MARYMOUNT UNIVERSITY

Marymount University Hallmarks

Liberal Arts Education and Career Preparation

Academic Quality

Values

Focus on the Individual

Resources of Washington, DC

Enterprising Spirit

These hallmarks have defined the character of Marymount University since its founding in 1950.
Marymount University
Main Campus
2807 North Glebe Road
Arlington, VA 22207-4299
www.marymount.edu

Ballston Center (send mail to Main Campus address)
1000 North Glebe Road
Arlington, VA

Reston Center
1861 Wiehle Avenue
Reston, VA 20190

General Information: (703) 522-5600,
(800) 828-1120 for TTY access through
Virginia Relay Service

Weather and Emergency Information Line
(class cancellations): (703) 526-6888

Academic Affairs
Vice President for Academic Affairs and Provost
Rowley Hall – (703) 284-1550

Academic Success Center
Rowley Academic Center – (703) 526-6927

Center for Teaching Excellence
Ballston Center – (703) 284-5761

Information Technology Services
Berg Hall – (703) 526-6990

Library and Learning Services
Emerson G. Reinsch Library – (703) 284-1533
Ballston Center Library Extension – (703) 284-5949
Learning Resource Center – (703) 284-1538

Registrar
Rowley Academic Center – (703) 284-1520

Reston Center
(703) 284-5770

School of Arts and Sciences
Gailhac Hall – (703) 284-1560

School of Business Administration
Ballston Center – (703) 284-5910

School of Education and Human Services
Rowley Hall – (703) 284-1620

School of Health Professions
Butler Hall – (703) 284-1580

Study Abroad
Ballston Center – (703) 284-1677

Enrollment and Student Services
Butler Hall – (703) 284-1511

Admissions
Graduate
Ballston Center – (703) 284-5901, (800) 548-7638

Athletics
Rose Benté Lee Center – (703) 284-1619

Campus Ministry
The Lodge – (703) 284-1607

Campus Safety and Transportation
Ireton Hall – (703) 284-1601

Career and Internship Center
Ballston Center – (703) 284-5960

Counseling Center
Berg Hall – (703) 526-6861

Disability Support Services
Gerard Hall – (703) 284-1615

Financial Aid
Rowley Academic Center – (703) 284-1530

International Student Services
Gerard Hall – (703) 526-6922

Student Activities
The Lodge – (703) 284-1611

Student Development
Gerard Hall – (703) 284-1615

Financial Affairs
St. Joseph Hall – (703) 284-1480

Student Accounts and Cashier’s Office
Rowley Academic Center – (703) 284-1490

President’s Office
Rowley Hall – (703) 284-1598
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Calendar</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>University Profile</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Fields of Study</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>About Marymount University</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Admission</strong></td>
<td></td>
</tr>
<tr>
<td>Graduate Student Admission Criteria</td>
<td>14</td>
</tr>
<tr>
<td>Degree-Seeking Students</td>
<td>14</td>
</tr>
<tr>
<td>International Students</td>
<td>14</td>
</tr>
<tr>
<td>Certificate-Seeking Students</td>
<td>15</td>
</tr>
<tr>
<td>Nondegree/Visiting Students</td>
<td>15</td>
</tr>
<tr>
<td>Off-site Students</td>
<td>16</td>
</tr>
<tr>
<td><strong>Financial Information</strong></td>
<td>17</td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Student Support Services</strong></td>
<td>22</td>
</tr>
<tr>
<td><strong>Student Life</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>Academic Policies</strong></td>
<td>27</td>
</tr>
<tr>
<td><strong>Academic Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Study Abroad</td>
<td>36</td>
</tr>
<tr>
<td>Consortium of Universities of the Washington Metropolitan Area</td>
<td>36</td>
</tr>
<tr>
<td><strong>School of Arts and Sciences</strong></td>
<td>37</td>
</tr>
<tr>
<td>Computer Science</td>
<td>37</td>
</tr>
<tr>
<td>Humanities</td>
<td>37</td>
</tr>
<tr>
<td>Interior Design</td>
<td>39</td>
</tr>
<tr>
<td>Literature and Language</td>
<td>41</td>
</tr>
<tr>
<td>School of Business Administration</td>
<td>43</td>
</tr>
<tr>
<td>Business Administration</td>
<td>44</td>
</tr>
<tr>
<td>Health Care Management</td>
<td>45</td>
</tr>
<tr>
<td>Human Resources</td>
<td>46</td>
</tr>
<tr>
<td>Information Technology</td>
<td>47</td>
</tr>
<tr>
<td>Legal Administration/Paralegal Studies</td>
<td>50</td>
</tr>
<tr>
<td>Management</td>
<td>51</td>
</tr>
<tr>
<td>School of Education and Human Services</td>
<td>53</td>
</tr>
<tr>
<td>Counseling</td>
<td>54</td>
</tr>
<tr>
<td>Education</td>
<td>57</td>
</tr>
<tr>
<td>Forensic Psychology</td>
<td>63</td>
</tr>
<tr>
<td>School of Health Professions</td>
<td>66</td>
</tr>
<tr>
<td>Health Promotion Management</td>
<td>66</td>
</tr>
<tr>
<td>Nursing</td>
<td>67</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>69</td>
</tr>
<tr>
<td><strong>Course Descriptions</strong></td>
<td>73</td>
</tr>
<tr>
<td><strong>Board of Trustees/Board of Visitors</strong></td>
<td>109</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td>110</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>111</td>
</tr>
<tr>
<td><strong>Notices to Students</strong></td>
<td>115</td>
</tr>
<tr>
<td><strong>Maps and Directions</strong></td>
<td>117</td>
</tr>
<tr>
<td><strong>Index</strong></td>
<td>119</td>
</tr>
</tbody>
</table>
ACADEMIC CALENDAR

FALL SEMESTER 2007

August 3  Tuition payment due
August 23  Last day for Final Registration
August 27  Classes begin
September 3 Labor Day Holiday
September 4 Last day to late register or add a class
September 5 Mass of the Holy Spirit
September 28 Last day to withdraw from a class without academic record
October 8-9  Fall Break
October 19  Midterm grades due
November 2  Last day to withdraw from a class with a grade of W
November 21-25  Thanksgiving Holidays
November 26  Classes resume
December 8  Last day of classes
December 10-15  Final exam period
December 18  Final grades due by noon to the Registrar's Office through Marynet

SPRING SEMESTER 2008

January 4  Tuition payment due
January 10-11  Final Registration
January 14  Classes begin
January 21  Martin Luther King, Jr. Holiday
January 22  Last day to late register or add a class
February 8  Last day to withdraw from a class without academic record
February 29  Midterm grades due
March 3-9  Spring Recess
March 10  Classes resume
March 14  Last day to withdraw from a class with a grade of W
March 20-24  Easter Holidays
March 25  Monday schedule of classes observed
April 26  Last day of classes
April 28-May 3  Final exam period
May 6  Final grades due by noon to the Registrar's Office through Marynet
May 10  Recognition Day, Baccalaureate Mass, and Graduation Reception
May 11  Commencement Day

SUMMER SEMESTER 2008

Summer Sessions are also referred to as SS.

May 2  Tuition payment due for SS I and III
May 12  Summer Sessions I and III begin
May 13  Last day to late register or add a class (SS I)
May 19  Last day to late register or add a class (SS III)
May 24  Last day to withdraw from a class without academic record (SS I and III)
May 26  Memorial Day Holiday
May 30  Tuition payment due for SS IV
June 7  Last day to withdraw from a class with a grade of W (SS I)
June 9  Summer Session IV begins
June 13  Tuition payment due for SS II
June 13  Last day to late register or add a class (SS IV)
June 20  Last day to withdraw from a class with a grade of W (SS III)
June 21  Summer Session I ends
June 23  Summer Session II begins
June 24  Last day to late register or add a class (SS III)
June 27  Last day to withdraw from a class without academic record (SS IV)
July 4-5  Independence Day Holiday
July 7  Last day to withdraw from a class with a grade of W (SS IV)
July 7  Last day to withdraw from a class without academic record (SS III)
July 20  Last day to withdraw from a class with a grade of W (SS II)
August 3  Summer Sessions II, III, and IV end
August 6  Final grades for all Summer Sessions due by noon to the Registrar's Office through Marynet

NOTE: The most up-to-date calendar information is available online at www.marymount.edu/registrar/homecal.html
University Profile

ENROLLMENT

TOTAL ENROLLMENT: 3,604
UNDERGRADUATE ENROLLMENT: 2,300
GRADUATE ENROLLMENT: 1,304

Based on fall 2006 statistics

FACULTY

143 full-time teaching faculty; 207 part-time faculty.
Approximately 87 percent of Marymount’s full-time faculty hold the highest degree in their field.

Faculty teaching graduate courses at Marymount University hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline. Faculty are actively engaged in the scholarship of teaching to advance teaching excellence, scholarship inquiry in their respective disciplines, and University and community service.

ACADEMIC DIVISIONS

School of Arts and Sciences
School of Business Administration
School of Education and Human Services
School of Health Professions

ACCREDITATION

The information in this section is published exclusively for accreditation-related purposes. For inquiries regarding the admission or general educational policies and practices of Marymount University, please consult the relevant sections of this catalog.

