in Medical Laboratory Science (MLS) follows a dual track program:

1. Students spend three years at Marywood University fulfilling the university requirements and those of the National Accrediting Agency for Clinical Laboratory Science (NAACLS). In this program, the students spend the fourth year at an accredited school of MLS, gaining theoretical and practical experience in the field of MLS. During this internship, students earn a minimum of 30 and a maximum of 33 credits (depending on course offerings at the accrediting school).
2. Students who complete a baccalaureate program in biology and who have the appropriate prerequisites may also apply to any accredited schools of clinical laboratory science.

Marywood maintains an affiliation with Robert Packer Hospital, Sayre, Pennsylvania. Affiliation with this school does not guarantee the student's acceptance into a professional practicum program.

The minimum requirements, as determined by most clinical programs are: 16 semester hours of chemistry (8 credit hours in Organic Chemistry and/or Biochemistry), 16 semester hours of biology (including microbiology and immunology) and 3 credits of college-level mathematics. A minimum of 90 semester hours of credit is required before entrance into the school of MLS. Most MLS schools require a minimum QPA of 2.50.

Courses in the professional curriculum provide both theoretical and practical experience in the field of MLS. A typical curriculum includes courses that are listed at the end of the Science Department course section. The MLS internship counts for a minimum of 30 credits to complete the B.S. Medical Laboratory Science degree awarded by Marywood University.

Prior to the start of a student's internship experience, Marywood MLS majors must fill out a leave of absence form obtained from the Registrar's Office. Students are eligible to earn their B.S. Medical Laboratory Science degree on the University graduation date following the successful completion of a minimum of 30 credits from their internship courses.

Medical Laboratory Science students must complete all of Marywood's academic requirements before starting the internship program, including 47 Science credits. Total number of Science and Internship credits for degree completion is 77.

The following courses are required at Marywood:

BIOL 150, 150L	General Biology I (4)
BIOL 151, 151L	General Biology II (4)
BIOL 235, 235L	General Microbiology (4)
BIOL 332, 332L	Immunology (4)
CHEM 131, 131L	General Chemistry I (4)
CHEM 132, 132L	General Chemistry II (4)
CHEM 221, 221L	Organic Chemistry I (4)
CHEM 222, 222L	Organic Chemistry II (4)
MATH 216	Statistics for the Behavioral and Social Sciences (3)

Additional Electives:

BIOL 121, 121L	Anatomy and Physiology I (4)
BIOL 122, 122L	Anatomy and Physiology II (4)
BIOL 201, 201L	Human Gross Anatomy (4)
BIOL 202, 202L	Human Physiology (4)
BIOL 421, 421L	Biochemistry (4)
BIOL 440, 440L	Molecular and Cellular Biology (4)
BIOL 446, 446L	Genetics (4)
CHEM 398, 398L	Chemical Analysis (3)
PHYS 303, 303L	General Physics I (4)
PHYS 304, 304L	General Physics II (4)

And other courses, with permission of department chairperson.

Teacher Education Certification Programs in Biology or General Science

Teacher Education Programs in Science are designed to prepare biology or general science teachers (grades 7-12). The programs are accredited by the Pennsylvania Department of Education and by the National Council for Accreditation of Teacher Education.

Candidates seeking license to teach biology or general science, grades 7-12, enroll as biology or general science majors and education minors.

B.S. Biology/Secondary Education

A total of 55 Science credits is required to complete the degree, in addition to Education Department credits and liberal arts credit requirements. The following courses are required:

BIOL 122, 122L	Anatomy and Physiology II (4)
BIOL 150, 150L	General Biology I (4)
BIOL 151, 151L	General Biology II (4)
BIOL 235, 235L	General Microbiology (4)
BIOL 351	Evolution (3)

BIOL 410	Science Literacy Capstone (2)
BIOL 411B	Curriculum Methods and Materials (4)
BIOL 440, 440L	Molecular and Cellular Biology (4)
OR	
BIOL 446, 446L	Genetics (4)
CHEM 131, 131L	General Chemistry I (4)
CHEM 132, 132L	General Chemistry II (4)
CHEM 221, 221L	Organic Chemistry I (4)
ENVS 420, 420L	Ecology (4)
PHYS 303, 303L	General Physics I (4)
MATH 216	Statistics for the Behavioral and Social Sciences (3)

Elect One:

MATH 201	Calculus with Analytical Geometry I (3)
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OR

MATH 170	Mathematical Applications in Biology (3)
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In addition, students must fulfill the requirements of the Department of Education (total of 34 Education credits).

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

B.S. General Science/Secondary Education

A total of 52 Science credits are required to complete the degree, in addition to Education Department credits and liberal arts credit requirements. The following courses are required:

BIOL 121, 121L	Anatomy and Physiology I (4)
BIOL 122, 122L	Anatomy and Physiology II (4)
BIOL 150, 150L	General Biology I (4)
BIOL 151, 151L	General Biology II (4)
BIOL 351	Evolution (3)
BIOL 410	Science Literacy Capstone (2)
BIOL 411B	Curriculum Methods and Materials (4)
CHEM 131, 131L	General Chemistry I (4)
CHEM 132, 132L	General Chemistry II (4)
CHEM 221, 221L	Organic Chemistry I (4)
ENVS 420, 420L	Ecology (4)
PHYS 303, 303L	General Physics I (4)
PHYS 304, 304L	General Physics II (4)
MATH 216	Statistics for the Behavioral and Social Sciences (3)

In addition, students must fulfill the requirements of the Department of Education (total of 34 Education credits).

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

Professional Education Requirements for Teacher Education Programs in Biology or General Science

EDUC 001 - 003	Field Experience (0)
EDUC 100, 101	Introduction to Education (.5, .5)
SPED 100	Characteristics of Students with Disabilities (3)
PSYC 251	Developmental Psychology (3)
EDUC 311*	Educational Psychology (3)
SPED 367*	Behavioral Management (recommended) (3)
EDUC 411A*	Effective Instruction in Secondary and K-12 Education (3)
EDUC 414*	Social Foundations of Education (3)

EDUC 442/SPED 300 Student Teaching/Curriculum Adaptations (9, 3)

EDUC 461* Methods, Materials, and Assessment ELL (3)

*require upper level screening

Additional critical information is contained in the Education section of the catalog.

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

Pre-Physician Assistant Studies

The Pre-professional phase of the Physician Assistant (PA) Program is completed in the Science Department. Students with no previous college-level study begin a program of liberal arts core requirements and science courses to prepare for admission to the professional phase of the PA program, which grants a Master's Degree in PA (see the Marywood University graduate catalogue PA program section for more details).

Students with some previous college experience may apply to the Pre-Professional Program. Admitted students will then complete all liberal arts core requirements and prerequisite sciences. (For information about the opportunity to receive advanced placement based upon proven competence in specific subject areas, see "Additional Ways of Earning University Credit" in the "Degree Information" section of this catalog.) Such transfer students must have a 2.50 QPA minimum and must have earned a C+ or better in science classes transferred; however, a minimum grade of B in General Chemistry, General Biology, Microbiology, Organic Chemistry, and Anatomy and Physiology courses is required for admission to the PA professional phase.

For acceptance into the Pre-Physician Assistant Program, students must have a minimum of a 1450 combined on all three sections of the SAT, with a minimum of 500 in the Math section. For students with ACT scores, a minimum of 21 is required. Students who do not meet the above criteria may be accepted into the Science Department as "Undeclared with an interest in Pre-Physician Assistant" studies.

Pre-Professional Program Requirements

Students in the pre-professional phase are required to maintain an overall GPA of 3.00, as well as a 3.00 (B) in each prerequisite Science course or lab (see courses above), to be considered eligible for admission to the professional phase.

BIOL 150, 150L	General Biology I (4)
BIOL 151, 151L	General Biology II (4)
BIOL 201, 201L	Gross Human Anatomy (4)
BIOL 202, 202L	Human Physiology (4)
BIOL 235, 235L	General Microbiology (4)
BIOL 332, 332L	Immunology (4)
CHEM 131, 131L	General Chemistry I (4)
CHEM 132, 132L	General Chemistry II (4)
CHEM 221, 221L	Organic Chemistry I (4)
CHEM 222, 222L	Organic Chemistry II (4)
MATH 170	Applications of Mathematics to Biology (3)
OR	
MATH 201	Calculus I (3)
MATH 216	Statistics (3)
N D 112	Nutrition I (3)
COMM 101	Dynamics of Speech Communication (2)

Professional Program Phase

Students who have successfully met all required liberal arts core requirements and science prerequisites may apply for admission to the professional program, following their second year as Pre-PA. These students are guaranteed an interview with the PA interview committee. Those students who have previously completed a baccalaureate degree at Marywood or another accredited institution are not required to complete the liberal arts core requirements (see Degree Information in this catalog), but must have the prerequisite science courses to be considered for admission to the professional program. For complete information on M.S. in PA degree, see the Physician Assistant section of the graduate catalog.

Students Not Admitted to Professional Program Phase

Students who are not accepted to the Professional Program Phase may continue in the Science Department and complete another degree program or complete a Pre-PA/Health Sciences Degree. The requirements for the Pre-PA/B.S. Health Sciences degree include all of the Pre-Professional Program requirements listed above plus:

BIOL 410 Science Literacy Capstone (2)

20 Science Electives:

CHEM 221, 221L, 222, 222L and BIOL 332, 332L taken during the Pre-Professional phase count towards the 20 credits. Additional suggestions include:

BIOL 281 Introduction to Biotechnology (3)

BIOL 302 Bioinformatics (3)

BIOL 305 Neuroscience (3)

BIOL 440, 440L Molecular & Cellular Biology (4)

BIOL 446, 446L Genetics (4)

PHYS 303, 303L General Physics I (4)

PHYS 304, 304L General Physics II (4)

24 Other Electives – Suggestions Include:

BUS 112 Principles of Management (3)

N D 213 Nutrition II (3)

N D 300 Theory of Medical Nutrition Therapy I (3)

PSYC 314 Physiological Psychology (3)

PSYC 319 Health Psychology (3)

PSYC 330 Computer Applications in Psychology
and Health Science (3)

SOC 305 Medical Sociology (3)

SOC 402 Dying & Death in American Society (3)

PA Summer Courses* PA 310, 322, 340, 370, 580

PA Fall Courses* PA 311, 320A, 330, 341, 350, 371, 390

*For students who are unsuccessful academically in the PA Professional Phase.

Science Department Courses

Biology Courses (BIOL)

Biology courses that have a lecture and a laboratory component must be taken concurrently for a total of four credits.

BIOL 105 DNA Forensics (3)

Provides an understanding of the rapidly evolving field of forensics, particularly the use of DNA sequence detection and analysis. Learn about methodologies that identify criminals based on single cell evidence, or in some cases, exonerate those wrongly accused. Three hours lecture. Criminal Justice majors and non-science majors.

BIOL 107 Sexually Transmitted Diseases (3)

Discussions on STDs, such as AIDS, chlamydia, genital warts, herpes, emphasizing etiologies, transmission, diagnosis, prophylaxis, and treatment. Includes background information on broad categories of microorganisms, host-parasite relationships, immune defense mechanisms and current therapies. Three hours lecture. Family and Consumer Science majors and non-science majors.

BIOL 110, 110L Principles of Biology (4)

Surveys life at all levels of organization, ranging from the unicellular to the multicellular forms. Discussions on biological chemistry, reproductive processes, and classification are also included. In laboratory, a hands-on experience wherein students survey life at all levels of organization including biological chemistry, reproductive processes, and organism classification. Three hours lecture, two hours lab. Education and non-science majors.

BIOL 114, 114L Microbiology for the Health Professional (4)

Characterizes features of the broad categories of microorganisms; physical and chemical methods/processes of control; host parasite relationships; airborne, food-water borne, contact-arthropod borne diseases; human defense mechanisms; useful activities of microorganisms. Three hours lecture, two hours lab. Nursing majors. Prerequisites: CHEM 121, 121L.

BIOL 121, 121L Anatomy and Physiology I (4)

Human structure and function are discussed with emphasis on levels of structural organization and body systems, anatomical terminology, homeostasis, cells transport, and tissues. Others are the integumentary, digestive, urinary, endocrine, muscular, and skeletal systems. Three hours lecture, two hours lab. Nursing, Nutrition/Dietetics, Science Education, and Physical Education majors.

BIOL 122, 122L Anatomy and Physiology II (4)

This course is designed to provide the basic knowledge of how the organ systems of the body function to preserve an optimal internal environment. The anatomy and physiological phenomena of the respiratory, lymphatic, cardiovascular, reproductive, lymphatic, genito-urinary system, nutrition, metabolism, digestion, and the central nervous systems will be discussed. Three hours lecture, two hours lab. Nursing, Nutrition/Dietetics, Science Education, Physical Education majors. *Prerequisites: BIOL 121, 121L.*

BIOL 130 Principles of Anatomy and Physiology (3)

This course is designed to discuss the basic concepts in anatomy and physiology and develop an understanding of the interrelationships between the different organs and systems. Emphasis is on the anatomy and physiological phenomena of the levels of structural organization and body systems, lymphatic, endocrine, cardiovascular, respiratory, integumentary, and the central nervous system. Three hours lecture. Non-science majors and CSD majors.

BIOL 150, 150L, 151, 151L General Biology I, II (4,4)

This course is designed to introduce students to foundational concepts in biology, including: biological constituents, cellular organization, protein synthesis, mitosis, and meiosis. The second part of this course studies the basic structure and function of representative animals. Causes and nature of biological diversity and ecological principles are discussed. Three hours lecture, three hours lab. *BIOL 150, 150L are prerequisites for BIOL 151, 151L.* Science majors.

BIOL 201, 201L Human Gross Anatomy (4)

This course will discuss the gross anatomy of the human body from a regional point of view, using basic structure-function concept and clinical applications as the basis for anatomical understanding. The physiology, embryology, and histology will also

be emphasized especially when they provide anatomical understanding. Three hours lecture, two hours lab. Science majors.

BIOL 202, 202L Human Physiology (4)

This course will provide students with an understanding of the function and regulation of the human body and physiological integration of the organ systems to maintain homeostasis. The course will cover all major aspects of the physiology of the human body including cellular structure and function, and the integration, organization, and control of the organism's body systems. Three hours lecture, two hours lab. *Prerequisites: BIOL 201, 201L.* Science majors.

BIOL 234 Introduction to Molecular & Cellular Biology and Nutrigenomics (3)

An introduction to molecular and cellular biology with an emphasis on gene expression as it relates to nutrition. Nutrition and Dietetic majors.

BIOL 235, 235L General Microbiology (4)

The broad categories of microorganisms and microscopic systems are covered: morphology, cultivation, reproductive features, microbial genetics, biochemical traits, and taxonomy. Also an introduction to environmental, industrial and medical microbiology provided. Three hours lecture, two hours lab. *Prerequisites: BIOL 150, 150L; BIOL 151, 151L.* Science majors.

BIOL 281 Introduction to Biotechnology. (3)

This course introduces students to the basic concepts of biotechnology and to the application of biotechnology methodologies and applications in various fields. We will consider specific topics related to agricultural biotechnology, bioremediation, genomics, and others. Considerable emphasis is placed on critical evaluation of biotechnology, e.g. ethical considerations, inherent caveats and opportunities for improvements in the field. *Prerequisites: BIOL 150, 150L, 151, 151L.* Science majors.

BIOL 302/502 (Bi-level course) Bioinformatics. (3)

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

BIOL 305 Fundamentals of Neuroscience (3)

Outlines basic concepts in neuroscience including: neurons, glial cells, the action potential and mechanisms of neurotransmitter action. Neuroanatomy will be examined and specific functions of brain regions will be explored in terms of learning and memory, language, behavioral neuroendocrinology, and neurological and psychiatric disorders. Junior and senior science and psychology majors.

BIOL 332, 332L/532, 532L (Bi-level course) Immunology (4)

Studies immune responses in the human body and describes the current diagnostic and analytical techniques. The course focuses at the cellular and molecular levels of the immune response, which includes topics on B-cell development/activation and T-cell development/activation. Three hours lecture, three hours lab. *Prerequisites: BIOL 235, 235L; CHEM 131, 131L; CHEM 132, 132L.* Junior and senior science majors and M.S. Biotechnology graduate students.

BIOL 351 Evolution (3) (alternate years)

Investigates the origin of life, geological time, the fossil record, and evolutionary mechanisms. Three hours lecture. *Prerequisites: BIOL 150, 150L; BIOL 151, 151L.* Science majors.

BIOL 383/583 (Bi-level course) Emerging Medicines and Technologies (3)

This course will focus on new scientific discoveries that affect, or promise to affect, mankind. The emerging medicines covered in this course include gene therapy, anti-

obesity and anti-aging drugs, mental illness treatments, genetic testing, and cancer research topics. An understanding of the biological basis of each emerging medicine will be focal. Junior and senior science majors and M.S. Biotechnology graduate students. *Prerequisites: BIOL 235, 235L, CHEM 222, 222L.*

BIOL 401/501 (Bi-level course) Cell Culture (3)

This course is designed to provide students with fundamental skills in cell and tissue culture. The techniques include media preparation, sterile technique, primary culture establishment, cell growth and maintenance, transfection, cloning of cultured cells. Junior and senior science majors and M.S. Biotechnology graduate students. Three hour lecture with lab. *Prerequisites: BIOL 235, 235L, CHEM 132, 132L.*

BIOL 410 Science Literacy Capstone (2)

Group discussions on current scientific topics with an emphasis on utilizing the Internet as a source of information. Preparing a professional resume, conducting a job search, tips on interviewing, and applying to graduate or professional schools are covered. Typical expectations involve an oral presentation and the submission of a scientific paper. Junior and senior science majors.

BIOL 411B Curriculum Methods and Materials (4)

Topics included are theoretically based methods and materials for science education in a classroom and laboratory setting. Addresses strengths, practical concerns, and apprehensions of prospective science educators. Computer software applications to education. *Prerequisite: EDUC 411A.* Science Education majors.

BIOL 421, 421L/521, 521L (Bi-level course), 422/522 (Bi-level course)

Biochemistry I, II (4,3)

Examines the biochemical building blocks of the cell, emphasizing structure, basic reactions and how they are catalyzed by enzymes, along with an overview of how cell structure is dictated by the chemistry. The course goes on to examine the pathways of general metabolism. In addition, DNA and RNA will be examined from a regulatory standpoint, as well as the way in which pollutant and drug metabolism can alter the mutation rate, increasing the risk of cancer. The lab component includes basic biochemical concepts with an emphasis placed on experimental design, equipment theory, proper technique, and how to approach daunting research problems. Three hours lecture, four hours lab;. Junior and senior science majors and M.S. Biotechnology graduate students. *Prerequisites: BIOL 235, 235L, CHEM 222, 222L with 421, 421L/521, 521L as prerequisites for BIOL 422/522.*

BIOL 440, 440L/550, 550L (Bi-level course) Molecular and Cellular Biology (4)

Provides a working understanding of eukaryotic gene expression and control at the transcriptional and translational levels; cellular communication and signaling; and cellular growth, division, development and formation of cancers. Emphasis will be on recent advances in the fields of molecular biology and biotechnology. Three-hour lecture, three-hour lab. Lab is designed to provide experience in DNA and RNA manipulation, PCR, gene cloning. *Prerequisites: BIOL 235, 235L, CHEM 222, 222L.* Junior and senior science majors and M.S. Biotechnology students.

BIOL 446, 446L/546, 546L (Bi-level course) Genetics (4)

Presents an introduction to Mendelian inheritance, recombinant DNA technology, and genomics. Three hours of lecture and three hours of laboratory. *Prerequisites: BIOL 235, 235L, CHEM 132, 132L.* Junior and senior science majors and M.S. Biotechnology students.

BIOL 454 Undergraduate Research (2)

Requires laboratory or library research on an assigned problem. Hours are arranged by the advisor. *Prerequisites: QPA minimum 2.50 and approval of the Science Department chair.* A public demonstration of the research may be requested. Junior and senior science majors.

BIOL 455 Senior Biotechnology Research Project. (2)

Provides the student with a hands-on laboratory project, or Internet/bioinformatics-based project. Can involve elements of biology, chemistry, environmental science, et al. Research paper or presentation required. Senior science (Biotechnology) majors only.

BIOL 498 Internship (3)

The student works in a commercial laboratory facility gaining experience and expertise in the student's area of specialization. Credit is earned by providing a report and/or presentation to the department, following the internship period, e.g. during the following semester. Arranged with approval of the Science Department chairperson. Junior and senior science majors.

BIOL 499 Independent Study (1, 2, or 3)

Arranged only with special permission of department chairperson. Junior and senior science majors.

Chemistry Courses (CHEM)

Chemistry courses that have a lecture and a laboratory component must be taken concurrently for a total of 4 credits.

CHEM 100 Basic Chemistry (3)

Designed for students with insufficient background for university-level chemistry; emphasizes the concepts and principles necessary for a basic understanding of chemistry. Three hours lecture. Non-science majors.

CHEM 105 Chemistry for the Artist (3)

Presents fundamental principles of chemistry as well as light and color theory for the artist. Application of principles to ceramics, glass, pigments, metals, modern synthetics, cleansing agents, and other household consumer products. Three hours lecture. Art and non-science majors.

CHEM 110 Introductory Chemistry (3)

Studies basic chemical concepts and principles, with emphasis on the quantitative aspects of real chemistry. Three hours lecture. Dietetics and Elementary Education majors.

CHEM 121, 121L Principles of Chemistry (4)

Studies basic general chemistry, with emphasis on medical and environmental applications. Three hours lecture, two hours lab. Nursing and non-science majors.

CHEM 131, 131L, 132, 132L General Chemistry I, II (4, 4)

The first part of this course covers the topics of naming compounds, stoichiometry, chemical reactions, states of matter, chemical equilibria, and an introduction to acid/base chemistry. In part II of this course, the topics covered include kinetics, thermodynamics, nuclear chemistry, electron configuration, molecular orbital theory, and solubility complexes that build on the theories discussed in CHEM 131 (General Chemistry I). Both courses also have a laboratory component that provides a "hands-on" experience to introduce and develop analytical and lab-based skills that are relevant to lecture material. Three hours lecture, three hours lab, *Prerequisite for CHEM 131, 131L: a minimum of 1 year high school chemistry; CHEM 131, 131L are prerequisites for CHEM 132, 132L.* Science majors.

CHEM 210 Introductory Organic Chemistry (3)

Studies a brief survey of the classes of carbon compounds — nomenclature, properties, reactions of the functional groups. Three hours lecture. *Prerequisite: CHEM 110.* Nutrition and Dietetics majors.

CHEM 221, 221L, 222, 222L Organic Chemistry I, II (4, 4)

Offers an in-depth study of the properties of the major classes of organic compounds, covering methods of identification, preparation structure, bonding. *Prerequisites*

for CHEM 221, 221L are CHEM 132, 132L. Prerequisites for CHEM 222, 222L are CHEM 221, 221L. Three hours lecture, three hours lab. Science majors.

CHEM 310 Introduction to Biochemistry (3)

Deals with the chemistry of carbohydrates, fats, proteins, and enzymes. Also involves the study of carbohydrate metabolism to include glycolysis, the citric acid cycle, and the electron transport system. Prerequisites: CHEM 210, 210L. Nutrition and Dietetics majors.

CHEM 312 Environmental Chemistry (3) alternate years

This course focuses on the chemistry related to several environmental concerns of atmospheric and aquatic pollution. Topics covered in the course include energy and climate changes, toxic organic compounds, pesticides, heavy metals, and chemical properties of hazardous waste. Three hours lecture. Prerequisites: CHEM 221, 221L; CHEM 222, 222L. Junior and senior science majors.

CHEM 398, 398L Chemical Analysis (3) (alternate years)

This course introduces analytical instrumental theory and data collection methods designed for students who have an interest in the fields of research, biotechnology, biochemistry, or environmental science. Laboratory experiments introduce various analytical instruments, methodology, and data interpretation. Two hours lecture; three hours lab. Prerequisites: CHEM 222, 222L; MATH 216. Junior and senior science majors.

CHEM 415 Special Topics: Wine Chemistry, Cuisine, and Culture (3)

This course focuses on the chemistry of wine, spirits, and foods (particularly the cheeses) of a regional foreign country. Additional topics include sensory perception, understanding wine labels, and the history of wine making. Specific foods, beverages, and products from the region will be reviewed and discussed leading up to a 10-day study abroad component to a foreign country. Three hours lecture. Science and Nutrition/Dietetics majors.

CHEM 499 Independent Study (1, 2 or 3)

Arranged only with special permission of department chairperson. Open to junior and senior Science majors.

Environmental Science Courses (ENVS)

Environmental Science courses that have a lecture and a laboratory component must be taken concurrently for a total of four credits.

ENVS 109 Technology, Environment and Society (3)

Issues included are: depletion of energy resources, environmental degradation, and biotechnology. The course is designed to give the student an in-depth understanding of selected topics in relationship to ethics, philosophy, economics, and consumerism. Non-science majors.

ENVS 210 Water: The Essential Ingredient (3)

An introduction to the environmental sciences, emphasizing the value of water as a natural resource. Topics include: scientific measurement, pH, the ecology of natural populations, water use and supply, water pollution, acid rain, the greenhouse effect, water purification, water power, and aqua culture. Involves lecture-demonstration. Non-science majors.

ENVS 212 Introduction to Meteorology (3)

This course introduces the study of earth's atmosphere and its associated weather phenomena. Topics include: origin, evolution, structure, and characteristics of earth's atmosphere; moisture; pressure; storm dynamics; fronts; meteorological equipment; local and global weather patterns; and weather forecasting. Emphasis is placed on visuals, realtime, and compiled weather data, including satellite and radar imagery, computer modeling, and weather map analysis. Three hours lecture, two hours lab. Science, Aviation, and non-science majors.

ENVS 213 Applied Meteorology (3)

This course expands on and utilizes standard introductory meteorology topics and relates them to practical scientific and real world application. The course emphasizes a deeper study of atmospheric measurement, observation, instrumentation, practical weather application, map analysis, data interpretation and weather forecasting. Heavy emphasis is placed on the use of weather data, instruments, tools, local climate data, visuals and a multi-dimensional understanding of atmospheric processes.

ENVS 215, 216 Resource Conservation I, II (3, 3)

Designed to provide the student with an awareness of natural resources. Considers resource use in light of its impact on the natural environment. Part I examines fundamental resources such as soil, water, forests, and wildlife. Part II includes controversial topics such as energy, nuclear power, pollution, and the use of pesticides. Science and non-science majors.

ENVS 261 Earth Science I — Geology (3)

Studies the physical earth — minerals, rocks, mountains, valleys, glaciers, volcanoes, and earthquakes. Three hours lecture and demonstration. Science and non-science majors.

ENVS 262 Earth Science II — Oceanography, Meteorology (3)

Investigates oceans and weather systems of the earth and their importance to society. Topics include ocean life, ocean resources, marine habitats, marine policy, and exploration. Three hours lecture and demonstrations. Science and non-science majors.

ENVS 300+ ENVS Specialty Course (3-4)

Experts in various fields of ENVS will offer courses in their area of expertise. Junior and senior science majors.

ENVS 340 Environmental Law (3)

Overview of the field of environmental law and the major related statutes. Explores particular categories, issues and concerns that affect society and government. Environmental Science and non-science majors.

ENVS 345 Environmental Management and Policy (3)

Course topics include an examination of environmental policy and the relationship between local, state, and federal agencies. The responsibilities of industry and the role of society in decision-making regarding environmental issues are addressed. Three hours lecture. Environmental Science and non-science majors.

ENVS 420, 420L/520, 520L (Bi-level course) 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. Junior and senior science majors and M.S. Biotechnology graduate students.

ENVS 454 Undergraduate Research (2)

Requires laboratory or library research on an assigned problem. Hours are arranged by the advisor. *Prerequisites: QPA minimum 2.50 and approval of the chair of the Science Department.* A public demonstration of the research may be requested. Junior and senior science majors.

ENVS 498 Internship (3)

The student works in an actual commercial laboratory facility gaining experience and expertise in the student's area of specialization. Arranged with approval of the Science Department chairperson. Junior and senior science majors.

ENVS 499 Independent Study (1, 2 or 3)

Arranged only with special permission of department chairperson. Junior and senior science majors.

Physics Courses (PHYS)

Physics courses that have both a lecture and a laboratory component must be taken concurrently for a total of 4 credits.