Marymount University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award doctoral, master’s, bachelor’s, and associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, or call (404) 679-4500 for questions about the accreditation of Marymount University.

• The Bachelor of Business Administration and Master of Business Administration programs are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

• The Counseling and School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling program is also accredited by the National Council for Accreditation of Teacher Education (NCATE).

• Teacher preparation programs are accredited by the Division of Teacher Education and Certification of the Virginia Department of Education and by the National Council for Accreditation of Teacher Education (NCATE).

• The M.S. in Health Care Management program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

• The Interior Design undergraduate program and the First Professional (Track Two) graduate degree program are accredited by the Council for Interior Design Accreditation (CIDA).

• Nursing programs are accredited by the National League for Nursing Accreditation Commission (NLNAC) and the State Board of Nursing of the Commonwealth of Virginia. These programs are also accredited by the Commission on Collegiate Nursing Education (CCNE).

• The M.A. in Legal Administration and the Paralegal Studies programs are approved by the American Bar Association (ABA).

• The Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Marymount University is certified to operate in the Commonwealth of Virginia by the State Council of Higher Education for Virginia (SCHEV).

PROFESSIONAL ASSOCIATION MEMBERSHIPS

Marymount is a member of the following organizations:

• American Association of Collegiate Registrars and Admissions Officers

• National Association of Graduate Admissions Professionals

• University Continuing Education Association
ACADEMIC OUTREACH

RESTON CENTER

Responding to significant residential and commercial growth in the Reston area, Marymount University has an extension site at its Reston Center. The Center offers a variety of academic programs designed to meet the needs of adult learners. Offerings include graduate degree and teacher licensure programs, undergraduate degree completion, and professional education certificate programs, all of which can be completed at the Reston site. To provide flexible options for working adult students, classes are offered in the evening, on weekends, and in condensed course formats.

CORPORATE OUTREACH

Since 1996, Marymount’s Office of Corporate Outreach has been successfully delivering on-site education programs. The Office works closely with chief learning officers and human resource directors of regional corporations and government agencies to develop an academic strategy to help employees at client organizations gain the knowledge and skills needed to immediately address on-the-job challenges. To create a competitive advantage for client organizations and improve their employees’ performance, targeted graduate and undergraduate degree and certificate programs are offered through innovative education partnerships.

CONSORTIUM OF UNIVERSITIES OF THE WASHINGTON METROPOLITAN AREA

Marymount University is a member of The Consortium of Universities of the Washington Metropolitan Area. Other members include American University, The Catholic University of America, Gallaudet University, George Mason University, Georgetown University, The George Washington University, Howard University, Southeastern University, Trinity University, University of the District of Columbia, and University of Maryland at College Park. Eligible students from Marymount may take approved courses at member institutions. For more information about enrollment and registration procedures, see page 27.

STUDENT SERVICES

Marymount University is committed to meeting the needs of all students and provides support services through various offices, including the Academic Success Center, Campus Ministry, the Career and Internship Center, Counseling Center, Disability Support Services, International Student Services, and Student Activities.

ATHLETICS

Marymount is an NCAA Division III institution and a member of the Capital Athletic Conference. Undergraduate student-athletes participate on the following intercollegiate teams:

- **Men’s** basketball, cross-country, golf, lacrosse, soccer, swimming
- **Women’s** basketball, cross-country, lacrosse, soccer, swimming, volleyball

Graduate students also eligible to participate in intramural athletics in many of these sports.
SCHOOL OF ARTS AND SCIENCES

Graduate Degree Programs
- Computer Science (see Information Technology program under the School of Business Administration)
- Humanities (M.A.)
- Interior Design (M.A.)
- Literature and Language (M.A.)

SCHOOL OF BUSINESS ADMINISTRATION

Graduate Degree Programs
- Business Administration (M.B.A.)
  - Finance
  - Health Care Management
  - Human Resource Management
  - Information Technology
  - International Business
  - Legal Administration
  - Marketing
- Health Care Management (M.S.)
- Human Resource Management (M.A.)
- Information Technology (M.S.)
  - Computer Security
  - Project Management and Technology Leadership
  - Software Engineering
- Legal Administration (M.A.)
- Management (M.S.)

Graduate Certificate Programs
- Computer Security and Information Assurance
- Health Care Informatics
- Human Resource Management
- Information Technology
- IT Project Management and Technology Leadership
- Instructional Design
- Leadership
- Leading and Managing Change
- Management Studies
- Organization Development
- Paralegal Studies
- Project Management

SCHOOL OF EDUCATION AND HUMAN SERVICES

Graduate Degree Programs
- Community Counseling (M.A.)
  - Community Counseling with Forensic Psychology option (M.A./M.A.)
- Education (M.Ed.)
  - Licensure Programs:
    - Catholic School Leadership
    - Elementary Education
    - English as a Second Language
    - Learning Disabilities
    - Secondary Education
    - Nonlicensure Program:
      - Professional Studies
- Forensic Psychology (M.A.)
- Forensic Psychology with Community Counseling option (M.A./M.A.)
- Pastoral Counseling (M.A.)
- Pastoral and Spiritual Care (M.A.)
- School Counseling (M.A.)

Graduate Certificate Programs
- Catholic School Leadership
- Counseling (post-master's)
- Pastoral Counseling (post-master's)

SCHOOL OF HEALTH PROFESSIONS

Graduate Degree Programs
- Health Promotion Management (M.S.)
- Nursing (M.S.N.)
  - Family Nurse Practitioner
  - Nursing Education
- Physical Therapy (D.P.T.)

Graduate Certificate Programs
- Family Nurse Practitioner (post-master's)
- Nursing Education (post-master's)
About Marymount University

Marymount University was founded in 1950 by the Religious of the Sacred Heart of Mary. Today, Marymount is an independent, comprehensive Catholic university serving approximately 3,600 undergraduate and graduate students. The University has four Schools: Arts and Sciences, Business Administration, Education and Human Services, and Health Professions. Programs are offered at Marymount's Main Campus, Ballston Center, and Reston Center, as well as various corporate and government sites. The University's location in Arlington, Virginia – just minutes from Washington, DC – offers students unparalleled opportunities for academic and personal enrichment.

UNIVERSITY MISSION

Marymount University is an independent Catholic university that emphasizes academic excellence at the undergraduate and graduate levels. Committed to the liberal arts tradition, the University combines a foundation in the arts and sciences with career preparation and opportunities for personal and professional development. Marymount is a student-centered learning community that values diversity and focuses on the education of the whole person, promoting the intellectual, spiritual, and moral growth of each individual. Scholarship, leadership, service, and ethics are hallmarks of a Marymount education.

A MARYMOUNT EDUCATION

Marymount University prepares students to be thoughtful and effective persons within family, community, and society; enables students to develop the competencies necessary for entry, growth, and success in their chosen careers; builds within its students a shared sense of community among individuals drawn from diverse national, cultural, and social backgrounds; fosters in its students a spirit of service to others, a concern for social justice, and a commitment to living in an ethically responsible way; and develops in students both the ability and the motivation to be lifelong learners.

As an educational community, Marymount is formed by the heritage and traditions of liberal arts education, the American higher education community, the Catholic Church, and the Religious of the Sacred Heart of Mary.

• As a university in the liberal arts tradition, Marymount fosters the development of intellectual curiosity; an unbiased pursuit of truth; an understanding of the varying modes of inquiry utilized across the disciplines; and the development of the skills, competencies, and motivation necessary for intellectual inquiry and lifelong learning. Marymount fosters the pursuit of excellence in teaching, learning, and scholarship, and forms a community marked by intellectual freedom, civility, and diverse interpretations of the human experience.

• As a comprehensive university in the American higher education tradition, Marymount is a learning-teaching community that emphasizes excellence in teaching and places primary focus on the learning-teaching process; strives to contribute to the development of knowledge through the scholarship of its members; and contributes to the development of its community through service outreach programs. The University recognizes the value and importance of career preparation as a fundamental purpose of a university education. The University provides both undergraduate and graduate education, serving a variety of student audiences, in response to the needs and interests of its community and region.

• As a Catholic university, Marymount affirms that the exploration of humanity's relationship to the Divine is an integral part of the academic work of the University; challenges all members of the University community to live ethically responsible lives; fosters a community of faith exploration open to individuals of diverse religious backgrounds and beliefs; and strives to exemplify its Catholic tradition within the University and in the way in which all members of the University community interact with one another and with the larger community outside the University.

• In the spirit of the University's founders, the Religious of the Sacred Heart of Mary, Marymount inspires a shared sense of community among individuals drawn from diverse national, cultural, and social backgrounds, and emphasizes a spirit of service to others and responsiveness to the needs of persons and groups who do not fully share in the bounty of the larger community.

The University also is shaped by the unique resources available through its location in the nation's capital area, and by a creative, future-oriented perspective on education.