PHYS 112, 112L Introduction to Astronomy (4)

A study of the history and evolution of the cosmos. Topics include basic motions of the sun, moon, and planets; telescopes; classification of stars; and stellar evolution. Emphasizes the scientific method. Includes night observing sessions with a large telescope. Lab data collected involves computer modeling, use of telescope, and Internet resources. The course is designed for students with limited mathematical application. Three hours lecture, 2 hours lab. Science and non-science majors.

PHYS 140 Physics for Architects (3)

Introduction to the fundamental principles of physics as they relate to architecture, including forces and vectors, statics, stress, and strain. Also covers heat and thermodynamics, electricity, light and optics, and acoustics. Three hours lecture. Architecture majors only.

PHYS 210 Physical Science (3)

A study of basic concepts related to matter, energy, force, motion, and machines. General features of planet earth and the origin, structure, and evolution of the universe are discussed. Three hours lecture; demonstrations. Elementary Education and non-science majors.

PHYS 303, 303L General Physics I (4)

This course provides an introduction to mechanics, fluids and waves. Three hours lecture, two hours lab. Science and Mathematics majors. *Prerequisites: algebra and trigonometry; MATH 170 or MATH 201.*

PHYS 304, 304L General Physics II (4)

This course provides an introduction to electricity and magnetism, heat and optics. Three hours lecture, two hours lab. Science and Mathematics majors. *Prerequisites: PHYS 213, PHYS 213L.*

Laboratory Science (MLS)

The following courses are representative of a Medical Laboratory Science internship and are provided by Robert Packer Hospital.

MT-1 Urinalysis and Body Fluids (3)

In this course, students will study the anatomy and physiology of the kidney and excretory system. Students will be able to discuss and explain the medical biochemistry of renal function, the histology of the kidney and glomerulus, and the interpretation of urinalysis tests. Emphasis for this course is on specimen collection and preservation, laboratory test procedures, clinical microscopy, histology of urine sediment, clinical significance and interpretation of laboratory results. The course also covers laboratory procedures and clinical significance of analysis of spinal fluid, seminal fluid, and other body fluids commonly examined in the laboratory. Lectures, text reading assignments, lab exercises, and problem-based case studies are used to teach this course. 2 class hours, 2 laboratory hours per day.

MT-2 Hematology and Coagulation (5)

This course is a comprehensive study of the hemopoietic and hemostasis systems. Major concepts of this course are the histology and morphology of normal and abnormal red blood cells, white blood cells, and platelets. Students will study the medical biochemistry of iron deficiency, vitamin B12/Folate deficiency anemia and the medical biochemistry of various hemoglobinopathies, determination of blood measurements in anemias, leukemias and other blood diseases; the medical biochemistry of coagulation, fibrinolysis, coagulopathies, and laboratory procedures for coag-

ulation testing will be covered in detail. Emphasis is on histology and morphology of red and white blood cells, biochemical test principles, analytical procedures, and clinical interpretation of routine and special tests. The course is presented using lectures, lab exercises, and problem-based case studies. 2 class hours, 3 laboratory hours per day.

MT-3 Clinical Biochemistry (6)

This course is designed to give the student a comprehensive and sequential overview to the study of medical biochemistry and human pathophysiology. The contents of this course will introduce the student to specimen collection, transport and storage, specimen variable, and laboratory mathematics. This course will also cover the concepts of Spectral techniques, immunoassays, quality control and quality assurance. This course is intended to present the concepts of chemical principles, reference ranges, test method evaluation and clinical significance of the following selected chemical components: carbohydrates, non-protein nitrogen, electrolytes, acid-base physiology, blood gas physiology, proteins, lipids, enzymes, liver function, cardiac markers, tumor markers, endocrinology, vitamins, and calcium-phosphorus metabolism. The student will also be introduced to the topics of toxicology and therapeutic drug monitoring. 2 class hours, 2 laboratory hours per day.

MT-4 Immunohematology (3)

Introduction to immunohematology and blood banking. This course covers the biochemistry, genetics, and laboratory techniques for the testing of ABO, Rh and other blood group systems. Emphasis is on ABO grouping, RH typing, direct anti-globulin testing, indirect anti-globulin testing, pre-transfusion (compatibility) testing, antibody identification with panels, component preparation and storage, transfusion therapy, donor requirements for blood donation, fetal-maternal blood banking and pre-natal testing, and quality assurance in the blood bank. 2 class hours, 2 laboratory hours per day.

MT-5 Medical Immunology/Serology (3)

This course is the study of biochemistry and physiology of the immune system to include the study of humoral and cell mediated immunity, complement, hypersensitivity, auto-immunity, immunodeficiency, tumor immunology, transplant immunology, viral hepatitis, and the serology of infectious diseases such as syphilis, Rubella, HIV, and Epstein Bar Virus. Emphasis is on biochemical principles, laboratory procedures, clinical significance and interpretation of laboratory results. Laboratory tests include, antibody quantitation, agglutination tests, immunoelectrophoresis, fluorescent antibody tests, enzyme immunoassay, PCR, and Western Blot techniques. 2 class hours, 2 laboratory hours per day.

MT-6 Medical Parasitology (1.5)

This course is the study of medically important parasites of man. Topics include the introduction to the theory, practical application, technical performance, and evaluation of procedures for isolation and identification of medically important parasites of man and other animals. Emphasis is on the identification of Nematodes, Cestodes, Trematodes, Protozoans and Sporozoans, and the study of their life cycles and laboratory techniques. 2 class hours, 1.5 laboratory hours per day.

MT-7 Medical Bacteriology-Virology (7)

This course is a comprehensive study of medically important pathogenic bacteria. Course topics include: specimen handling, staining methods, media/culture methods, rapid diagnostic tests, serologic grouping, taxonomy, morphology, metabolism, pathology, and growth requirements and biochemical characteristics, culture techniques, biochemical identification, transmission, and antibiotic susceptibility testing of medically important bacteria, mycobacteria, rickettsia, and viruses. Fundamentals

of virology including structure, classification and pathology, and laboratory techniques. 2 class hours, 3 laboratory hours per day.

MT-8 Medical Mycology (1.5)

Mycology is the study of pathogenic fungi medically important to man. Topics included are classification, nomenclature, methods of culture and colony morphology and identification, identification of genus and species based on microscopic morphology of selected fungal species, study of fungal diseases and antifungal therapy. 2 class hours, 1 laboratory hour per day.

MT-9 Laboratory Management/Education (1)

This is a student self-directed study of the principles of managing a clinical laboratory. Emphasis is on leadership theory, human resource management, communications, marketing, budgeting, problem-solving, regulatory issues, inventory, and laboratory information systems. Educational topics include: learning theories, program development and evaluation, instruction media, domains of learning, and test development. 15 - 20 total class and project hours.

MT-10 Seminar (1)

The seminar is designed to develop the student's understanding and evaluation of published research design and practice. The seminar prepares the student to be an informed consumer of research published in the field. The course is designed to develop the student's use of the library and Internet resources, evaluation of research, critical thinking skills, and oral presentation skills. The student is responsible for topic selection, literature search, presentation development, and poster board presentation. This project is completed with the guidance of the program director. A professional oral presentation and poster required for this course.

MT-11 Histology Technique (0)

This course provides a comprehensive survey and experience of the histologic procedures that take place in the preparation of a tissue sample for examination by the pathologists. These procedures include gross dissection, tissue processing, tissue fixation, embedding, microtoming, routine staining and immunochemical staining. The student will apply and demonstrate basic histologic techniques in an authentic clinical setting and prepare their own slides. 40 clinical contact hours.

Business and Managerial Science

COLLEGE OF LIBERAL ARTS AND SCIENCES • DIVISION OF MANAGEMENT



Art Comstock, Ph.D., Executive Director and Chairperson

James Biaggi, J.D., C.P.A.

*Erin Brennan, J.D.

*Mark Choman, M.B.A.

*William P. Cusick, M.B.A., C.P.A.

Uldarico Rex Dumdum, Jr., M.E., M.S., M.B.A., Ph.D., C.M.F.C.

Ahmed Gomaa, M.S., M.B.A., Ph.D.

*Christopher Haran, M.S.

Monica Law, M.E., Ph.D.

Charles J. Lipinski, M.B.A., D.B.A.

*Frank A. Marcin, J.D.

George Marcinek, M.B.A., C.P.A., C.M.F.C.

Joseph A. McDonald, ATP, FE, CFIA&I, MEI, BGI

*Edward McLaughlin, M.B.A., Ph.D.

*Cheryl Murnin, M.A.

Kerimcan Ozcan, M.S., M.A., Ph.D.

Murray J. Pyle, M.S., M.M., M.A., Ph.D.

*Paula Ralston-Nenish, M.B.A., C.I.A.

*John Reager, M.B.A.

*Ellen Sherwood, M.B.A.

Christopher Speicher, M.B.A., Ph.D.

*Michael Williamson, M.B.A., C.P.A.

*Part-time

Goals

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP), the undergraduate Business and Managerial Science Programs enable students to acquire competencies necessary for a career in a variety of organizations, such as financial services, marketing, aviation, information systems, human resources, and governmental enterprises. It develops their skills in a business track to successfully meet the continual challenge of a technological society and nurture values conducive to ethical and socially responsible behavior.

The program seeks to enable the student to:

1. develop an understanding of key business concepts, while learning to think critically and creatively in the interrelationship between these concepts and the overall aspects of life;

2. develop an understanding of the fundamentals of business and how it relates to society;
3. develop an ability to effectively read, write, and speak and to demonstrate technological literacy;
4. demonstrate professional competence and leadership skills that will be used in meeting the human and business needs of today and are directed toward the well-being of future generations.

Programs

The Bachelor of Business Administration (B.B.A.) degree is accredited by the Accreditation Council of Business Schools and Programs and can be earned through the Business and Managerial Science Programs in one of the following majors:

Accounting

Aviation Management

Business Information Technology (BIT)

Financial Planning

Hospitality Management

International Business

Management

Marketing (Concentration in Retail Business Management is also available)

These programs are available to students with diverse backgrounds and training. High school graduates with academic or business backgrounds will find this program structure of great interest.

Requirements for Majors

All students seeking a business degree are required to complete the following courses:

BUS 111	Principles of Marketing (3)
BUS 123	Management and Career Options (3)
BUS 131	Accounting I (3)
BUS 132	Accounting II (3)
BUS 200	Advanced Computer Tools for Management (3)
BUS 252	Business Law I/Legal Environment of Business (3)
BUS 301	Management Information Systems (3)
BUS 312	Operation Management/Quantitative Analysis (3)
BUS 321	Financial Management (3)
BUS 341	Organizational Behavior (3)
BUS 422	Personnel/Human Resource Management (3)
BUS 481	Business Policies and Strategic Planning (3)
ECON 100	Basic Economics (3/6)*
OR	
ECON 101	Principles of Economics I (3)
AND	
ECON 102	Principles of Economics II (3)
MATH 216	Statistics for Behavioral and Social Science (3)*
PHIL 427	Business Ethics (3)*
OR	
PHIL 315	Ethics (3)*

Total: 45/48 credit hours: 36 Business credit hours—9/12 liberal arts* credit hours.

The student majoring in one of the aforementioned business areas may also elect to pursue a double major or emphasis in another business area. In doing so, the

student is required to take at least an additional 15 credits outside his/her major area. The student should consult with his/her advisor for more information.

All students in the program will take: ECON 100: Basic Economics, or ECON 101: Principles of Economics I and ECON 102: Principles of Economics II, which fulfills the Social Science requirement within the Liberal Arts core. MATH 216 fulfills one of the liberal arts requirements in Category III. Aviation Management majors are encouraged to take ENV5 212 as their Science requirement in Category III. All Business students are encouraged to take BUS 380, Ethical Leadership and Corporate Responsibility, as a business elective.

The recommended curriculum in each major area is available in curriculum guide format for the four year period and can be obtained in the Business and Managerial Science Office.

All Business and Managerial Science students are strongly urged to take advantage of the excellent opportunities in work experience provided by the corporations that have agreed to participate in the internship program. This unique on-the-job training gives students a chance to utilize skills developed in the formal classroom. Students can register for the internship during their junior or senior years; however, their QPA in their major must be at least 2.75 unless approved by the Executive Director. Accounting and Finance students may have to do their internships during the spring semester of their senior year. However, the internship requirement may be waived by the Executive Director if there is evidence that it may create a student hardship.

Students transferring from other colleges/universities, upon acceptance, will be required to complete a minimum of 30 credit hours in Business and Managerial Science at the Marywood campus.

Requirements for a Minor

The student whose major is in a department other than Business and Managerial Science may elect to have a minor in **Business** or in **Forensic Accounting**. A student seeking a minor must achieve a minimum GPA of 2.33 in all Business courses taken. Prior approval of courses is required for transfer for a minor. At least 50 percent or more of the credits must be completed at Marywood University.

For a minor in Business, the student will take a total of 18 credits as follows:

BUS 111	Principles of Marketing (3)
BUS 123	Management and Career Options (3)
BUS 131	Accounting I (3)
BUS 200	Advanced Computer Tools for Management (3)
BUS 252	Business Law I (3)

Plus one of the following with the approval of the chairperson:

BUS 132	Accounting II (3)
BUS 306	Electronic Commerce: A Managerial Approach (3)
BUS 380	Ethical Leadership & Corporate Social Responsibility (3)
BUS 422	Human Resource Management (3)
BUS 424	Managerial Decision Making (3)
BUS 425	Entrepreneurship and Small Business Operations (3)
BUS 461	Leadership in the Global Marketplace (3)

For a minor in Forensic Accounting, the non-Business major must take a total of 18 credits as follows:

CJ 100	Introduction to Criminal Justice (3)
CJ 324	Criminal Investigation (3)
BUS 130	Introduction to Accounting (3)

OR

BUS 131	Principles of Accounting I (3)
AND	
BUS 132	Principles of Accounting II (3)
BUS 331	Intermediate Accounting I (3)
BUS 332	Intermediate Accounting II (3)
BUS 433	Auditing Principles and Procedures (3)

Degree Requirements

	Major	Core	Electives	To Graduate
Accounting	66	46	14	126
Airport/Aviation Mgmt	63	46	17	126
Pilot/Flight Op.	63/66	46	14/17	126
Business Information Tech.	63	46	17	126
Financial Planning	63	46	17	126
Hospitality Management	64	46	16	126
International Business	66	46	14	126
Management	63	46	17	126
Marketing	63	46	17	126

Individual Program/Major Requirements

Accounting

Students majoring in Accounting are required to complete a minimum of 66 semester hours in Business and Managerial Science courses (with six credits in Economics recommended*). Options are provided for the 150-hour requirements as qualified students can enroll in graduate courses in their senior year.

The following courses are required of Accounting majors:

BUS 253	Business Law II (3)
BUS 323	Money and Banking (3)
BUS 331	Intermediate Accounting I (3)
BUS 332	Intermediate Accounting II (3)
BUS 333	Cost Accounting (3)
BUS 334	Federal Taxation (3)
BUS 433	Auditing Principles and Procedures (3)
BUS 436	Advanced Accounting (3)
BUS 437	Taxation of Business Entities (3)
BUS 451	Business Internship (3)

Total: 30 credit hours

*Consult your advisor for specific requirements.

Aviation Management

Students in Marywood University's Aviation Management Program prepare for careers in various managerial positions available with commercial airlines and/or as commercial pilots. The students begin flying in their first semester. The flight training is done through a Federal Aviation Administration (FAA) approved, 141-flight training school which is conveniently located at the Wilkes-Barre/Scranton International Airport, approximately fifteen miles from Marywood's campus. Students who have previously completed their flight ratings at another collegiate institution may receive credits for each of the ratings achieved.

Students will pay for flight training on a per hour basis. Information regarding specific program fees is available through the Admissions Office or the Business and Managerial Science Office at Marywood University.

Students majoring in Aviation Management are required to complete 63-66 credits in Business and Managerial Science. The general business core and the courses required in either track selected are part of the program requirements.

These tracks are as follows:

1. Airport/Airline Management

This track requires three credits of internship along with the following course requirements:

Flight Operations Courses**	9 credits
BUS 141 Aeronautical Theory-Private Pilot Ground*	(3)
BUS 142 Aeronautical Theory-Instrument Ground*	(3)
BUS 243 Aeronautical Theory-Commercial Ground*	(3)
Aviation Management Courses	12 credits
BUS 255 Airline Management	(3)
BUS 342 Airport Operations Management	(3)
BUS 343 Aviation Scheduling and Logistic Management	(3)
BUS 344 Airport/Airline Security	(3)
Aviation Management Internship and Electives	6 credits
BUS 451A Aviation Internship	(3)
BUS Business Elective	(3)
Total Airline/Airport Management	27 credit hours

2. Professional Pilot/Flight Operations

Flight Operations Courses**	9 credits
BUS 141 Aeronautical Theory-Private Pilot Ground*	(3)
BUS 142 Aeronautical Theory-Instrument Ground*	(3)
BUS 243 Aeronautical Theory-Commercial Ground*	(3)
Flight Training Courses**	9-12 credits
Private Flight Rating*	(3)
Instrument Flight Rating*	(3)
Commercial Flight Rating*	(3)
Multi-Engine Flight Rating (optional)***	(1)
Certified Flight Instructor Rating (optional)***	(3)
Aviation Management Courses	9 credits
BUS 255 Airline Management	(3)
BUS 342 Airport Management	(3)
OR	
BUS 344 Airport/Airline Security	(3)
BUS 343 Aviation Logistic Management	(3)
Total Professional Pilot/Flight Operations	27-30 credit hours

NOTE: Residents of Pennsylvania may apply for scholarships through the Aviation Council of Pennsylvania.

* Successful completion of the FAA exams.

** Credit may be awarded to students who are accepted into the program and have successfully completed their ratings at another collegiate institution.

*** Optional rating.

Business Information Technology (BIT)

The major in Business Information Technology prepares students for the evaluation, programming, design, and development of information systems within national and multi-national organizations. The technical foundation and details of voice and data communication systems are covered.

The student with a major in this area is required to complete 63 semester hours in Business and Managerial Science. Courses beyond the general requirements that must be taken as part of the major for this degree are as follows:

BUS 207	JAVA Programming (3)
BUS 303	Database Management Systems (3)
BUS 304	Systems Analysis and Design (3)
BUS 305	Computer Networks and Data Communication (3)
BUS 307	Web Application Development (3)
BUS 407	C++ Programming (3)

Plus three of the following:

BUS 203	COBOL Programming (3)
BUS 206	RPG Programming (3)
BUS 306	Electronic Commerce: A Managerial Approach (3)
BUS 400	Operating Systems (3)
BUS 401	Visual Basic (3)
BUS 402	Advanced Web Applications Development (3)
BUS 403	Computer Security and Control (3)
BUS 405	Advanced Applications Development: COBOL (3)
BUS 408	Accounting-Financial Information Systems (3)
BUS 410	Advanced Topics (3)
BUS 415	E-Business Application Development (3)
BUS 420	Information Systems Development Project (3)
BUS 451	Business Internship (3)

Total: 27 credit hours

Financial Planning

The Financial Planning major prepares students for a financial career in large corporations, small businesses, banks, brokerage firms, insurance companies, and many more. At the undergraduate level, the most common job market entry level position is as a financial or credit analyst. Ultimately, though, the Financial Planning major provides students with the analytical tools to handle a variety of finance and business functions.

The student majoring in Financial Planning is required to complete 63 semester hours in the core Business classes and the following major courses:

BUS 322	Personal Financial Planning (3)
BUS 323	Money and Banking (3)
BUS 325	Investment and Portfolio Management (3)
BUS 334	Federal Taxation (3)
BUS 432	Accounting for Management (3)
BUS 445	Advanced Topics in Financial Planning (3)
BUS 471	International Finance (3)
BUS 451	Business Internship (3)
BUS	Business Elective (3)

Total: 27 credit hours

Hospitality Management

The Hospitality Management program objective is to prepare students to perform managerial-level jobs in enterprises and institutions of the service sector that have lodging, and/or food service components. The service sector includes lodging, food service, tourism, recreation industries, and institutions such as hospitals and schools. Practical experiences are supplied by courses and internships.

Sixty-four (64) credits in Nutrition and Dietetics and Business and Managerial Science are required in the Hospitality Management Program. These include the general requirements for the BBA degree in addition to the following:

BUS 122	Introduction to Hospitality Management (3)
BUS 245	Front Office Management (3)
BUS 319	Dimensions of Tourism (3)
BUS 427	Banquet and Convention Management (3)
BUS 451	Internship I (3)
BUS 452	Internship II (3)

Required courses in Nutrition and Dietetics Component:

N D 103	Basic Foods (3)
N D 111	Basic Nutrition (3)
N D 138	Food Safety (1)
N D 309	Principles of Quantity Food Production and Service (3)

International Business

The student majoring in International Business is required to complete 45 semester hours in business, in addition to 21 credit hours in a foreign language. Students are encouraged to spend a semester abroad in a country of their choice, depending on the foreign language selected. In addition to the general business core, the International Business student is required to complete the following courses:

BUS 315	International Marketing (3)
BUS 370	International Business Management (3)
BUS 471	International Finance (3)

Plus 21 credit hours in the following foreign language courses or as directed by the Foreign Language Department:

FREN or SPAN 211, 212	Intermediate French or Intermediate Spanish (6)
FREN or SPAN 221, 222	French Language and Culture or Spanish-American Language and Culture (6)
FREN or SPAN 275, 276	French or Spanish Conversation (6)
FREN or SPAN 337 or 338	Commercial French or Spanish (3)

Any of these courses, along with business credits, could be taken abroad.

For those majoring in International Business with English as a Second Language, upon admission, program requirements will be determined in consultation with faculty from both the Division of Management and the Foreign Language Department.

In addition to the required International Business courses, the student is encouraged to select several business electives that will provide a depth of knowledge and a focus for the business portion of the program. A possible area of emphasis may be selected from the following: Accounting, Business Information Technology, Finance, Management or Marketing. The International Business student is encouraged to meet with his/her advisor to determine a potential concentration.

Management

The student majoring in Management is required to complete 63 semester hours in Business and Managerial Science, including the following:

BUS 221	Organization Communication (3)
BUS 306	Electronic Commerce: A Managerial Approach (3)
BUS 323	Money and Banking (3)
BUS 370	International Business Management (3)
BUS 424	Managerial Decision Making (3)
BUS 425	Small Business Management (3)

BUS 432	Accounting for Management (3)
BUS 461	The Leadership Process in the Global Marketplace (3)
BUS 451	Business Internship (3)
OR	
BUS	Business Elective (BUS 380 Ethical Leadership and Corporate Social Responsibility recommended) (3)
Total: 27 credit hours	

Marketing

The Marketing major will be exposed to aspects of the ever-changing, multifaceted world of marketing. Upon graduation, students will be prepared for opportunities in a wide array of marketing, management, and retailing positions.

Students with an interest in **Retail Business Management** may complete a concentration in this area (see below).

The student majoring in Marketing is required to complete 63 semester hours in Business and Managerial Science, including the following:

BUS 112	Principles of Professional Selling (3)
BUS 212	Advertising: Principles and Practices (3)

OR

BUS 316	Direct Marketing: Telemarketing (3)
BUS 314	Marketing Management (3)
BUS 315	International Marketing (3)
BUS 413	Marketing Research (3)
BUS 432	Accounting for Management (3)

OR

BUS 306	Electronic Commerce (3)
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In addition, select three (3) of the following:

BUS 113	Retail Management (3)
BUS 213	Consumer Behavior (3)
BUS 215	Survey of Visual Display and Design (3)
BUS 306	Electronic Commerce: A Managerial Approach (3)
BUS 316	Direct Marketing: Telemarketing (3)
BUS 323	Money and Banking (3)
BUS 334	Federal Taxation (3)
BUS 380	Ethical Leadership and Corporate Social Responsibility (3)
BUS 414	Industrial Marketing Management (3)
BUS 451	Business Internship (3)

OR

BUS	Business Elective (3)
BUS 461	The Leadership Process in the Global Marketplace (3)
Total: 27 Credits	

Concentration in Retail Business Management

This concentration is for the marketing student with a special interest in retailing. The combination of marketing and retailing courses will provide students with knowledge needed to enter an executive training program or for positions in retail management, buying, product development, or visual merchandising.

Students may choose to do an internship in the summer following the junior year or opt for a business elective in its place. Through the cooperation of industry leaders and skilled faculty, the concentration makes students aware of the latest trends in retailing.

The student concentrating in **Retail Business Management** is required to complete 63 semester hours including the following six (6) courses and three (3) electives as part of the Marketing major:

Select all courses with asterisks, plus one other:

*BUS 112 Principles of Professional Sales (3)

*BUS 113 Retail Management (3)

*BUS 212 Advertising: Principles & Practice (3)

OR

BUS 316 Direct Marketing: Telemarketing (3)

*BUS 215 Survey of Visual Design and Display (3)

BUS 315 International Marketing (3)

OR

BUS 370 International Business Management (3)

*BUS 317 Theories of Merchandise Buying (3)

BUS 413 Marketing Research (3)

BUS 432 Accounting for Management (3)

Select three (3) of the following electives:

BUS 213 Consumer Behavior (3)

BUS 306 E-Commerce (3)

BUS 316 Direct Marketing: Telemarketing (3)

BUS 380 Ethical Leadership and Corporate Social Responsibility (3)

BUS 425 Entrepreneurship and Small Business Operations (3)

BUS 451 Business Internship (3)

Total: 27 credit hours (in Marketing and Retail Business Management)

Business Courses (BUS)

BUS 111 Principles of Marketing (3)

Provides a general overview of the environment in which marketing operates and exposes the students to the principles of marketing with regard to product development, distribution, promotion, pricing, and consumer behavior, keeping in mind all the economic factors and technological developments taking place around us.

BUS 112 Principles of Professional Selling (3)

Covers various factors that constitute good salesmanship and effective sales presentations. Includes the psychology of selling and the techniques in setting up interviews, making a product presentation, and closing a sale. *Prerequisite: BUS 111 or permission of the chairperson.*

BUS 113 Retail Management (3)

A foundation course, offering an overview of the industry, including terminology, the importance of store image and location, effective advertising, merchandising mix, and a variety of elements linked to successful retailing. A special focus is placed on the importance of customer service and strategic planning in the industry today.

BUS 122 Introduction to Hospitality Management (3)

A structured perspective of the hospitality industry and management operations. Addresses the basic framework of hospitality organizations, including food and beverage, lodging, marketing, and cost control. History and career options are incorporated.

BUS 123 Management and Career Options (3)

Covers the basic functions of management. Includes career explorations relative to the functional areas within the corporate structure and the role top management and middle management play in achieving organizational goals. Cases are utilized to illustrate the concepts and theories discussed.

BUS 130 Introduction to Accounting (3)

Provides an understanding of how to record basic transactions for service-oriented and/or merchandising concerns and how the outcome is represented in financial statements. This course is open to non-business majors only and will be tailored to meet the needs of the non-business majors represented.

BUS 131 Accounting I (3)

Emphasizes the nature and preparation of basic statements through analysis of transactions, applying generally accepted accounting principles. The course will stress the importance of accounting as a tool to create useful information for decision-making.

BUS 132 Accounting II (3)

Continues the application of accounting principles to partnerships and corporations. Includes stockholders' equity, long-term debt, investments, cash flow, and analysis and interpretation of financial statements. *Prerequisite: BUS 131.*

BUS 141 Aeronautical Theory – Private Pilot Ground (3)

This course covers the basic and necessary aeronautical knowledge and meets the prerequisites specified in Flight Administration Regulation (FAR) Part 61 for a private pilot rating. Areas covered include: aviation opportunities, human factors, airplane systems, aerodynamic principles, the flight environment, communication and flight information, weather theory, weather patterns and hazards, predictors of aircraft performance, airplane weight and balance procedures, pilotage, dead reckoning, and navigation equipment.

BUS 142 Aeronautical Theory – Instrument Ground (3)

This course covers the necessary aeronautical knowledge and meets the prerequisites specified in Title 14 CFR, Part 141, Appendix C for an instrument rating (airplane). Areas covered include: principles of instrument flight; air traffic control system; instrument flight charts for Instrument Flight Rules (IFR) planning and flight; advanced aviation human factors and physiology; instrument FARs; various IFR approaches; procedures for IFR departure, enroute, and arrival operations; IFR flight planning and emergency procedures; analysis of weather information, conditions, and trends. *Prerequisite: BUS 141 or successful completion of FAA ground exams.*

BUS 200 Advanced Computer Tools for Management (3)

Course provides laboratory exercises to support learning in Management Information Systems, Finance, and Operations Management core courses. Intensive instruction in Spreadsheets, Relational Databases Management Systems, and Project Management and their use in various management disciplines and application in solving management problems.