• The Marymount experience is enriched by the cultural, governmental, business, and professional resources of Washington, DC, a city with an international character and global perspective. The University's location offers extraordinary professional and scholarly opportunities for faculty; the opportunity to bring leaders from government, commerce, and the professions to campus; specialized resources for instruction and research; unique internship placements for students; and outstanding employment opportunities for graduates.

• Marymount has grown and changed extensively since its founding in 1950, reflecting a dynamic period of change in
American higher education, and also reflecting the openness, creativity, and enterprising spirit of the men and women who comprise the Marymount community. Marymount has been willing to look creatively at the educational needs of the region it serves, to respond quickly, and to try new approaches. The University strives to sustain a future-oriented perspective and to serve as a leader in responding to the educational needs of its region and in utilizing innovative instructional technologies and practices.

GRADUATE EDUCATION MISSION

Through its graduate programs, Marymount University gives students the opportunity to acquire a high level of competence in their fields of interest and to gain significant experience in the application of advanced knowledge and skills. Graduate programs offered at Marymount foster a stimulating intellectual community based upon close interaction with faculty, academic engagement with peers in and out of the classroom, and a university environment fully committed to supporting scholarly inquiry and professional development. Graduates from Marymount’s advanced degree programs are prepared to assume positions as active and caring professionals committed to ethical practice, continued learning, and the advancement of their professions.

Marymount University offers graduate programs that are:

• connected to the University’s undergraduate programs, building on existing strengths and contributing to the enhancement of the quality of the undergraduate experience;
• distinctive, excellent in overall quality, and responsive to the needs of diverse communities;
• committed to the intellectual growth and development of each student; and
• supportive of both faculty and student scholarly activity and its dissemination to the appropriate community of scholars and practitioners.

HISTORY

The name “Marymount” has long been associated with excellence in education. The Religious of the Sacred Heart of Mary (RSHM), founders of Marymount University, have a long history of providing thoughtful responses to societal needs. Today, elementary, secondary, and collegiate institutions bearing the name “Marymount” are located in California, New York, Virginia, England, France, Italy, and Mexico.

Marymount University in Arlington was founded as a women’s college in 1950 at the suggestion of Bishop Peter L. Ireton of Richmond. Its first president was Mother Gerard Phelan. Thirteen freshmen entered the first year, and nine of them comprised the first graduating class in 1952. In 1960 the institution was incorporated as Marymount College of Virginia, an independent college governed by an autonomous board of directors.

Enrollments steadily increased, and the physical plant and facilities were expanded to serve a growing student population. From the original property, which included a mansion, stone guest house, and two cottages — all comprising the residence of Rear Admiral Presley M. Rixey, White House physician to Presidents William McKinley and Theodore Roosevelt — the institution has grown to be a modern residential campus.

From 1950 to 1972, as a college, Marymount offered only the associate degree. In 1973, it became a senior college offering the bachelor’s degree in more than 20 fields. In 1979, graduate programs leading to the master’s degree were added. Marymount’s first male students were admitted in 1972 in the Nursing program. In 1979, coeducational graduate programs in a number of fields were added. In 1986, the institution responded to its changing student profile by becoming coeducational at all levels and changing its name to Marymount University. In 2005, Marymount was approved by the Southern Association of Colleges and Schools to offer its first doctoral degree, the clinical Doctor of Physical Therapy.

The University responded to its dramatic enrollment growth by acquiring new buildings near the Main Campus and increasing accessibility through a shuttle service. The Ballston Center, established in 1992, houses classrooms, offices, computer laboratories, and support services. Marymount University also reaches out to the northern Virginia region through its Reston Center and off-campus offerings at corporate and government sites, medical centers, and public schools.

An independent institution related to the Roman Catholic Church, Marymount University is governed by a Board of Trustees that includes corporate and professional executives, members of the Religious of the Sacred Heart of Mary, and Marymount University alumni.

LOCATION AND TRANSPORTATION

Marymount is located in Arlington, Virginia, a prosperous urban community adjacent to Washington, DC. The public Metrorail system connects the University with the entire metropolitan Washington area. The University also maintains a shuttle bus service, offering free transportation connecting the Main Campus, Ballston Center, Ballston-MU Metro station, and designated off-campus parking facilities. Students have easy access to national landmarks, cultural sites, restaurants, and shopping. Ronald Reagan Washington National Airport and Dulles International Airport are near the University, as are Interstates 66, 95, 395, and 495.
A COMMITMENT TO ETHICS
THE CENTER FOR ETHICAL CONCERNS

One of the hallmarks of Marymount University is its commitment to providing a values-based education. Marymount’s Center for Ethical Concerns was founded in 1993 to provide a forum for the exchange of ideas about ethical issues and to recognize leaders who advance a strong values-based culture. Through lectures, seminars, conferences, workshops, and symposia, the Center offers students, faculty, and the public opportunities to examine ethical concerns facing society.

A faculty committee works with the Center’s director to develop programs that are responsive to the needs of the academic community. Using an interdisciplinary approach, the Center assists faculty in developing effective ways to teach ethical concepts in the classroom. The Center also brings together students and faculty from the University’s various disciplines to increase awareness of ethical problems and develop effective techniques to confront these issues.

MARYMOUNT ETHICS AWARD

Marymount University presents an Ethics Award to recognize individuals who have taken an outstanding leadership role in promoting and developing ethical standards and behavior. The Marymount University Ethics Award honors leaders who, by commitment, effort, and example, advance a strong values-based culture in their field of endeavor.

THE JOHN J. MCDONNELL, JR. ENDOWED CHAIR IN ETHICS

Marymount’s first endowed faculty chair was established in 2000. Provided through the generosity of John J. McDonnell, Jr., a leader in the electronic commerce field, the chair supports a faculty position directed toward infusing ethics into the life of the University and serving the wider community by the promotion of ethical standards and conduct in various fields of endeavor. Working with faculty, the academic deans, the director of the Center for Ethical Concerns, and other stakeholders, the faculty appointee provides leadership in the formulation and implementation of programs for the campus community, as well as innovative ethics education initiatives for the business community and professional/trade associations.

SPEAKERS SERIES
THE DISTINGUISHED VISITING PROFESSOR COLLOQUIUM SERIES

The Distinguished Visiting Professor Colloquium Series is a Universitywide program that brings outstanding speakers to each of Marymount’s four Schools.

The goal of the series is to enrich the intellectual life of the University by providing opportunities for faculty and students to interact with individuals who have significant influence in a wide array of fields. Distinguished Visiting Professor presentations enable the members of Marymount's academic community to become more attuned to the challenges and opportunities of diverse areas of endeavor.

CELTIC STUDIES LECTURE SERIES

Over the past decade, Marymount University has sponsored a number of events highlighting this nation's — and the capital area's — ties to Ireland, Scotland, and Wales, offered under the auspices of the Celtic Studies Lecture Series. Included in this series have been presentations of scholarship in such fields as archaeology, history, and politics.

MARYA MCLAUGHLIN ENDOWED LECTURESHIP IN MEDIA COMMUNICATIONS

A lectureship in media communications has been endowed at Marymount University in honor of Marya McLaughlin, a well-known CBS News radio and television correspondent.

The annual lecture serves as an ongoing reminder of Ms. McLaughlin's contributions to national broadcast journalism and provides Marymount students and faculty and members of the larger community with valuable insights and inspiration from journalists of national stature.
FACILITIES

The Ballston Center at 1000 North Glebe Road houses the School of Business Administration; Graduate Admissions; the Office of Study Abroad; the Physical Therapy, Forensic Psychology, and Counseling departments; the Career and Internship Center; the Ballston Conference Center; computer labs; a library extension; and a dining facility. This building also provides general classroom facilities for all programs.

Majella Berg Hall, named for Marymount’s third president, offers undergraduate student housing. The Student Health Center, the Counseling Center, and the Housing and Residence Life offices are also located in this building.

Butler Hall serves academic and residential functions. The Undergraduate Admissions Office and School of Health Professions Office, several other administrative offices, and many classrooms share Butler Hall with suite accommodations for approximately 100 undergraduate resident students.

Gailhac Hall houses classrooms as well as faculty and administrative offices. This building, home to the School of Arts and Sciences, also contains drafting and design studios and a resource center serving the Interior Design program.

Gerard Phelan Hall is an undergraduate student residence hall. It also houses the central dining rooms, which seat 500, and the Office of Student Development.

Ireton Hall, a small colonial building in the center of the campus, houses faculty offices, the Office of Campus Safety and Transportation, and the Office of Human Resource Services/Affirmative Action.

The Rose Bente Lee Center provides space for all members of the University community to enjoy extracurricular activities. The building includes the 1,000-seat Verizon Sports Arena; a fitness center; Bernie's cafe; Jazzman's coffee kiosk; the University bookstore and marketplace; a recreational gym; a swimming pool, with seating for 400 spectators; a game room/lounge; and the Honors Program Seminar Room.

The Lodge houses the Student Activities Office, Campus Ministry, student government and club offices, student newspaper and yearbook offices, meeting rooms, classrooms, lounges, and a full kitchen for student use.

The Main House and its stately white pillars are a familiar and beloved symbol of Marymount University. This beautiful Georgian home is where Marymount hosts programs honoring outstanding students and faculty, special alumni events, and receptions for distinguished friends and visitors.