BUS 203 COBOL Programming (3)

Provides the fundamental concepts, principles, and techniques for effective application program design and implementation using the COBOL programming language. Topics include structured diagramming and design concepts and techniques, test data generation, program maintenance, and business report production. Multiple tutorials and projects enable students to become proficient in the use of the various features of the language.

BUS 206 RPG Programming (3)

Provides the fundamental concepts, principles, and techniques for effective application program design and implementation using the RPG programming language. Topics include structured diagramming and design concepts and techniques, test data generation, program maintenance, and business report production. Multiple tutorials and projects enable students to become proficient in the use of the various features of the language.

BUS 207 JAVA++ (3)

Provides the fundamental concepts, principles, and techniques for effective application program design and implementation using an object-oriented approach in a GUI environment. Helps students develop a rich understanding of the JAVA programming language and its basic constructs such as classes, instance and local variables, expressions, and control structures.

BUS 212 Advertising: Principles and Practices (3)

Studies social and economic aspects of advertising; discusses creative strategy and media planning, including concept development and preparation of copy and art; evaluates role of marketing and consumer research; examines ethics of advertising. (Cross-listed with COMM 202.)

BUS 213 Consumer Behavior (3)

Covers pertinent findings in consumer buying behavior. Includes such topics as motivation, learning, attitude, and change, and the relation between attitudes and behavior as applied to consumers. *Prerequisite: BUS 111.* (Cross-listed with COMM 213.)

BUS 215 Survey of Visual Display and Design (3)

A survey course that introduces the student to ways in which visual display and design is used in a variety of settings. The course combines theory with fieldwork in venues that include office spaces, museum spaces, art galleries, restaurants, and various types of department and specialty stores.

BUS 221 Organizational Communication (3)

Covers the role of communication of organizations as well as the different communication approaches organizations use. Discusses business communication, personality variables in communication, communication conflicts, cross cultural and small group communication. In addition, electronic mail and telecommunications are covered.

BUS 223 Fundamentals of Insurance Management (3)

Discusses general risk and its role in the behavioral sciences and in business administration. Provides a balanced treatment of property, liability, life, and health insurance, as well as the risk handled by these types of insurance. Studies these areas in relation to business organizations and their fringe benefits contribution.

BUS 243 Aeronautical Theory – Commercial Ground (3)

This course covers the necessary aeronautical knowledge and meets the prerequisites specified in Title 14 CFR, Part 141, Appendix D for a commercial rating (airplane). Areas covered include: airports, airspace, and flight information; meteorology; airplane performance; Visual Flight Rules (VFR) cross-country planning and navigation; aeronautical decision-making; aviation physiology; FARs applicable to commercial pilot operations; complex aircraft systems; predicting aircraft performance; advanced aerodynamics; commercial decision making, and flight maneuvers for commercial pilot certification. *Prerequisite: BUS 142 or successful completion of the FAA ground exams.*

BUS 245 Front Office Management (3)

The course will include system, design, analysis, and application for hotel functions, including guest services, reservations, reception, and the night audit.

BUS 252 Business Law I/Legal Environment of Business (3)

After introductory materials on sources of law, court systems, civil procedure, and tort and Constitutional, property, and criminal law, the major part of this course is devoted to the law of contracts. The course covers the effect of e-commerce on contracts with emphasis on the Uniform Electronic Transactions Act, the Uniform Computer Information Transaction Act, and the Electronic Signatures and Global and National Commerce Act. Also discussed are business organizations, partnerships, limited partnerships, limited liabilities, and corporations.

BUS 253 Business Law II (3)

After introductory materials on agency and employment and bankruptcy and secured transactions, the major part of this course is devoted to the laws governing the sale of goods, including Article II of the Uniform Commercial Code and the Uniform Commercial Information Transactions Act and the laws governing commercial instruments, including Articles III and IV (a) of the Uniform Commercial Code and the Electronic Signatures and Global and National Commerce Act.

BUS 255 Airline Management (3)

This course covers the development of the air transport industry as well as the structure of domestic and international air transport. Organizations and management of the operations, equipment selection, finance and the problems encountered in the management of passenger travel as well as cargo operations are covered.

BUS 301 Management Information Systems (3)

Introduces the student to the vast and fast-growing field of computer-based information systems and technologies (CBIS/T), especially as these are strategically acquired, developed and deployed in different types of organizations. Various frameworks, principles, concepts, issues, methodologies, and applications crucial to achieving and maintaining competitive advantage will be explored using a socio-technical approach. SQL and topics such as the social, organizational, and ethical implications of CBIS/T and eCommerce are also discussed. *Prerequisite: BUS 200.*

BUS 303 Database Management Systems (3)

Provides an understanding how current and emerging database technologies support business objectives. Emphasis on providing students with a conceptual and practical foundation upon which to analyze information requirements and to design and implement effective databases using the relational database model and the database life cycle methodology. Multiple tutorials and projects provide students the opportunity to become proficient in the use of SQL and the various features of relational database management software. *Prerequisite: BUS 200, BUS 301.*

BUS 304 Systems Analysis and Design (3)

Examines system development concepts, methodologies, tools and techniques. Emphasis on providing students with a conceptual and practical foundation for approaching and analyzing business situations, identifying user constituencies, formulating and framing problems, determining and specifying information requirements, data modeling, and planning and logically designing information systems. *Prerequisite: BUS 200, BUS 301.*

BUS 305 Data Communications and Computer Networks (3)

Provides a conceptual and practical foundation for understanding how current and emerging developments in data communications and computer networks support business objectives. Topics include computer communications networks, wide area and local area network topologies, enterprise and inter-organizational networking and standards. Emphasis will be placed on the technical and management aspects and the operational and strategic implications of various computer network and telecommunications applications. *Prerequisite: BUS 200, BUS 301.*

BUS 306 Electronic Commerce

Examines the current and emerging trends in electronic commerce and their implications for creating and capturing value and for achieving and sustaining competitive advantage. Provides students with a technical and managerial foundation for understanding technological drivers, platforms and infrastructure, Internet business models, logistics and fulfillment, electronic payment and security systems, and organizational and implementation issues. *Prerequisite: BUS 200, BUS 301.*

BUS 307 Web Application Development (3)

Builds upon skills and knowledge developed in prior programming languages. Provides the fundamental concepts, principles, and techniques for effective web application design and implementation. Topics include design methodologies, client-side and server-side programming and implementation techniques, web servers and web application servers. *Prerequisite: Any one or more of the following: BUS 203, BUS 206, BUS 207, and/or BUS 407.*

BUS 312 Operation Management/Quantitative Analysis (3)

Deals with theory of linear programming and duality methods, design and use of computer solutions, decisions made under uncertainty and recurrent decision problems under certainty and risk. Also covers transportation algorithms, inventory control and PERT/CPM. *Prerequisite: MATH 216.*

BUS 314 Marketing Management (3)

This course strengthens the managerial skills of students in analyzing marketing opportunities, researching target markets in terms of product, promotion, price and distribution strategies. Designing strategies for these aspects of marketing, implementing, and controlling the marketing efforts is discussed in this course. *Prerequisite: BUS 111.*

BUS 315 International Marketing (3)

The course covers analysis of foreign markets, including the cultural, political, and economic differences and their impact on marketing strategies. It deals with international marketing strategies at all stages of international involvement—from exporting to direct investment. *Prerequisite: BUS 111.*

BUS 316 Direct Marketing: Telemarketing (3)

This course explores the newest direct-response marketing techniques utilized in well planned, organized, and managed direct marketing programs. Several forms of direct marketing will be analyzed in the context of the entire marketing media mix. Telemarketing, direct-response radio and television, electronic shopping and the like will be examined to see how these diverse marketing vehicles are used to obtain direct orders from targeted customers or prospects. *Prerequisite: BUS 111.*

BUS 317 Theories of Retail Buying (3)

This course explores the world of the retail buyer in terms of theory and application. Students spend half of their time learning about how buyers operate in the marketplace and the other half working on computer applications used in buying today.

BUS 319 Dimensions of Tourism (3)

The course is an introduction to the broad fields of travel and tourism. Among the topics covered are cultural tourism, economic role of tourism, marketing of tourism, and the sociology of tourism.

BUS 321 Financial Management (3)

This course is offered to students who have had some background in accounting, economics, and statistics. It deals with the institutions, problems, organizations, and analytical procedures that are unique to financial management. Topics such as ratio analysis, time value of money, cost of capital, and capital budgeting techniques are covered. *Prerequisites: BUS 132, and ECON 100.*

BUS 322 Personal Financial Planning (3)

The importance of setting and organizing objectives for an individual or family is covered. The process of converting these and implementing alternative plans is discussed. Protection against personal risk, capital accumulation, provision for retirement, investment and property management, and planning for business interests are addressed in the course discussions.

BUS 323 Money and Banking (3)

The initial understanding of money: its definition, supply, importance, and control by the Federal Reserve System, as well as the Federal Deposit Insurance Corporation, are covered. This is followed by the analysis of banking operations covering planning, performance evaluation, core and tier capital, risk management techniques, and the impact of government regulations on the management of financial institutions.

Prerequisite: ECON 100 or its equivalent.

BUS 325 Investments and Portfolio Management (3)

The course will provide students with an understanding of why people invest and how they make their investment choices, such as asset valuation, asset selection, portfolio structuring, and valuation. An understanding of risk and return relationships and the vast opportunities in global investments, including derivatives, and the practical application of portfolio management and investment planning are a part of the course. *Prerequisite: BUS 321 and MATH 216.*

BUS 330 Real Estate Management (3)

Covers market and cost appraisal, income appraisals, property rights, leases, home ownership, and other topics related to real estate laws, as well as the management of a real estate brokerage office. *Prerequisite: BUS 252.*

BUS 331 Intermediate Accounting I (3)

Presents the objectives of accounting and the principles that make up the development of GAAP as applicable to Financial Statement Presentation. International Financial Reporting Standards (IFRS) are introduced. Development and analysis of financial statements is explored in detail. *Prerequisite: BUS 132.*

BUS 332 Intermediate Accounting II (3)

Continues Intermediate Accounting I, BUS 331, including detailed studies of cash, accounts receivable, inventory, short- and long-term debt, and owner's equity. Also on the agenda: marketable securities, handling leases, and ethical issues. *Prerequisite: BUS 331.*

BUS 333 Cost Accounting (3)

Presents the principles of cost accounting, beginning with the nature and purpose of cost accounting in the manufacturing environment. The major area of job order and process cost accounting are presented along with the application of these techniques to manufacturing and other environments. Finally, the use of cost accounting as a management tool is explained. *Prerequisite: BUS 132.*

BUS 334 Federal Taxation (3)

Presents the history and politics behind the federal income tax laws and regulations, including major emphasis on tax provisions common to all types of taxpayers, and in particular, individuals.

BUS 341 Organizational Behavior (3)

The objective of this course is to provide an introduction to the study of individual, group, and organizational behavior as it impacts the management of complex global organizational environment. After completing this course, one should be capable of diagnosing what is occurring in organizations and be able to influence the situational dynamics and improve organizational functioning. *Prerequisite: BUS 123 or permission of the Chairperson.*

BUS 342 Airport Operations Management (3)

The airport as an operational system, along with airport peaks and airline scheduling, are covered. Ground handling, baggage handling, airport security, technical service, and operational administration and performance are part of the course.

BUS 343 Airline Scheduling and Logistic Management (3)

The course covers the structure of flight schedules for landing and takeoffs at various airports and all the managerial and communication aspects relative to having a flight

materialize. Dispatching functions as well as commercial airline responsibilities in coordinating these activities with airport and the Federal Aviation Administration (FAA) are part of this course. Load factors, passenger and cargo transportation models are discussed. *Prerequisite: BUS 255 and BUS 342.*

BUS 344 Airport/Airline Security (3)

This course examines safety and security issues impacting airlines and airports. A historical overview of terrorism and other threats to aviation is discussed. Other topics covered include hijacking, aviation as a national asset, counter terrorism, TSA, and profiling.

BUS 345 Human Factors and Crew Resource Management (3)

Introduction to the human capabilities and limitations to the design of workplace (and play) systems, human-computer interaction, human information processing, and human performance. Effects of environmental stressors, sociotechnical implications, team performance, and perception are surveyed. *Cross listed with PSYC 345.*

BUS 370 International Business Management (3)

Presents an overview of international business within the framework of cultural, political, legal, and economic diversity in the world and in a changing global market place. Considers the impact of international business on the national economy and the conflicts between protectionism and free trade. Global business strategy design, organization, and implementation are discussed. *Prerequisite: BUS 123.*

BUS 380 Ethical Leadership and Corporate Social Responsibility (3)

This course emphasizes the importance of ethical leadership and its contribution to a more socially responsible corporate image and reality. Through readings and discussions, and with the help of speakers, the course investigates the many institutional and organizational areas that provide opportunities for leaders to make just and ethical decisions in order to serve all of its stakeholders. It illustrates ways in which a business can preserve and expand its profitability, while still creating ethical relationships, both internally and externally. Students in this course help to facilitate the annual Ethical Leadership and Corporate Social Responsibility Forum.

BUS 390 Special Topics (3)

Seminars will be offered on various topics to meet new issues that impact the business organization. A seminar will not include topics covered in normal course content.

BUS 400 Operating Systems (3)

The study of operating system principles including file systems, scheduling, memory management, deadlocking, concurrency, and distributed systems. Case studies will be used to emphasize each principle. *Prerequisites: Any two of the following: BUS 203, BUS 206, BUS 207, BUS 407.*

BUS 401 Application Development Using Visual Basic (3)

Provides the fundamental concepts, principles, and techniques for effective application program analysis, design, and implementation using the Visual Basic programming language. Topics include structured analysis and diagramming techniques, user interface design concepts and methods, test data generation, application program maintenance, and business report production through the integration of Visual Basic, databases, and other technologies. Multiple tutorials and projects enable students to become proficient in the use of basic and advanced features of the language. *Prerequisites: BUS 301 and BUS 303.*

BUS 402 Advanced Web Application Development (3)

Builds upon skills and knowledge developed in the introductory Web Application Development course (BUS 307). This course aims at the development of bigger and more complex applications. It also provides students with the opportunity to learn and apply advanced concepts, principles and techniques for effective web application design and implementation. *Prerequisite: BUS 307.*

BUS 403 Computer Security and Control (3)

Provides students with a technical and managerial foundation for understanding enterprise and inter-organizational system vulnerabilities and abuse, for creating and deploying effective control initiatives, for preparing and implementing disaster recovery plans, and for ensuring system quality. Legal aspects and the role of auditing in control processes will also be discussed. *Prerequisites: BUS 301 and BUS 252.*

BUS 405 Advanced Applications Development: COBOL (3)

Deals with the conversion of logical design specifications into applications using advanced features of COBOL. Topics include concepts of file organization and their creation and update; report generation; use of utility programs and software engineering principles, and guidelines on application design, implementation, and maintenance. *Prerequisites: BUS 203 and BUS 301.*

BUS 407 C Programming Language/C++ (3)

As a mainstay in computing curricula, this course provides a solid foundation of data structures and programming languages using C++. Topics include data structures, programming paradigms, constructs, design, implementation, and object-oriented programming. This course does not assume any previous experience with “C”, but does assume that the student has designed, coded, and implemented a computer program in any language prior to taking this course. *Prerequisite: BUS 207.*

BUS 410 Advanced Topics in Information Systems and Technologies (3)

Advances in information systems and technologies, the rapid rise and expanding use of computer networks, the growth of knowledge work and the globalization of trade are long-term trends that will continue to gather momentum in the decades ahead. This course focuses on specific conceptual and technical advances in the ever-growing field of information systems and their current and potential implications for business. *Prerequisites: BUS 301, or consent of the instructor.*

BUS 413 Marketing Research (3)

Presents techniques of marketing research, including analysis of company records, experimental methods, questionnaire surveys, sampling theory, interview techniques, and statistical analysis. *Prerequisites: BUS 111 and BUS 312 or permission of the Chairperson.*

BUS 414 Industrial Marketing Management (3)

The course presents an integrative examination of industrial marketing. It reviews the environment of industrial marketing and examines each of the major types of industrial customers. Evaluating the organizational buying process, assessing marketing opportunities, analyzing marketing interface with manufacturing research and development, and reviewing the marketing mix are part of the course discussion. Through case analysis, the students examine techniques for evaluating industrial marketing strategy and performance by utilizing marketing control systems and marketing profitability analysis. *Prerequisite: BUS 111.*

BUS 420 Information Systems Development Project (3)

Students, in individual or team settings, participate in an actual live project: in the analysis, design, and actual implementation of a system. Students draw concepts, methodologies, and techniques learned from other CIS and business courses. *Prerequisites: BUS 301, BUS 303, BUS 304, BUS 305, BUS 307, BUS 407, and consent of the instructor.*

BUS 422 Personnel/Human Resource Management (3)

Examines the changing responsibilities of a personnel/human resource manager within organizations; addresses human and interorganizational behavior. Covers recruitment, selection, training, and development of employees. Also discusses reward systems, compensation methods, health and safety in the work place, and the

importance of ethical leadership and corporate social responsibility. *Prerequisite: BUS 123.*

BUS 424 Managerial Decision-Making (3)

Emphasizes study of the decision-making process as a whole, utilizing a process model to show why and how a decision materializes. Discusses interdisciplinary sources affecting decision-making, including the environment, psychology, and sociology and identifies possible constraints placed upon the decision-maker.

BUS 425 Entrepreneurship and Small Business Operations (3)

The course covers the entrepreneurial process and identifies and evaluates opportunities while focusing on developing business plans for these opportunities. In addition, it enhances the knowledge in determining the resources required for business operations. It covers topics such as product innovations, marketing, and financial plans, as well as patents and trademarks. *Prerequisites: BUS 111, BUS 123, BUS 131, BUS 132, BUS 252 and BUS 301.*

BUS 427 Banquet and Convention Management (3)

This course covers convention and meeting markets with special emphasis on corporate needs and professional groups and the various methods of providing excellent service to these groups. It includes hotel accommodations, food service, board room organization, banquet planning, sales, and marketing for convention events.

BUS 432 Accounting for Management (3)

Provides an introduction to accounting techniques currently in use by company managers. Emphasis is on the understanding of cost and cost behavior as it relates to planning and decision-making activities in the organization. Current techniques and basic concepts are applied to solve management problems. *Prerequisite: BUS 132.*

BUS 433 Auditing Principles and Procedures (3)

Provides an understanding of concepts that underline the principles, standards, and procedures involved in the conduct of an audit. An analysis of the auditing profession, the audit process, and reporting of problems is presented through the use of an integrated case study. Landmark legal cases; official pronouncements such as SASs, SSARs, FASBs, and industry audit guides are discussed. *Prerequisite: BUS 332.*

BUS 436 Advanced Accounting (3)

Covers the more complex topics in accounting such as governmental accounting, non-profit entities, partnerships including non-profit entities, partnerships including ownership changes and liquidations, and business combinations. Emphasis is given to consolidated financial statements and the problems involving inter-company transactions and special issues in accounting for subsidiaries. *Prerequisite: BUS 332.*

BUS 437 Taxation of Business Entities (3)

Legal and income tax applications relative to various types of taxable entities — sole proprietorship, corporations, partnerships, limited liability companies, and S. Corporations. Overview of the applicable tax problems associated with the organization, operation, and distribution from and liquidation/dissolution of each type of entity. *Prerequisite: BUS 334 or permission of the Chairperson.*

BUS 445 Advanced Topics in Finance (3)

This course represents a capstone course for the Finance major. It focuses on the latest trends in corporate finance, investments, and personal financial planning. The objective of the course is to integrate theoretical and practical concepts through the utilization of case studies and current market data. Students may only register for this course during their senior year after completion of most of the major courses. *Prerequisites: BUS 321, BUS 322, and BUS 325 or permission of the Chairperson.*

BUS 450 Independent Study (variable)

Involves study or research on a specific area of interest not included in normal course content.

BUS 451 Business Internship (3)

Places the student in a business environment to receive on-the-job training related to the student's area of specialization. To receive the three hours of credit, the student is required to work 250 to 300 hours and submit a written report and other designated documents and assignments detailing the experience.

BUS 452 Business Internship II (3)

Continuation of the Business Internship process for those majors that are required to complete six (6) credit hours of internship.

BUS 460 Group Study (variable)

Involves student group research or study, for variable credit.

BUS 461 The Leadership Process in the Global Marketplace (3)

Examines Leadership as a process not just as a position. Investigates the interaction between leaders and their followers and the changing situations and environments that leaders must confront. Focuses on leader power and influence, intelligence and creativity, leader personality, and leadership styles, values and attitudes. Discusses the issues of followership, group and team leadership, and motivation. Introduces situational and environmental characteristics that create constraints and opportunities for leaders. Illustrates how task interdependence, organizational culture and technology, uncertainty and change impact leadership. *Prerequisites: BUS 123, BUS 341.*

BUS 471 International Finance (3)

The international monetary (exchange rate) arrangements and their impact on international trade and international investments are discussed. Financial strategies regarding both short term and long term financing in international business, exchange rate exposure and its management are a part of this course. *Prerequisite: BUS 321.*

BUS 480 Women In Management (3)

Examines issues surrounding women in the workplace through a review of current literature and case studies that focus on women in managerial roles as entrepreneurs or corporate executives. Topics include gender and management style, barriers/problems women encounter, organizational power and politics related to gender, and career development. The student will develop an understanding of issues surrounding leadership challenges in the twenty-first century. *Prerequisite: BUS 123.*

BUS 481 Business Policies and Strategic Planning (3)

This is a capstone seminar course that must be taken in the senior year of the student's program. The objective of the course is to integrate theoretical and practical concepts through the utilization of Harvard type cases. Students may only register for this course during their senior year after completion of most major courses. *Prerequisites: BUS 301, 321, 341, and 422 or permission of the Chairperson.*

BUS 491 Accounting Concepts* (1)

Fundamental principles of accounting covering assets, liabilities, and owner's equity accounts. Topics include financial statement preparation and interpretations along with accounting procedures that assist business managers in reviewing and interpreting data.

BUS 492 Business Economics* (1)

A review of both macro- and micro-economic concepts that are essential in the decision-making process of governments, firms, and individual managers. National income, business cycles, and the price theory of the firm are discussed.

BUS 493 Computer Technologies for Management* (1)

The use of information technology in business. Emphasis is placed on the use of current and popular computer software packages.

BUS 494 Financial Tools* (1)

Essential knowledge of practical and theoretical financial tools and the use of these tools by financial managers in analyzing and evaluating investment decisions.

BUS 495 Managerial Concepts* (1)

Informal and formal organizational functions in corporate settings are discussed. Topics include management tasks and the application of the various managerial styles and concepts relative to productivity within business organizations.

BUS 496 Marketing and Sales Concepts* (1)

Discusses basic aspects of marketing, including product, price, promotion, and channels of distribution. Provides an overview of marketing as it exists in the current environmental market place.

BUS 497 The Legal Environment of Business* (1)

Corporate legal issues and social responsibility are discussed. Business contracts, union contracts, and the legal requirements of all concerned, such as suppliers, distributors, unions, and management, are part of this module.

BUS 498 Review of Business Statistics* (1)

Topics include probability, standard deviation, variance analysis, linear regression, correlation, and sampling techniques.

*One credit module open to graduate students to satisfy prerequisites. Others intending to sign for this course must have the permission of the Chairperson.

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TBA

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and Assessment*

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Controller and Assistant Treasurer

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Event Services; Assistant to the
President*

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Center*

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*Associate Director of the
Counseling/Student Development
Center*

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Director of University Admissions

Dawson Driscoll, M.S.

Athletics Facilities Manager

Patricia E. Dunleavy, Ph.D., C.M.F.C.*

*Assistant Vice President for Human
Resources/Coordinator of ACT 504
and Title IX*

David R. Elliot, B.S.

*Senior Director of Safety and
Compliance*

Rev. Joseph P. Elston, M.Div.

*Assistant Director of Campus
Ministry/Chaplain*

Michael Finegan, B.A.

Chief of Campus Safety

Callie Frieler, M.S.

*Interim Director of Student Activities
and Leadership Development*

Gwynne Gilbert, M.S.

*Director, Fricchione Day Care
Center*

Eric Grundman, B.S.

*Assistant Director of
Athletics and Recreation*

Mary Jo Gunning, Ed.D., C.M.F.C.*

Director of Athletics and Recreation

Carole R. Gustitus, Ph.D.

Director of Career Services

Nancy Amori Hemmler, M.A.

*Intensive English Program
Coordinator*

Rose Jacklinski, B.A.

*Assistant Director of Constituency
Relations*

Leon John, M.A.

Director of Alumni Development

Jeffrey Jones, M.S.

*Supervisor of Lynett-Haggerty
Fitness Center*

Renee S. Jourdanais, M.S.

*Clinical Supervisor, Speech-
Language-Hearing Clinic*

Peter Kilcullen, B.A.

*Assistant Vice President for
Marketing and Communication*

Melissa Knabel, B.S., CAT

Head Athletic Trainer

Sister Catherine Luxner, IHM, M.A.,
M.A.P.S.

Director of Campus Ministry

Tara Macciocco, M.L.A.

*Assistant Director of Athletics and
Recreation*

Paula Makosky, M.S.

Assistant Registrar

Nicole L. Malloy, B.A.

*Coordinator of Intramurals and
Recreation*

William J. Manley, B.A.

*Coordinator of Special Projects and
Scheduling Support*

Renee Matillano, B.S.
Coordinator of Records and System Reporting

Mary Margaret Mazzaccaro, M.S.
Clinical Supervisor, Speech-Language-Hearing Clinic

Linda C. McDade, B.S.N., R.N.
Director of Student Health Services

Alison R. McHale, B.S.
Recruitment Coordinator, Career Services

Laurie McHale, MSN
Nurse Practitioner

Sister Marilyn Muro, IHM, M.Ed.
Director, Early Childhood Center

Andrea M. Novak, M.A.
Clinical Director, Speech-Language-Hearing Clinic

Ross Novak, M.Ed.
Director of Housing and Residence Life

Elaine Orechovsky, B.S.
Manager of Cashier's Office

Amy Paciej-Woodruff, Ph.D.
Dean of Students

Lia Richards Palmiter, Ph.D.
Director of Diversity Services

Sandra Ward Povse, M.F.A.
Gallery Director

Carly Rudzinski, M.A.
Coordinator of Prior Learning Assessment

Jean Sagliano, A.A.
Financial Aid Counselor

Barbara L. Schmitt, B.A.
Director of Financial Aid

Lee Sebastiani, Ph.D.
Testing Coordinator

Rebecca J. Sesky, B.S.
Certification Officer

Robert S. Shaw, Psy.D., ABPP FAACP
Director of the Counseling/Student Development Center

Sheri Skrutski, AuD.
Clinical Audiologist, Speech-Language-Hearing Clinic

Stanley F. Skrutski, M.S., C.M.F.C.*
Senior Director of Fiscal Compliance

Andrew Smith, M.S.
Assistant Director of Athletics and Recreation

Sister Jane Snyder, IHM, M.A., M.S.
Assistant Director of Financial Aid for Student Services

Judith A. Snyder, B.A.
Production Manager

Sister John Michele Southwick, IHM, M.M., M.A.
Assistant Director of Campus Ministry

Anhony Spinillo, M.B.A.
Chief Information Officer and Digital Millennium Copyright Act Officer

Scott Summers, B.S., CAT
Assistant Athletic Trainer

Tyler Ward, B.S.
Interim Assistant Director of Housing and Residence Life

Diane Webber, M.A.
Associate Director of Student Support Services

Lauren A. Williams, M.S.
Director of Office of Military and Veteran Services

Charlotte Woodward, M.S.
Assistant Director of Institutional Research

Michele Zabriski, B.S.
Director of Constituency Relations and The Marywood Fund

TBA
Director of Library Services

Faculty

**Dhanapati Adhikari**

Assistant Professor of Mathematics

B.S., M.S., Tribhuvan University, Nepal;
M.S., Ph.D., Oklahoma State University.

Steven Alexander

Associate Professor of Visual Arts

B.A., Austin College, M.F.A.,
Columbia University.

Lisa Antoniaci

*Associate Professor of Biology and
Biotechnology*

B.S., M.S., University of Scranton; Ph.D.,
Lehigh University.