The Emerson G. Reinsch Library building houses the University’s library as well as a variety of academic support services. The building also houses the Learning Resource Center, the E-Learning Services Center, the Barry Art Gallery, the Lee Reception Room, the Gomatos Reading Room, and a 180-seat auditorium.

The Reston Center, a Marymount extension site, provides space for academic programs, classes, and conferences. It offers classrooms and a computer lab, as well as faculty and administrative offices.

The Rowley Academic Center includes the Office of Alumni Relations; the Enrollment Services Center, comprising Financial Aid, the Registrar’s Office, Student Accounts, the Cashier’s Office, and the Academic Success Center; and the School of Education and Human Services on the lower level. Its upper levels house undergraduate resident students.

Rowley Hall is connected to the Rowley Academic Center; both are named in honor of the late Mother Rita Rowley, superior general of the Religious of the Sacred Heart of Mary. On its upper floors, this building houses 250 undergraduate students. Rowley Hall’s lobby level houses administrative offices including the President’s Office, Academic Affairs, Development, and University Communications. Lower floors are devoted to classrooms, laboratories, and support services.

Admission

Graduate students are admitted to Marymount University as degree-seeking, graduate- and post-master's-certificate seeking, and nondegree or visiting students. Through Marymount’s Office of Corporate Outreach, individuals may be enrolled off-site as degree- or certificate-seeking students. International students may enroll as degree- or certificate-seeking students. Application procedures for students in each category follow.

GRADUATE STUDENT ADMISSION CRITERIA

In making decisions for admission, Marymount University takes into consideration an applicant's previous college or university coursework, work experience, and positive recommendations, as well as test scores and an applicant's personal statement, when applicable.

DEGREE-SEEKING STUDENTS

For all programs, applicants who have or will have a bachelor's degree from an accredited college or university prior to enrollment are eligible to apply, and must submit the following items to be considered for acceptance:

- a completed application form with the nonrefundable application fee of $40; and
- official transcripts showing all postsecondary coursework (delivered in a sealed envelope that bears the registrar's signature and/or seal).

These items are Universitywide requirements for every program. Schools and individual graduate programs vary in their requirements for standardized test scores*, portfolios, interviews, work experience, or other criteria. Some programs have specific application deadlines. For detailed information, students should consult the section for the School or program to which they are applying.

Unless otherwise noted, students are admitted on a full- or part-time basis for the fall, spring, and summer semesters.

*NOTE: All scores should reflect testing within the last five years or be subject to review by the Graduate Admissions Committee. Applicants who already hold a master's degree are not required to submit GRE, MAT, LSAT, or GMAT test scores, with the exception of Physical Therapy program applicants. Physical Therapy applicants must submit GRE scores even if they have a master's degree in another field. Acceptable Praxis I or SAT/ACT scores are required for admission to all teacher licensure programs.

INTERNATIONAL STUDENTS

An international student is defined as an individual wishing to enroll who is neither a U.S. citizen nor a permanent U.S. resident.

Visitors in B-1/B-2 status are not eligible to register. These individuals must change their status to an F-1 student visa in order to study at Marymount University. Contact the International Student Services Office or Office of Graduate Admissions for more information regarding this immigration regulation and other immigration-related questions.

Eligible international students must submit the following items to be considered:

- a completed application form with the nonrefundable $40 application fee;
- evidence of graduation or expected graduation from an accredited college or university in the form of an official transcript or letter on institutional letterhead from a representative of that institution;
- two certified-original transcripts, translated into English—one to be sent directly to the Office of Graduate Admissions, and another to be sent for evaluation. Transcripts must be certified as true copy by an official of the institution in which the student is enrolled or a United States consular official. The academic record should include a list of the subjects studied and a qualitative rating. The applicant is responsible for the timely translation and evaluation of documents and for all costs and fees associated with these services. Approved evaluation agencies are World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10011; Credentials Evaluation Services, Inc., P.O. Box 66940, Los Angeles, CA 90066; World Educational Credentials Evaluators and College Planning, P.O. Box 341468, Tampa, FL 33694; and AACRAO (American Association of Collegiate Registrars), 1 Dupont Circle, N.W., Suite 520, Washington, DC 20036;
- a completed international student supplemental information (ISSI) form;
- a copy of the applicant's passport ID pages, visa (if applicable), and a copy of the front and back of the I-94 form;
- acceptable standardized test scores (see Note under preceding “Degree-seeking Students” section); and
- Nonnative speakers of English must have a minimum score on the Test of English as a Foreign Language (TOEFL) of 600 on the paper-based test, 250 on the computer-based test, or 100 on the Internet test to be considered for admission. Those students who have a baccalaureate degree from an accredited school where the language of instruction is English are exempt from this requirement.
Deadlines for Students in Need of an I-20

The completed application for international students in need of an I-20 (Certificate of Eligibility) must be received in the Admissions Office by the following dates, depending on where the applicant is presently residing:

For fall semester:
- Students residing outside the U.S., July 1
- Students residing inside the U.S., July 15

For spring semester:
- Students residing outside the U.S., October 15
- Students residing inside the U.S., November 1

For summer semester:
- Students residing outside the U.S., March 15
- Students residing inside the U.S., April 1

International students in need of an I-20 form must adequately document financial resources for the program’s duration. An I-20 will be issued when:
- the applicant has been admitted;
- original financial documentation, such as a certified bank statement, has been received;
- a copy of the ID pages of the applicant's passport has been received; and
- a deposit has been paid.

In cases where the applicant has been previously enrolled in the United States, he/she must also submit:
- a Transfer Clearance Form;
- copies of all previous I-20s;
- a copy of his/her visa; and
- a copy of the back and front of the I-94 card.

GRADUATE AND POST-MASTER'S CERTIFICATE-SEEKING STUDENTS

The following are required for graduate and post-master's certificate-seeking applicants in order to be considered:
- a completed graduate admission application with the nonrefundable $40 application fee;
- transcripts reflecting postsecondary work and showing at least a bachelor's degree (applicants to a post-master's certificate program must also present evidence of a master's degree); and
- an interview with the appropriate program representative, if required.

Students admitted to certificate programs are limited to enrollment in those courses and prerequisites that fulfill certificate requirements. Marymount graduate certificate coursework that is applicable to a given master's degree may be applied to that degree; however, students must apply for degree status prior to or upon completion of the certificate. No more than 18 credits of courses earned in certificate programs may be applied to graduate degree requirements. Completion of a certificate offering does not guarantee admission to a degree program.

International students must follow the same admission procedures listed under “International Students.” (See page 14.)

NONDEGREE STUDENTS

Some programs offer nondegree applicants admission to a limited number of graduate courses taken to increase vocational fitness and to learn about recent developments in a field of interest. Such students are urged to seek academic advice from the appropriate graduate program coordinator before registration. Students visiting from other institutions also enroll as nondegree students.

The following are required in order to be considered for acceptance:
- a completed graduate admission application with the nonrefundable $40 application fee;
- transcripts reflecting postsecondary work and showing at least a bachelor's degree; and
- an interview with the appropriate program representative, if required.

An F-1 visa student is not eligible to apply as a nondegree student. F-1 visa graduate students may only be admitted to the University as graduate degree- or graduate certificate-seeking students. Please see the appropriate category for admission requirements and procedures.

Nondegree Enrollment

Nondegree admission is limited to two consecutive semesters. During these two semesters, a student may enroll in a limited number of credits. Students interested in nondegree studies should consult the School or program section in which he/she is interested to learn if there are further details or restrictions concerning nondegree studies.

Students who wish to continue graduate study beyond the limits for nondegree status must apply for program admission and meet all regular admission requirements for the degree program. Graduate credits earned at Marymount University while a student is enrolled through nondegree status may be applicable to graduate degree requirements or electives.
OFF-SITE STUDENTS
ENROLLED IN SPECIAL PROGRAMS

Students enrolled in off-site programs through Marymount’s Office of Corporate Outreach are required to submit official transcripts and, depending upon their academic objective, follow admission requirements consistent with degree- or certificate-seeking students.

Students who complete certificate programs and wish to be admitted as degree-seeking students must apply for admission to the degree program. Completion of a certificate offering does not guarantee admission to a degree program.

NOTIFICATION

Marymount University has a rolling admissions policy, unless otherwise noted in this catalog. The University notifies applicants as to whether they have met the criteria for admission after the application procedure is completed and the Admissions Committee has acted on the application.

All acceptances to Marymount University are tentative until the applicant’s final college grades are received and conditions of the acceptance, if any, are met.

DEFERRAL OF ENROLLMENT

For certain programs, offers of admission may be deferred for one year. Updated transcripts and professional information must be provided prior to enrollment.
Financial Information

The following financial information applies to the 2007-08 academic year.

TUITION

GRADUATE STUDENTS

• $655 per credit hour for fall, spring, and summer semester classes (full or part time). Full-time graduate students carry a minimum of 9 credit hours per semester. Part-time students carry fewer than 9 credit hours.