Patricia Sullivan Arter

Associate Professor of Special Education

B.S., Towson State University; M.S., Ed.D.,
Johns Hopkins University.

Julie Barnofski

Assistant Professor of Visual Arts

B.A., Marist College; M.A., M.F.A.,
University of North Texas.

Cheryl Bessoir

*Clinical Coordinator, Clinical Instructor of
Physician Assistant Studies*

B.S., Pennsylvania State University; B.S.,
National College of Chiropractic; M.S.,
Marywood University; D.C., National
College of Chiropractic; NCCPA certified.

James Biaggi

*Assistant Professor of Business and
Managerial Science*

B.B.A., Pace University; J.D., State
University of New York at Buffalo
School of Law.

Helen Bittel

Associate Professor of English

B.A., Rutgers University; M.A., Ph.D.,
University of Rochester.

Barbara Blackledge

Associate Professor of Theatre

B.A., Trinity College; M.A., University
of Virginia; M.F.A., University of North
Carolina-Greensboro.

Jessica Rae Bodzio

Clinical Instructor of Nutrition and Dietetics

B.S., M.S., Marywood University;
Registered Dietitian.

Marie S. Bonavoglia

*Academic Coordinator, Clinical Instructor of
Physician Assistant Studies*

B.S., University of Scranton; M.S., Ph.D.,
Marywood University; NCCPA certified.

Susan Fugate Brangers

Assistant Professor of Visual Arts

B.A., Western Kentucky University; M.A.,
Ph.D., University of Louisville.

Deborah E. Brassard

Associate Professor of English

B.A., Boston University; M.A., Boston
College; Ph.D., Purdue University,
C.M.F.C.*

Dawn M. Brennan

Instructor of Social Work

B.S., Syracuse University; M.S.W.,
Marywood University; Licensed
Pennsylvania Social Worker.

Christopher Brey

*Assistant Professor of Biology and
Biotechnology*

B.S., University of Wisconsin Milwaukee;
M.S., South Dakota State University; Ph.D.,
Montana State University.

Steven Brower

Assistant Professor of Visual Arts

B.A., California State University, Fullerton;
M.F.A., National University.

Tammy Brown

Associate Professor of Education
B.S., M.S., Marywood University; Ph.D., Rutgers University.

Ann Marie Bush

Associate Professor of English
B.A., Blackburn University;
M.A., University of Scranton; Ph.D., New York University.

Sister Gail Cabral, IHM

Professor of Psychology
B.A., M.S.Ed., Marywood University;
Ph.D., The Catholic University of America;
further graduate study, University of North Carolina; Licensed Psychologist; C.M.F.C.*

Joseph Cabrera

Assistant Professor of Sociology
B.A., University of California Irvine;
M.U.P., Hunter College-CUNY;
M.A., Ph.D., University of Arizona.

Agnes A. Cardoni

Associate Professor of English
B.A., Misericordia University; M.S.Ed., Wilkes University; Ph.D., Lehigh University.

C. Estelle Campenni

Associate Professor of Psychology and Counseling
B.A., Pennsylvania State University; M.A., Ph.D., Adelphi University.

Brooke Cannon

Professor of Psychology and Counseling
B.A., M.S., University of Scranton; M.A., Ph.D., Binghamton University.

Laurie Cassidy

Associate Professor of Religious Studies
B.A., Regis College—Massachusetts; M.A., Creighton University; M.T.S., Weston Jesuit School of Theology; Ph.D., Loyola University Chicago.

Ann Marie Castelgrande

Instructor of Visual Arts
B.A., M.A., Marywood University; further study Marywood University; University of Scranton, Penn State University.

Ann Cerminaro-Costanzi

Associate Professor of Spanish and Italian
B.A., Pennsylvania State University;
M.A., Ph.D., University of North Carolina at Chapel Hill.

Samantha Christiansen

Assistant Professor of History
B.A., University of Colorado at Colorado Springs; Ph.D., Northeastern University.

Sister Kathryn Clauss, IHM

Assistant Professor of Education
B.A., M.A., Marywood College;
Ph.D., Seton Hall University

Jay P. Clymer III

Associate Professor of Biology
B.S., University of Rhode Island; M.S., Ph.D., Lehigh University; C.M.F.C.*

Art Comstock

Associate Professor of Business and Managerial Science
B.S., Lehigh University;
Ph.D., Lehigh University.

William Conlogue

Professor of English
B.A., M.A., University of Scranton;
Ph.D., University of Maryland.

Dennis C. Corrigan

Assistant Professor of Visual Arts
B.F.A., Philadelphia College of Art;
M.F.A., Tyler School of Art; C.M.F.C.*

Jennifer Griffith Cowgill

Associate Professor of Voice
B.M., Oberlin Conservatory; M.M., Peabody Conservatory of Johns Hopkins University;
D.M., Florida State University.

Edward Crawley

Associate Professor of Psychology
B.A., M.A., State University of New York at Albany; Ph.D., Binghamton University.

Andrew R. Dattel

Assistant Professor of Psychology
B.A., University of Tennessee; M.A., University of Connecticut; M.S., University of Memphis; M.B.A., Embry-Riddle Aeronautical University; Ph.D., Texas Tech University.

Alexander Dawoody

Associate Professor of Public Administration
B.A., University of Massachusetts, Boston;
M.H.S.A., M.P.A., Suffolk University;
M.A., Ph.D., Western Michigan University.

Ramona M. DelSole

Instructor of Administrative Studies
B.A., Kutztown University of Pennsylvania;
M.P.A., Marywood University

John Depoe

Assistant Professor of Philosophy
B.A., M.A., Hardin-Simmons University;
M.A., Western Michigan University;
Ph.D., University of Iowa.

Joseph P. Donohue

Instructor of Social Work

B.A., Seton Hall University; M.A., Fordham University; M.S.W., Marywood University; Licensed Pennsylvania Social Worker.

Uldarico Rex Dumdum

Associate Professor of Business and Managerial Science

B.S., University of Mindanao, Philippines; M. Engineering, Asian Institute of Technology, Thailand; M.S., M.B.A., Ph.D., State University of New York at Binghamton; Certificate of Leadership, Global Center for Leadership Studies, SUNY-Binghamton, C.M.F.C.*

Maureen Dunne-Touhey

Director, Dietetic Internships

B.S., M.S., Herbert H. Lehman College of The City University of New York.

James Eckler

Assistant Professor of Architecture, Program Director, Architecture

B.ARCH., M.ARCH., MSAS: Pedagogy, The University of Florida.

Robin Ertl

Assistant Professor of Biochemistry

B.S., Rochester Institute of Technology; M.S., SUNY, Stonybrook; Ph.D., Louisiana State University.

Annette M. Fisher

Associate Professor and Reference Librarian

B.A., Marywood University; M.L.S., Kutztown University; M.P.A., Marywood University; further graduate study, Clarion University; C.M.F.C.*

Michael H. Freund

Assistant Professor of Social Work

B.A., Seton Hall University; M.S.W., Marywood University; further graduate study, Rutgers University; Licensed Pennsylvania Social Worker; C.M.F.C.*

Christine Fryer

Assistant Professor of Education

B.S., Marywood University; M.S., Wilkes University; Ed.D., Indiana University of Pennsylvania.

Anita L. Gadberry

Assistant Professor of Music Therapy

B.M., Southwestern Oklahoma State University; M.A., Texas Women's University; Ph.D., University of Kansas.

Sister Margaret Gannon, IHM

Professor of History

A.B., Marywood University; M.A., Ph.D., St. John's University; further graduate study, Yale University, University of Minnesota; C.M.F.C.*

Stephen Garrison

Assistant Professor of Interior Architecture

M.F.A., Savannah College of Art and Design.

Deanne Garver

Assistant Professor of Chemistry

B.A., College of Notre Dame, Maryland; Ph.D., Virginia Commonwealth University.

Zhong Geng

Associate Professor/Electronic Resources and Systems Librarian

B.S., Shanghai Maritime Institute; M.I.L.S., University of Tennessee-Knoxville.

Joseph Gluba

Assistant Professor of Architecture

B.ARCH., Virginia Polytechnic Institute; M.ARCH., Cranbrook Academy of Art.

Ahmed Gomaa

Assistant Professor of Business and Managerial Science

B.S., M.S., University of Alexandria; M.B.A. Rutgers University; Ph.D., Rutgers University.

Michelle Gonzalez

Assistant Professor of Education

B.A., LaSalle University; M.S., Gwynedd-Mercy College; Ph.D., Walden University.

Sandra Graham

Assistant Professor of Family and Consumer Sciences

B.S., Mansfield University; M.S., Georgia State University.

Mona R. Griffer

Associate Professor of Communication Sciences and Disorders

B.S., M.S., Brooklyn College, CUNY; Ed.D., Nova Southeastern University; Certificate of Clinical Competence – Speech and Language Pathology.

Robert A. Griffith

Professor of Visual Arts

B.F.A., Tyler School of Art; M.F.A., Southern Illinois University.

Diane Haleem

Associate Professor of Nursing

B.S.N., Boston College; M.S.N., University of California, Los Angeles; Ph.D., Boston College; further graduate study, Harvard University.

Lee Harrison

Professor of Nutrition and Dietetics
B.S.H.E., Marywood University; M.S.,
Indiana State University; Ph.D., New York
University; Registered Dietitian; Fellow of
American Dietetic Association; C.M.F.C.*

Kathleen Healy-Karabell

Assistant Professor of Nursing
B.S.N., M.S.N., University of Pennsylvania;
D.N.P. (cand.), Chatham University.

Rick Hoffenberg

Associate Professor of Choral Studies
A.B., Princeton University; M.M.,
Westminster Choir College; M.M.A.,
D.M.A., Yale University.

Peter T. Hoffer

Associate Professor of Visual Arts
B.A., George Washington University;
M.F.A., Cranbrook Academy of Art; further
study, Rochester Institute of Technology;
C.M.F.C.*

Deborah Hokien

Professor of Chemistry
B.S., University of Scranton; Ph.D., Lehigh
University; Visiting Associate Professor,
University of California, Davis.

Gregory K. Hunt

*Dean, School of Architecture,
Professor of Architecture*
B.A., Middlebury College; M.ARCH.,
Columbia University.

Linda Hunter

*Clinical Instructor of Physician
Assistant Studies*
B.H.S., Granite State College; M.P.A.S.,
Massachusetts College of Pharmacy and
Health Sciences; NCCPA certified.

Thomas M. Jackson

Associate Professor of Political Science
B.A., St. Joseph's University; J.D.,
Ph.D., Temple University; C.M.F.C.*

Joseph Jaworek

Assistant Professor of Visual Arts
B.S., Northwestern University; M.A.,
New York University.

Phil Jenkins

Associate Professor of Philosophy
B.A., University of Texas at Austin;
Ph.D., Temple University.

Sue Jenkins

Clinical Assistant Professor of Visual Arts
B.A., San Francisco State University;
M.F.A., Marywood University.

Craig M. Johnson

Professor of Mathematics
B.S., University of Illinois;
M.S., Ph.D., Purdue University.

Renee Jourdanais

Clinical Supervisor
B.S., Marywood University; M.S., Nazareth
College; Certificate of Clinical Competence –
Speech and Language Pathology.

David Jumper

*Assistant Professor of Jazz Studies/
Technology*
B.S., The Pennsylvania State University;
M.M., University of New Orleans

Sister Maria Rose Kelly, IHM

Assistant Professor of Religious Studies
B.A. in English, Marywood University; M.A.
in Religious Education, Manhattan College,
Bronx, NY; M.A. in Counseling, Marywood
University; C.M.F.C.*

Sarah Kenehan

Assistant Professor of Philosophy
B.A., B.S., University of Scranton;
M.A., University of Tennessee; Ph.D.,
Graz University.

Mary Elizabeth Malloy Kenny

Professor of French
B.A., M.S., Marywood University; M.A.,
Ph.D., State University of New York at
Binghamton; C.M.F.C.*

Thomas Franklin Kent

Associate Professor of Mathematics
B.S., Truman State University; M.S., Ph.D.,
University of Wisconsin.

Michael C. Kiel

*Associate Professor of Biology
and Biotechnology*
B.S.; Towson State University;
Ph.D., University of Toronto.

Melinda Krokus

Instructor of Religious Studies
B.A., Prescott College; M.Div., Harvard
University; Ph.D., Boston University.

Monica Law

*Assistant Professor of Business and
Managerial Science*
B.S., M.E., University of Nevada; Ph.D.,
Pennsylvania State University.

Douglas B. Lawrence

Associate Professor of Communication Arts
B.A., Antioch University; M.A., Marywood
University; Ph.D., The Union Institute and
University.

Dana Leighton

Assistant Professor of Psychology
B.A., Whitman College; M.A., University of British Columbia; Ph.D., University of Arkansas.

Charles Lipinski

Assistant Professor of Business and Managerial Science
M.B.A., University of Scranton; D.B.A., Nova Southeastern University.

Bernice Lukus

Instructor of Education
B.A., M.S., Marywood University.

Maria MacDonald

Clinical Assistant Professor of Interior Architecture; Program Director, Interior Architecture/Design
B.F.A., B.I.A., Rhode Island School of Design; M.A., Marywood University.

Wendy Manetti

Assistant Clinical Faculty, Nursing Department
B.S.N., M.S.N., University of Scranton.

George Marcinek, C.P.A.

Assistant Professor of Business and Managerial Science
B.S., University of Scranton; M.B.A., University of Scranton; C.M.F.C.*

Lisa Mattei

Clinical Coordinator, Clinical Instructor of Physician Assistant Studies
B.S., Marywood University; M.P.A.S., University of Nebraska; NCCPA certified.

Mary Margaret Mazzaccaro

Clinical Supervisor
B.S., Marywood University; M.S., Florida State University; Certificate of Clinical Competence – Speech and Language Pathology.

Sister Joan McCusker, IHM

Associate Professor of Music Education
B.M., Marywood University; M.M., Ithaca College; Ph.D., Eastman School of Music, University of Rochester.

Joseph A. McDonald

Assistant Professor of Business and Managerial Science
B.A., Embry Riddle Aeronautical University, ATP, FE, CFI A&I, MEI, BGI.

Alice E. McDonnell

Professor of Public Administration, Health Services Administration and Gerontology
B.S., Columbia University;
M.P.A., Marywood University;
Dr.P.H., Columbia University; C.M.F.C.*

Laurie McMillan

Associate Professor of English
B.A., Brandeis University; M.A., Ph.D., Duquesne University.