SPECIAL PROGRAM TUITION RATES

Education Cohort Program at Reston Center

• Available at a reduced tuition rate. Please contact Graduate Admissions for further information.

Physical Therapy Program

• $23,860 per year, for those entering in fall 2007 (Class of 2010), for a total of $71,580 for the three-year program. This sum includes all PT courses, lab fees, and summer courses.

Transitional Doctor of Physical Therapy Program

• $7,000, paid in equal installments of $1,750 over four semesters. This distance-education program is for licensed physical therapists who have already graduated from a CAPTE-accredited PT program, and is usually completed in two years.

Consortium Tuition

Payment for consortium credits is due at the time of registration. Marymount consortium students pay the Marymount tuition rate to the Marymount Student Accounts Office. Credits taken through the consortium are counted toward full-time/part-time status at Marymount for the purposes of financial aid. All applicable fees are to be paid by the student to the visited institution.

Tuition Prepayment

Full-time students are given a waiver of $200 on tuition if the entire year's charges have been paid in full by August 3. NOTE: Students may not deduct their financial aid package when paying for the year to qualify for the waiver. Students with other waivers are not eligible for the prepayment waiver.
Senior Citizen
As a service to senior citizens residing in its community, the University offers to persons 65 years or older a 50 percent-tuition waiver for undergraduate and graduate courses. Applicants must first meet all regular admission criteria for either degree candidacy or nondegree status.

FEES
MEAL PLANS
Commuter meal plans are available to graduate students and can be purchased at the University Cashier’s Office during business hours. The following options are available:

- $395 per semester for a 50-meal plan in the Gerard Phelan Dining Hall or Ballston Center Cafeteria, including $100 in dining points that can be used toward purchases in Bernie’s café
- $210 per semester for a 25-meal plan in the Gerard Phelan Dining Hall or Ballston Center Cafeteria, including $50 in dining points that can be used toward purchases in Bernie’s café

NEW STUDENT FEE
A one-time $30 new student fee is charged to all graduate students to cover such items as student ID cards and new student programs.

TECHNOLOGY FEE
Each fall, spring, and summer semester, students will be assessed $6.70 per credit up to a maximum of $80.40 per semester as a fee to support computer enhancement in the laboratories. In addition, some courses require that students purchase stand-alone computer software and/or textbook software packages.

COURSE FEES
Fees are charged to partially support periodic equipment maintenance and replacement, added instruction costs incurred, and costs for consumable materials in the following courses:

- Counseling
  CE 510, 511, 513
  $80 per course
- Criminal Justice
  CJ 508, 509
  $55 per course
- Interior Design
  ID 485, 487, 512, 513, 515, 580, 581, 684, 685
  $55 per course

Nursing Lab Fees
- NU 553
  $40
- NUF 502
  $80
- NUF 503
  $155
- NUF 504
  $145

Paralegal Studies
- $60 per course

LA 591

Student teaching application
- $100

Graduate Counseling and Psychology internship application
- $55

LATE REGISTRATION FEE
A $55 fee is charged if registration is not completed prior to the last day of Final Registration.

CONTINUOUS REGISTRATION FEE
A Continuous Registration fee of $35 is payable at registration each semester to maintain registration when not matriculating in classes. Any student wishing to maintain Continuous Registration in absentia will be charged a fee of $35 per semester payable at regularly scheduled registration dates. For more information on Continuous Registration, please see page 28.

ALUMNI COURSE AUDIT FEE
For a fee of $175 per course, Marymount alumni may audit up to two courses per semester, if the enrollment limit has not been reached during registration and approval has been granted by the associate dean. No credit or grade will be awarded for the course. Interested alumni should contact the Office of Alumni Relations.

DEPOSITS
COUNSELING AND FORENSIC PSYCHOLOGY
A $300 nonrefundable deposit is required from students in the Forensic Psychology program, as well as the Community, Pastoral, and School Counseling programs within 30 days of notification of acceptance.

HUMAN RESOURCE MANAGEMENT COHORT
A $500 nonrefundable deposit is required from students enrolling in the Human Resource Management cohort program offered through the Reston Center. This is due within 30 days of notification of acceptance.

INTERIOR DESIGN
A $300 nonrefundable deposit is required from students in the Interior Design program within 30 days of notification of acceptance.
PHYSICAL THERAPY
A $500 nonrefundable deposit is required from Physical Therapy students within three weeks of notification of acceptance.

INSURANCE
Marymount University offers all students enrolled for at least 9 credits the opportunity to participate in a 12-month (August-August) accident and sickness plan. Rates and terms are available at the beginning of each academic year.

Accident and health insurance is mandatory for all international students on nonimmigrant F-1 visas, Nursing and Physical Therapy students, NCAA student-athletes, and cheerleaders.

Students who are required to carry insurance and who elect not to accept the University-approved policy must produce adequate and acceptable documentation of coverage in Virginia. Students who are required to have insurance may not register until they present an approved waiver or pay the premium. F-1 visa students will automatically be charged the insurance premium. F-1 visa students who already have adequate medical insurance coverage must complete a waiver form. Please refer to the plan information, available at the beginning of the academic year, regarding enrollment dates.

COLLECTION POLICY
A student with an outstanding balance at the end of the semester will have his/her transcripts, registration, and diploma withheld until the outstanding balance is paid in full. The University will make every effort to contact the student and collect the outstanding balance. However, if the University’s attempts are unsuccessful, the account will be turned over to an agency for collection or to attorneys for litigation. The student will be responsible for all costs, including collection agency fees (33 1/3 percent on the assigned balance), attorney fees, and variable court costs.

REFUNDS AND CREDITS TO STUDENT ACCOUNTS
CREDIT BALANCE REFUNDS
Credit balance refunds will be processed generally within 14 days of the receipt of a written request to the Student Accounts Office. The University does not issue refunds in cash; only check and credit card refunds are issued.

CREDIT FOR TUITION AND FEE CHARGES
To be eligible to receive a credit for tuition and fee charges, a student must officially withdraw from a class or separate from the University. Credit for tuition and fee charges will be calculated based on the actual withdrawal or separation date.

Semester courses

<table>
<thead>
<tr>
<th>Week</th>
<th>Fall/Spring</th>
<th>Summer</th>
<th>Type of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>By end of week 1</td>
<td>100%</td>
<td>75%</td>
<td>Tuition and fees</td>
</tr>
<tr>
<td>By end of week 2</td>
<td>75%</td>
<td>50%</td>
<td>Tuition only</td>
</tr>
<tr>
<td>By end of week 3</td>
<td>50%</td>
<td>25%</td>
<td>Tuition only</td>
</tr>
<tr>
<td>After week 3</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Weekend and concentrated courses
Students are eligible for a 100 percent credit for tuition and fee charges if the class is dropped at least 31 days before the class begins. A 75 percent credit for tuition and fee charges will be given if the class is dropped within 30 days of the start of the class. No credit for tuition and fee charges will be given once classes have begun.

Class/University Withdrawal Policy
In order to receive a credit for tuition and fee charges in accordance with the advertised refund/withdrawal period, a student must officially withdraw from a class, even if someone other than the student registered him or her for the class. Failure to do so will constitute a financial obligation to the University because classroom seats reserved during registration continue to be held for a student until he/she officially withdraws from the class. Stopping payment on a tuition check or credit card authorization or not attending a class does not constitute an official withdrawal from class.

A student who received financial aid should check with the Financial Aid Office before withdrawing from any classes. Federal financial aid recipient refunds will be determined based on the federal pro-rata refund regulations. Information and examples of federal pro-rata refunds are available in the Financial Aid Office.

For procedural information about withdrawing from a class, please see page 28. For additional information on separating from the University, please see page 35.
Withdrawal After Expiration of Tuition-and-Fee Credit Period

A student who withdraws from one or all classes after the tuition-and-fee credit period does not qualify for a refund unless there are extraordinary circumstances such as a documented medical emergency. A medical withdrawal usually constitutes complete withdrawal from the University for the academic period in question. Medical withdrawals will be granted solely for established medical purposes prior to a student taking final exams. Medical withdrawals due to illness in the family will be granted only if the attending physician stipulates that the student is needed to care for the family member.

A written request for a medical withdrawal, accompanied by documentation, should be addressed to the associate vice president for Academic Affairs.

CREDIT FOR COMMUTER MEAL PLAN CHARGES

If a student requests a commuter meal plan and then decides not to use that plan, no credit will be given for its cost. Commuter meal plans expire at the end of each semester.

PAYMENT PLANS

A payment plan is available to qualifying students. All arrangements, including the down payment, must be completed at least one week prior to registration.

TuitionPay offers an annual plan, which is a five-month budgeting plan covering each semester. Under the annual plan, the fall semester plan can begin as early as June prior to the fall semester and must be paid in full by October 1; the spring semester plan can begin as early as November and must be paid in full by March 1. All or part of each semester's costs may be budgeted with no interest rate assessed. A nonrefundable annual enrollment fee of $55 (including insurance) is needed to apply. Payment plans are also available on a semester basis for a nonrefundable enrollment fee of $35. Applications are available from TuitionPay at (800) 635-0120 or online at www.tuitionpayenroll.com/marymount.

Students who need further assistance may call the Student Accounts Office, (703) 284-1490.

VETERANS

Information on veterans' benefits from the Department of Veterans Affairs is available in the Office of the Registrar, (703) 284-1520.

FINANCIAL AID

Financial aid is any grant, scholarship, loan, or paid employment offered for the express purpose of helping a student meet educationally related expenses. Various programs are available to Marymount graduate students to help finance their studies.

TYPES OF AID

Graduate Assistantships

A limited number of graduate assistantship positions are available for graduate students at Marymount University. Full-time graduate students are eligible for positions that require 20 hours of work per week in exchange for a waiver of tuition for 9 credits per semester and a small stipend. There are a limited number of part-time assistantships available for full-time graduate students as well.

The graduate assistant program is designed to meet several purposes. The student receives financial support for his or her graduate studies. In addition, the student benefits through a valuable professional experience that supplements and supports his or her program of study. The University also benefits, as it gains the services of a talented beginning professional, and offers a means for attracting and retaining highly talented students in its graduate programs.

For details and procedures to apply for graduate assistantships, contact the Office of Human Resource Services or visit the office's Web site, which can be accessed from the University Web site's home page.

Grants

The Virginia Tuition Assistance Grant (TAG) Program

This grant offers to full-time, graduate degree-seeking students who are legal residents of the state, a grant for graduate study, regardless of need. The amount of the grant varies each academic year based on state funding. Applications, which are available from the Financial Aid Office, must be submitted annually by July 31. Late applications will be considered if funds are available. There is no requirement for repayment. This program is funded by the Commonwealth of Virginia.

Loans

Federal Stafford Loan

The Federal Stafford Loan is for graduate students enrolled in a degree program on at least a half-time basis (6 credits per semester); it enables them to borrow an annual amount. The federal government will pay the interest until the repayment period begins, six months after the student leaves school. The Financial Aid Office provides information on obtaining the loan with Award Letter notification. Students must complete the
financial aid application process described on this page by filing a Free Application for Federal Student Aid (FAFSA), demonstrating need in order to qualify. A Federal Unsubsidized Stafford Loan is available for those who do not demonstrate need. The terms are the same as those for the Federal Stafford Loan except that the student is responsible for the interest while in school.

Students who plan to pay tuition through a Federal Stafford Loan should apply for this loan in time for it to be processed before registration.

Scholarships

Diotima Scholarship for Humanities
This scholarship is named in honor of Diotima of Mantinea who, in Plato’s Symposium, taught Socrates about love. An anonymous benefactor founded this scholarship to provide a significant way to let students know of Marymount’s excellence in teaching the humanities. This scholarship is awarded annually to a graduate student in Humanities who has completed at least nine hours in the program and has at least a 3.5 GPA. Applicants must also write an essay on the role the humanities play in their lives. Contact: School of Arts and Sciences

HR Leadership Scholarship
A scholarship awarded to a graduate student pursuing a degree in the human resource field. Sponsored by the HR Leadership Awards of Greater Washington. Applicants must maintain a GPA of 3.0 or better. Contact: School of Business Administration

Virginia Kincaid Foundation Scholarship
A $4,000 scholarship awarded to entering first-year Physical Therapy students, selected via a competitive application process. Up to two students from Marymount’s PT program are selected. Contact: Department of Physical Therapy

William G. McGowan Scholarship
Provides full tuition to one undergraduate or graduate student each year who has a minimum 3.0 cumulative GPA, is recommended by the School of Business Administration faculty, and submits an essay. Contact: School of Business Administration

National Science Foundation Scholarship for Service in Information Assurance and Computer Security
Marymount University, through the National Science Foundation Scholarship for Service Program, awards up to two new scholarships per year to students undertaking a program that includes a concentration in Computer Security. Applicants must have a minimum graduate GPA of 3.2. The scholarship funds up to two years of study in return for one year of employment at a federal agency for each year covered by the scholarship. Marymount is participating in this program jointly with The George Washington University. Contact: Department of Information Technology and Management Science, School of Business Administration

Student Employment

Federal Work-Study (FWS)
This program makes on-campus jobs available to students with demonstrated financial need. Federal Work-Study eligibility is determined by the Financial Aid Office. To qualify for this program, students must be eligible to work in the U.S. and be enrolled full time at the time of application.

All students in this program are paid by paycheck on the 15th of each month. The earnings are not directly applied to student accounts. Before students can be paid, they will be required to complete federally mandated employment paperwork, including an I-9 form, which establishes identity and work authorization, as well as federal and state tax forms. Students may also elect to complete a direct deposit form to have their paycheck sent directly to a bank near home or in the Arlington area. Students must also follow financial aid application procedures by filing a Free Application for Federal Student Aid (FAFSA). Please see the application procedure outlined below.

Campus Employment
The University employs a large number of full-time students and pays them from its own resources. Students who are not eligible for FWS awards may apply for employment under this program. Students apply for jobs through the Student Campus Employment Office. See page 24 for more information about student campus employment.

APPLICATION PROCEDURE FOR LOANS AND WORK-STUDY PROGRAMS

Students seeking financial aid through the Federal Stafford Loan program or Federal Work-Study should follow these steps to apply:

1. Complete a Free Application for Federal Student Aid (FAFSA), available at www.fafsa.ed.gov. The FAFSA must be completed by both new and currently enrolled graduate students for each year they seek financial aid. The information is analyzed and a report sent to the University on the estimated contribution expected from the family or the self-supporting student. Marymount’s federal school code is 003724.

2. Financial aid applications must be submitted by March 1 for each academic year in which financial assistance is required.

Awards are offered when applications are complete and the student has been accepted for enrollment into a degree program.
Student Support Services

LIBRARY AND LEARNING SERVICES

Dean: Dr. Zary Mostashari

Library and Learning Services facilitates learning, teaching, scholarship, and lifelong learning opportunities by providing Marymount University students, faculty, staff, and the community with access to information and a variety of educational support services. Its facilities are the Emerson G. Reinsch Library, the Ballston Center library extension, and the Learning Resource Center.

EMERSON G. REINSCH LIBRARY

The Emerson G. Reinsch Library is an integral part of the learning resources of the University. The collection and services reflect both the curricula and the general informational needs of the University community. The library offers:

- a collection of more than 200,000 volumes
- access to more than 16,000 journals in print and through electronic resources
- more than 100 online information resources — many of which are full text — available on or off campus 24 hours a day, 7 days a week
- library research instruction
- reference assistance in person, by phone, or via instant messaging or e-mail
- Internet access on all public computers; access to many software packages on most public computers
- group study rooms
- black and white photocopiers and public scanners
- microform readers
- laptops that can be checked out
- wireless access to the Marymount network

The Library’s goal is to respond to the changing needs of students, faculty, and staff who comprise the University community. Library faculty and staff work closely with colleagues in academic departments to ensure that its resources and services meet the needs of the Marymount community.

Marymount University’s membership in the Washington Research Library Consortium (WRLC) allows students and faculty members to also borrow from the collections of American University, The Catholic University of America, Gallaudet University, George Mason University, The George Washington University, Georgetown University, The University of the District of Columbia, and Trinity University. Library consortium members share an online catalog of collections, and loan requests are made online and delivered to the student’s home institution or via the Internet. Interlibrary loan requests from libraries throughout the United States can be arranged if materials are unavailable in the collection.

LEARNING RESOURCE CENTER

The Learning Resource Center (LRC) is a year-round academic counseling and learning center designed to support and enhance Marymount’s instructional programs. Staffed by full-time learning specialists and by graduate and undergraduate peer tutors, the LRC provides tutoring assistance in writing, science, mathematics, and study skills for a broad range of courses. The LRC also provides testing accommodations for students with disabilities.

TECHNOLOGY SERVICES

INFORMATION TECHNOLOGY SERVICES

Information Technology Services supports the academic programs of the University. Computer labs are located on the fourth floor of the Ballston Center, in St. Joseph and Gailhac Hall on the Main Campus, and at the Reston Center.

Information Technology Services (ITS) provides computing infrastructure facilities and support for students, faculty, and staff. ITS is a service provider, a technical support provider, and a consulting resource for those seeking technical assistance. ITS units offer a wide variety of services and programs that support the data, voice, and video communication needs of Marymount students, faculty, and staff. ITS also oversees the divisions of E-Learning Services, IT Support Services, and Network Services.

All lab devices are connected to the campus fiber-optic ethernet backbone that provides each of these computers with access to the Internet; local computing resources; Blackboard, the online course-management system; Marynet; the Reinsch Library; and the academic Novell network. Windows, Macintosh, and UNIX systems are available. Trained computer technicians and professional staff provide assistance to students and faculty, as needed. Services offered include individual tutoring and free seminars on many popular software packages.

E-Learning Services includes the administration of the University’s course-management system, the operations of the computer labs, the operations of the E-Learning Services Center, and training resources. This unit concentrates on the important tasks of training students, faculty, and staff in the use of technology. Special emphasis is given to supporting pedagogical uses of technology and the associated equipment and software.
IT Support Services manages a centralized technology support telephone line; configures, installs, and repairs computers, printers, and other equipment; installs and tests software; maintains equipment inventory; researches and explores new technologies; and offers consulting services.