Christine Medley

Assistant Professor of Visual Arts
B.J., University of Nebraska-Lincoln;
M.F.A.–Printmaking, University of Maryland, College Park.

John Meza

Associate Professor of Visual Arts
B.F.A., Kutztown University;
M.F.A., Memphis State University;
M.F.A., University of Oregon.

Hong Miao

Associate Professor and Public Services Librarian
B.A., Tianjin Normal University; M.A., University of Arkansas; M.I.L.S., State University of New York at Albany.

Sister Christine Mihelich, IHM

Assistant Professor of English
B.A., Marywood University; M.A., Ph.D., University of Pittsburgh.

Matthew Mindrup

Assistant Professor of Architecture
B.ARCH., B.Phil., The Pennsylvania State University; M.ARCH., University of Pennsylvania; Ph.D., Virginia Tech

Michael M. Mirabito

Professor of Communication Arts
B.F.A., New York University - Institute of Film and TV; M.A., New York Institute of Technology; Ph.D., Bowling Green State University; C.M.F.C.*

Brian A. Monahan

Assistant Professor of Sociology and Criminal Justice
B.A., Radford University; M.S., Virginia Commonwealth University; Ph.D., University of Delaware.

Kathleen Purcell Munley

Professor of History
B.A., Marywood University; M.A., University of Pennsylvania; further graduate study, University of Pennsylvania, State University of New York, University of Scranton; Ph.D., Lehigh University; C.M.F.C.*

Nelson D. Neal

Associate Professor of Health and Physical Education
B.S.E., SUNY Cortland; M.S., University of Wisconsin; Ed.D., University of Virginia.

Andrea M. Novak

Director, Graduate Program in Speech-Language Pathology; Clinical Supervisor
B.S., Marywood University; M.A., Edinboro University; Certificate of Clinical Competence – Speech and Language Pathology

Edward J. O'Brien

Professor of Psychology
B.A., University of Kansas; M.S., Ph.D., University of Massachusetts; APA-Approved Residency in Clinical Psychology, University of Texas Health Science Center at San Antonio; Licensed Clinical Psychologist; C.M.F.C.*

Kate A. O'Connor

Assistant Professor of Architecture
B.S., Architecture, B.ARCH., The Catholic University of America; M.ARCH., Tulane University.

Samuel L. Olfano

Assistant Professor of Visual Arts
B.A., State University at Geneseo; M.F.A., University of Cincinnati.

Kerimcan Ozcan

Assistant Professor of Business and Managerial Science
B.S., Bogazici University; M.S., Georgia Institute of Technology; M.A., Ph.D., University of Michigan.

David Palmiter

Professor of Psychology and Counseling
B.S., University of Scranton; Ph.D., George Washington University.

Nathaniel Parker

Assistant Professor of Orchestral Studies
B.M., Arizona State University; M.M., Bowling Green State University; D.M.A., Michigan State University

Barbara Parker-Bell

Assistant Professor of Visual Arts
B.F.A., University of Michigan, School of Art; M.A., Lesley College Graduate School; M.S., Psy.D., Philadelphia College of Osteopathic Medicine; L.P.C.-Licensed Professional Counselor, ATR-BC Registered and Board Certified Art Therapist.

Pamela M. Parsons

Associate Professor of Visual Arts
B.F.A., Boston University; M.F.A., Indiana University; C.M.F.C.*

Linda Dugan Partridge

Associate Professor of Visual Arts
B.A., Otterbein College; M.A., The University of Iowa; Ph.D., University of Delaware.

Tracie Pasold

Assistant Professor of Psychology
B.A., Loyola University Chicago; M.A., Ph.D., University of Toledo.

Ellen K. Payne

Assistant Professor of Health and Physical Education, Clinical Education Coordinator for Athletic Training Program
B.S., Duquesne University; M.S., San Jose State University; Ph.D., University of Nevada, Reno; Certified Athletic Trainer.

Brian Piatak

Assistant Professor of Biology
B.S., University of Pittsburgh; D.C., New York Chiropractic College.

Monica Pierri-Galvao

Associate Professor of Physics
B.S., Universidade Federal do Rio de Janeiro; M.S., Universidade de Sao Paulo; M.S., Syracuse University; Ph.D., The Pennsylvania State University

Joseph A. Polizzi

Associate Professor of Education
B.A., LeMoyne College; M.S., Hofstra University; Ph.D., The Pennsylvania State University.

Mathew R. Povse

Assistant Professor of Visual Arts
B.F.A., Ohio University; M.F.A., University of Guanajuato, M.F.A., Cranbrook Academy of Art; C.M.F.C.*

Murray J. Pyle

Assistant Professor of Business and Managerial Science
B.A., University of Regina; M.A., University of Toronto; M.M. University of Waterloo; M.S., Ph.D., University of Michigan.

Vijayachandra Angalli Ramachandra

Associate Professor of Communication Sciences and Disorders
B.S., Bangalore University; M.S., Gandhi University of Health Sciences; Ph.D., Bowling Green State University.

Steven Reggie

Assistant Professor of Biology
B.S., University of Scranton; D.C.,
Parker College of Chiropractic.

David Renjilian

Professor of Psychology
B.A., Alfred University; Ph.D., Fairleigh
Dickinson University; Licensed Clinical
Psychologist.

Alice Reyes

Assistant Professor of Spanish
B.S., M.S., Marywood University.

Jose E. Reyes

Professor of Spanish
B.A., University of Valencia; B.A.,
University of Scranton; M.A., Ph.D., State
University of New York at Binghamton;
C.M.F.C.*

Jeremy McMaster Rich

Associate Professor of History
B.A., University of Chicago; M.A., Ph.D.,
Indiana University.

Fred David Romines

Assistant Professor of Music Education
B.M., M.M., University of Tennessee –
Knoxville; D.M.A., University of Southern
Mississippi

Sister Frances Russell, IHM

Associate Professor of Education
A.B., Marywood University; M.Ed., Temple
University; Reading Specialist Program,
Temple University; Ph.D., The Pennsylvania
State University; C.M.F.C.*

Kathleen O'Neill Ruthkosky

Professor of Education
A.B., M.S., Marywood University;
Ph.D., The Pennsylvania State University;
C.M.F.C.*

Erin Sadlack

Associate Professor of English
B.A., The College of New Jersey; M.A.,
Ph.D., University of Maryland.

Patrick M. Seffrin

*Assistant Professor of Sociology; Director
of Criminal Justice Programs*
B.A., M.A., Ph.D., Bowling Green State
University

Jayashree Shamanna

Assistant Professor of Architecture
B.ARCH., B.M.S., College of Engineering;
M.Sc. Architecture, Texas A&M University.

M. Michelle Sitko

*Associate Professor and Coordinator of
Collection Management and Serials Librarian*
A.A., Keystone College; B.A., The
Pennsylvania State University; M.L.S.,
Indiana University; further graduate
study, The Pennsylvania State University,
Warsaw University, Jagiellonian University.

Sheri Skrutski

Clinical Audiologist
B.S., Marywood University; M.S.,
Bloomsburg University; Au.D., University
of Florida; Certificate of Clinical
Competence – Audiology

Peter H. Spader

Professor of Philosophy
B.A., Alfred University;
Ph.D., Columbia University; C.M.F.C.*

Christopher Speicher

*Associate Professor of Business and
Managerial Science*
B.A., Temple University; M.B.A.,
Marywood University; Ph.D. Temple
University.

Lori E. Swanchak

*Program Director, Clinical Director,
Clinical Assistant Professor of Physician
Assistant Studies*
B.S., Marywood University; M.S.,
University of Nebraska Medical Center;
Ph.D., Marywood University; NCCPA
certified.

Brian Szymanik

Assistant Professor of Practice, Architecture
B.ARCH., Temple University; M.ARCH.,
University of Pennsylvania; R.A., NCARB,
LEED AP (BD&C)

Sophie Till

Clinical Instructor of Violin
LRAM, Licentiate of the Royal Academy of
Music, London, UK; M.M., University of
Massachusetts, Amherst

Kerri Tobin

Assistant Professor of Education
B.A., Haverford College; M.S., Mercy
College; M.S.W., University of
Pennsylvania; Ph.D., Vanderbilt University.

D. Charles Truitt

Assistant Professor of Music
B.Mus., Hartt School of Music, University
of Hartford; M.A., Marywood University.

Theresa Tulaney

Lab Manager/Clinical Faculty
 B.S.N., M.S., Pennsylvania State University;
 Board certified Geriatric Clinical Nurse
 Specialist.

Kielty Turner

Assistant Professor of Social Work
 B.S., Fordham University; M.A., Marist
 College; M.S.W., Adelphi University;
 D.S.W., University of Pennsylvania;
 Licensed Clinical Social Worker.

Alexander Vari

Associate Professor of History
 B.A., Babes-Bolyai University; M.A., Ph.D.,
 Brown University; Postdoctoral Fellowship,
 Carnegie Mellon University.

Lawrence Walsh

Assistant Professor of Social Science
 M.S., Saint Joseph's University; B.E., M.S.,
 Steven's Institute of Technology.

Heather W. Walters

*Clinical Instructor of Physician Assistant
 Studies*
 B.S., King College; M.P.A.S., University of
 Nebraska, NCCPA certified.

Mark Webber

Assistant Professor of Visual Arts
 B.F.A., Swain School of Design; M.F.A.,
 Parsons School of Design.

Stephanie Wise

Clinical Assistant Professor of Visual Arts
 B.F.A., The Cooper Union, NY; M.A., New
 York University Graduate Art Therapy
 Program; Licensed NY State Creative
 Arts Therapist ATR-BC (Registered Art
 Therapist-Board certified.)

Bruce A. Wisenburn

*Assistant Professor of Communication
 Sciences and Disorders*
 B.S., University of Massachusetts-Amherst;
 M.A., University of Iowa; M.S., Boston
 University; Ph.D., University of Buffalo;
 Certificate of Clinical Competence – Speech
 and Language Pathology.

Lindsey L. Wotanis

Assistant Professor of Communication Arts
 B.A., Wilkes University; M.A., Carnegie
 Mellon University; Ph.D., University of
 Maryland.

W. Kevin Wyllie

Assistant Professor of Interior Architecture
 B.F.A., Virginia Commonwealth University;
 M.ARCH., The Catholic University of
 America; RA, AIA, NCIDQ, LEED AP,
 NCIDQ.

Shelby W. Yeager

*Clinical Instructor of Health and Physical
 Education, Clinical Coordinator Athletic
 Training*
 B.S., Temple University; M.Ed., East
 Stroudsburg University; Certified Athletic
 Trainer.

Frances M. Zauhar

Dean, College of Liberal Arts and Sciences
 B.A., Seton Hill University; M.A., Ph.D.,
 Louisiana State University.

Chaogui Zhang

Associate Professor of Mathematics
 B.S., University of Science and Technology
 of China; M.S., Ph.D.; Purdue University.

Sister Mary Ann Zimmer, N.D.

Associate Professor of Religious Studies
 B.A., Creighton University; M.Div., Weston
 Jesuit School of Theology; Ph.D., Emory
 University.

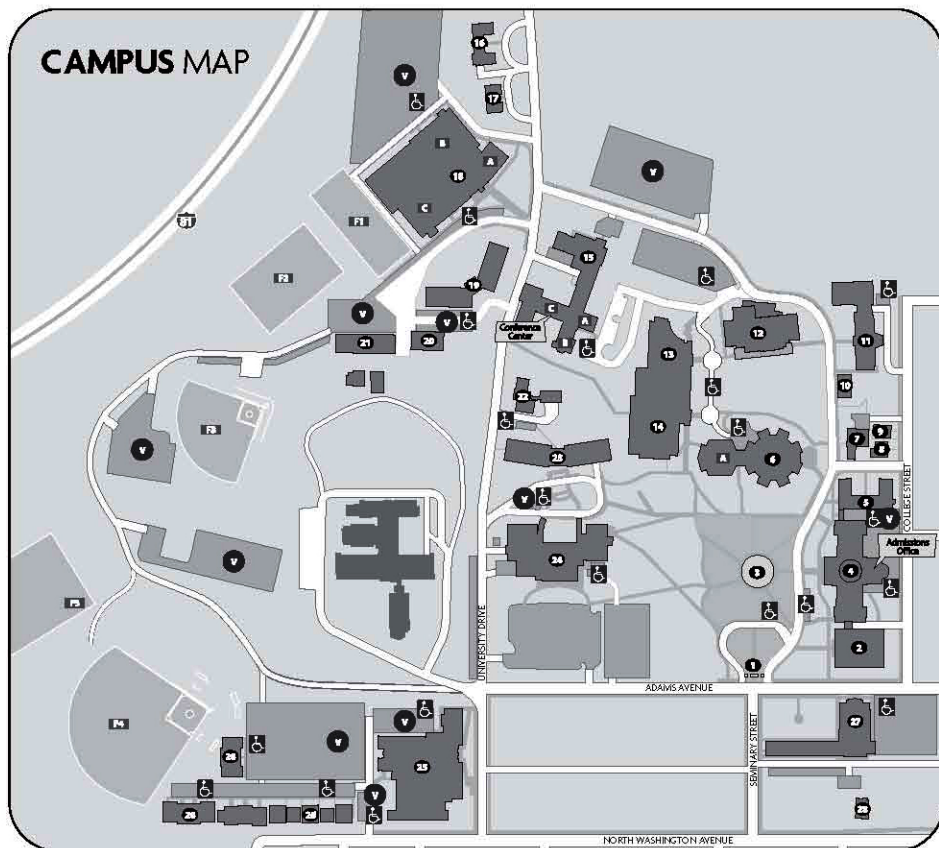
*Cor Mariae Pro Fide et Cultura

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 Insalaco Center for Studio Arts 12
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PARKING

- V** Visitor Parking (Please visit the Campus Safety Office located in Nazareth Student Center to obtain a visitor parking pass.)
- P** Parking for Physically Disabled

FIELDS AND COURTS

- F1** Tennis Courts
- F2** Grass Field
- F3** Softball Field
- F4** Baseball Field
- F5** Multipurpose Synthetic Turf Field



Marywood

UNIVERSITY

2300 Adams Avenue
Scranton, Pennsylvania 18509

www.marywood.edu