Network Services supports the campus network infrastructure, enterprise servers, wireless network, and information systems. This unit strives to provide timely, reliable, and secure access to the campus network from classrooms, residence halls, and offices.

Students, faculty, and staff may also purchase computer hardware and software for a discount through a special University program.

**Wireless Access**

Wireless connections are available in Gailhac Hall, the Emerson G. Reinsch Library, the Lee Center, the Lodge, Rowley Hall, the Ballston Center, and the Reston Center.

**Students Enrolled in Online/Distance Learning Courses**

Students enrolled in an online program or course should be familiar with course technology requirements prior to enrollment and registration. These requirements can be found on the Information Technology Services Web site at www.marymount.edu/its/orientation.

Library and Learning Services also assists distance-education students through its “Services for Distance Learners” Web page. It can be accessed through the Library’s home page, www.marymount.edu/lls.

**E-Learning Services Center**

Using the specialized equipment of the E-Learning Services Center, students have access to media instruction and production. The Center provides workshops on varying topics throughout the semester. Additional services include:

- **Graphic Arts** – Space and materials to produce digital images, 35mm slides, overhead transparencies, color prints and copies, presentation posters, lamination, signage, etc.
- **Multimedia Production** – A wide range of production capabilities including current hardware and software for video editing, Web page development, computer-based presentations, and graphic design.
- **Video Production** – Studio, digital cameras, lights, microphones, backdrops, etc. for the production of videotapes and video segments for multimedia. The E-Learning Services staff will also provide assistance in a nonlinear Edit Suite to edit, add titles, narration, and special effects to video projects.

**CAREER AND INTERNSHIP SERVICES**

Career counselors provide individual guidance and offer frequent seminars and programs on establishing educational goals suited to career and internship plans, choosing careers, developing a résumé and cover letters, supporting internship site selection, gaining employment, and interviewing. A schedule of career and internship programs is offered throughout the year, including job fairs, career exploration events, networking opportunities, and on-campus recruitment sessions. Students are also invited to participate in area career programs sponsored by The Consortium of Universities of the Washington Metropolitan Area.

The Career and Internship Center (CIC) is located at the Ballston Center. The CIC houses a library containing information on all facets of the career and internship development process as well as self-directed computer programs to support students’ career planning and job searches. Several hundred local, regional, and national employers, as well as the federal government, publicize position openings at the CIC. Students can also find career information, job search links, and a current database of job and internship opportunities on the CIC Web site, www.marymount.edu/studentlife/career.

**INTERNSHIPS AND FIELD EXPERIENCES**

Outstanding internship and field experiences are available throughout the Washington area with corporations, government agencies, schools, hospitals, and retail establishments. Marymount University is committed to helping students identify and secure appropriate internship opportunities, and supports this goal through its Career and Internship Center.

Faculty and academic internship advisors work in collaboration with the Career and Internship Center to help students prepare for and successfully complete an internship. In some cases, an individual School handles in its entirety the placement of students in internships and field experiences. Firms and agencies sponsoring the intern are expected to provide a supervised, structured, and suitable experience consistent with the student’s program.

Depending on the degree program, the term “internship” may not always be used. Other terms for field experiences completed for academic credit include clinical rotations for Nursing and Physical Therapy students, student teaching for Education students seeking teaching licensure, or a practicum for students in Counseling programs. Noncredit internships, both paid and unpaid, are also a popular and helpful way for graduate students to gain experience in their chosen field of study. Information on all types of internships and field experiences is readily available on the CIC Web site and in the CIC’s resource library.
COUNSELING SERVICES

The Counseling Center employs licensed mental health professionals who provide personal counseling services for students who may be experiencing personal or emotional issues that are interfering with their ability to perform well academically or socially. Counselors assist students with identifying and solving problems, increasing self-understanding, improving academic performance, adjusting to university life, developing and maintaining relationships, and managing stress. Counseling sessions are private and confidential, and are available to all actively registered full- and part-time students by appointment. Students experiencing crises will be seen on an emergency basis. In addition, the Counseling Center offers group counseling and psychoeducational workshops on a variety of topics. Counselors are also available to consult with students, faculty, staff, and parents regarding student mental health concerns.

INTERNATIONAL STUDENT SERVICES

The International Student Services (ISS) staff provides an extensive orientation program for new international students as well as confidential cross-cultural counseling and advising on personal matters. ISS staff also provide immigration advising and assistance, including information on F-1 visa regulations, school transfers, work permission, travel, extension of stay, and Social Security. ISS also coordinates a variety of cultural and educational programs, including receptions, trips, coffee hours, International Week, and more.

STUDENT EMPLOYMENT SERVICES

The Student Campus Employment Office connects students seeking on-campus jobs with professors, library faculty and staff, coaches, and other staff who need part-time office assistance. The Office serves students seeking employment through the Federal Work-Study Program and through Campus Employment, which is available to students who do not qualify for Federal Work-Study. See page 21 for more information on these opportunities.

Some graduate students finance their studies through a graduate assistantship. These assistantships provide tuition reimbursement and a living-expense stipend. Please see page 20 for further information. Contact the Office of Human Resource Services for details about graduate assistantship application procedures.

DISABILITY SUPPORT SERVICES

Disability Support Services (DSS) are available for all eligible students. The director of DSS assists students with disabilities in determining reasonable accommodations and is available throughout the year for information and referrals. DSS complements, but does not duplicate, services offered to all students through other campus offices.

To receive services from DSS, the student must give the director typewritten documentation from a qualified professional that describes the clearly diagnosed disability and its current functional impact on the student relative to academics. Marymount does not provide testing and/or diagnosis, but will make appropriate referrals.

The types of accommodations a student is eligible to receive are determined on a case-by-case basis by the student and the director using information contained in the student’s documentation. Students wishing to receive accommodations must develop a Faculty Contact Sheet (FCS) with the director of Disability Support Services. This should occur at the beginning of each semester. However, students may consult with the director at any point during the academic year. The student must then present this contact sheet to each of his/her instructors and discuss the accommodations documented on the FCS. This document helps students and instructors work together to develop effective accommodation strategies. Some accommodations made in the past have included allowing extended time for examinations; the use of readers, volunteer note-takers, and sign language interpreters; and the option to tape record lectures.

ACADEMIC SUCCESS CENTER

The Academic Success Center offers graduate students coaching to identify or achieve academic goals, assists them in resolving academic problems, and identifies graduate students eligible for membership in Delta Epsilon Sigma, the national Catholic honor society.
Student Life

STUDENT ORGANIZATIONS AND PROGRAMS

Marymount encourages and supports a varied and imaginative activities program in keeping with the aims of the University. The Office of Student Activities guides both undergraduate and graduate students in planning and implementing activities that are culturally enriching, intellectually stimulating, and recreational. Current student interest influences the kinds of programs that receive emphasis.

The Activities Programming Board (APB) schedules comedians, movies, concerts, trips, performing arts, social events, and co-curricular activities. Most are open to the entire Marymount community, local residents, and members of the Consortium of Universities of the Washington Metropolitan Area.

Please refer to the Student Handbook for further information about clubs and organizations at Marymount. The Student Handbook is available online in the “Student Life” section of the University Web site. It is also available by request from the Office of Student Development, in School offices, and in the Office of the Registrar.

CAMPUS MINISTRY

In accord with the mission of the University as a Catholic institution, the Campus Ministry program seeks to provide religious services, activities, and pastoral care that encourage the spiritual growth of all students. Graduate students are welcome to get involved as participants or leaders.

There is a weekly Mass and a faith discussion group in the Ballston Center, specifically designed for graduate students. Retreats, prayer services, Bible studies, small faith groups, sacramental preparations, faith-formation programs, and additional activities are sponsored by the Campus Ministry Office each semester. Campus Ministry also sponsors Universitywide volunteer service programs coordinated by students under the guidance of assistant directors of Campus Ministry.

For students of other faiths and traditions, schedules for services at churches, temples, synagogues, and mosques easily accessible from the University and referrals for spiritual counseling are available through Campus Ministry. While attendance at any exclusively religious service is voluntary, all members of the community are invited to all Campus Ministry services and programs.

ATHLETICS

Marymount University is a member of Division III of the National Collegiate Athletic Association (NCAA). Undergraduates are eligible to participate in a variety of men’s and women’s varsity intercollegiate sports, and graduate students are welcome to attend all athletic events. The University is a member of the Capital Athletic Conference. There are men’s teams in basketball, cross-country, golf, lacrosse, soccer, and swimming. Women compete in basketball, cross-country, lacrosse, soccer, swimming, and volleyball.

Graduate students are eligible to participate in intramural sports and activities. These include most of the aforementioned sports as well as flag football, softball, aerobic dance, weight training, and water polo.

DINING SERVICES

There are meal plan and retail dining choices at both the Main Campus and the Ballston Center available to all students. The Gerard Dining Hall, on the Main Campus, is an “all-you-can-eat” facility for students, faculty, and staff. Bernie’s café, offering snacks, beverages, and “grab-and-go” meals, is located in the Rose Benté Lee Center. The cafeteria at the Ballston Center is an “all-you-can-eat” facility with à la carte breakfast.

The Ballston area also offers a number of dining options within walking distance of Marymount’s Ballston Center, including sit-down and fast-food restaurants, delicatessens, and coffee shops.
CAMPUS SAFETY

The Marymount Campus Safety Department is a 24-hour, 365-day operation. The campus safety officers work in conjunction with all members of the University community to ensure safety. The department does so through the prevention of campus crime; the establishment of a safe environment in campus buildings, on roadways, and at parking facilities; and by providing prompt and friendly information and assistance to members of the University community and campus visitors.

All students are required to obtain a Marymount University photo identification card, which is used in conjunction with a card control system for access to certain campus locations and facilities, as well as for general identification purposes.

TRANSPORTATION AND PARKING

All cars parked on campus must be registered and display a current Marymount parking permit. Information about parking options, fees, and regulations is available from the Office of Campus Safety.

Students may take advantage of the University’s free shuttle bus service connecting the Main Campus, Ballston Center, Ballston-MU Metro station, and designated off-campus parking facilities. Shuttle timetables are arranged to accommodate class start and end times and service to the Metro on weekends. Security escort service is available by request to students, faculty, and staff 24 hours a day on the Main Campus and during class hours at the Ballston Center.
Academic Policies

The vice president for Academic Affairs and provost is the official representative of the University in matters pertaining to the scholastic life of the student body. Regulations made by her/him in addition to, in abrogation of, or in interpretation of the following regulations have the same force as the regulations themselves.

In case of discrepancy between the University catalog and other publications or academic information provided by any faculty or staff member other than the vice president for Academic Affairs and provost, the catalog takes precedence.

The University reserves the right to terminate or modify program requirements, content and sequence of courses, and program offerings.

Students separating from the University completely for a period of one year or more are bound by the catalog in effect when they re-enter.

It is the responsibility of each student to be acquainted with all requirements for his or her degree program and to assume responsibility for meeting those requirements. In case of ambiguity, discrepancy, or disagreement, the regulations and requirements stated in this catalog and any subsequent modifications or interpretations by the vice president for Academic Affairs and provost will prevail.

The academic requirements and regulations of Marymount University are published in this official University catalog and in other University announcements. Further information and advice regarding academic regulations may be secured by inquiring at the Office of the Vice President for Academic Affairs and provost will prevail.

The academic requirements and regulations of Marymount University are published in this official University catalog and in other University announcements. Further information and advice regarding academic regulations may be secured by inquiring at the Office of the Vice President for Academic Affairs and provost will prevail.

The academic requirements and regulations of Marymount University are published in this official University catalog and in other University announcements. Further information and advice regarding academic regulations may be secured by inquiring at the Office of the Vice President for Academic Affairs and provost will prevail.

ACADEMIC INTEGRITY POLICY

Academic integrity is founded upon and encompasses the values of honesty, trust, fairness, respect, and responsibility. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity, and educating community members about the value and practice of academic integrity is central to Marymount University's mission. Each member of the academic community must stand accountable for his or her actions. As a result, a community develops in which students learn the responsibilities of citizenship and how to contribute honorably to their professions.

If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated. Members of the Marymount community are expected to foster in their own work the spirit of academic honesty and not to tolerate its abuse by others.

First responsibility for academic integrity lies with individual students and faculty members of this community. A violation of academic integrity is an act harmful to all other students, faculty and, ultimately, the University.

The Marymount University Academic Integrity Policy governs all student conduct directly related to the academic life of the institution and is in effect during all phases of a student's academic career. The policy is applicable to any academically related experience involving Marymount University students whether occurring on the campus, in a distance-learning situation, or at host institutions or sites. Violations of this policy include cheating, plagiarism, misuse of academic resources, falsification of information or citations, and facilitating the academic dishonesty of others.

When a violation of academic integrity is suspected, students and faculty are encouraged to meet to determine an appropriate course of action. Penalties for first violations vary with the severity of the offense and may be assigned by the faculty member involved or through an academic integrity hearing process. Second violations require a penalty of suspension or expulsion, and must involve an academic integrity hearing. All alleged violations of the policy must be resolved in accordance with the Academic Integrity Policy and under the direct authority of a Marymount University faculty member or the Academic Integrity coordinator. The complete Academic Integrity Policy provides detailed information on the nature of academic integrity violations, possible penalties, the adjudication process, and student rights and responsibilities under the policy. A summary of the policy may be found in the Marymount University Student Handbook; the complete policy is available online at www.marymount.edu/academic.asc.html. The Student Handbook is available through the Office of Student Development, the Registrar's Office, and the Academic Success Center.

CODE OF CONDUCT

Honesty and integrity are requirements for membership in the Marymount University community. By enrolling in the University, students agree to accept the University Community Conduct Code and abide by the University's academic and social regulations.

Violations that may lead to suspension or dismissal from the University include cheating and plagiarism. Cheating includes using books, notes, or assistance from other students, or giving such assistance to others while taking quizzes, tests, or examinations, or doing graded assignments, unless such assistance is specifically authorized by the instructor. Plagiarism includes representing the work (words or ideas) of others as one's own on research papers, homework assignments, essays, and other course assignments.
Regulations are published in this catalog, in the Student Handbook, or in both. Regulations may be modified or changed at any time; revisions of regulations, written or oral, will be appropriately promulgated and have the same binding force as those in the catalog or Student Handbook. A student may be subject to disciplinary action for behavior in violation of the Community Conduct Code or of other University regulations.

ORIENTATION

The University provides new students with an Orientation program to prepare them academically for their Marymount experience. Each School or department offers an Orientation program for its students to acquaint them with their program of study.

More information about Orientation programs at Marymount can be found at www.marymount.edu/orientation.

ACADEMIC YEAR

Marymount University operates on a semester system. The two terms of the regular academic year are known as the fall semester and the spring semester. The summer term is known as the summer semester, with courses taught in segments identified as sessions. Graduate students use the summer semester to continue steady progress toward the completion of their degree programs. For dates, consult the Academic Calendar on page 5 or the University Web site at www.marymount.edu.

REGISTRATION

Registration periods for students are posted on the Registrar’s Web page at www.marymount.edu/registrar. The student is expected to seek the academic guidance of a faculty advisor in developing a schedule of classes. No credit will be granted for any course, including independent study, unless registration is completed prior to the start of a semester. Responsibility rests with the student to register for the necessary courses in the proper sequence to meet the requirements of the chosen curriculum.

All prescribed charges for the previous semester must be paid before registration may begin. All charges for the ensuing semester must be paid, or provided for, before registration is complete. No student whose account is in arrears will be permitted to register until all obligations are met. This includes submission of medical records (when necessary), payment of parking fees, and payment of library fines.

LATE REGISTRATION

After the Late Registration class add/withdrawal period has ended, students may register for courses only with written permission of the instructor, the program chair or School dean, and the associate vice president for Academic Affairs.

ADDING OR WITHDRAWING FROM COURSES

Students can add or withdraw from courses online or in person up to the last day specified in the Academic Calendar. Students who stop attending courses without officially withdrawing from the course or separating from the University will receive an F. Any tuition refund will be calculated from the withdrawal/separation date recorded by the Registrar’s Office. For information on procedures for separating from the University, see page 35.

CONTINUOUS REGISTRATION

Candidates for a degree must maintain Continuous Registration until all degree requirements are satisfied. By failing to register for one semester or more (not including summer semester), a student breaks registration and must reapply. Continuous Registration may be maintained for a maximum of two consecutive semesters, not including the summer semester.

A nondegree student who breaks registration for one semester or more must reapply for admission to the University. Continuous Registration requires the student’s signature and may be provided via the U.S. mail or by fax. For more information about the process, contact the Office of the Registrar.

See “Financial Information” on page 18 for fees associated with Continuous Registration.

The date of submission of a Continuous Registration form to the Office of the Registrar is the official date to determine the student’s financial responsibility to the University.

STUDENTS ENROLLING AT CONSORTIUM INSTITUTIONS

All degree-seeking students in good academic standing are eligible to enroll in courses offered through the Consortium of Universities of the Washington Metropolitan Area. Nondegree students are not eligible.

Degree-seeking students may enroll under the following conditions:

• The course must be recommended by the student’s advisor and approved by the student’s program or department chair prior to enrollment.

• The course may not be offered concurrently at Marymount.
• A maximum of six credits, or two courses, may be counted for credit toward Marymount degree requirements.
• Students may not enroll in consortium classes in the semester immediately preceding their anticipated graduation.

Consortium courses fulfill the minimum-credits requirement for residency.

For registration procedures and deadlines, please visit www.marymount.edu/registrar/FAQ/consortium.html. Registration deadlines at visited institutions generally precede the start of the semester, so early registration is advised.

Visiting Consortium Students

Consortium students visiting Marymount must check in with the consortium coordinator in the Registrar's Office. A completed permission slip must be presented. Visiting consortium students are not eligible for Marymount internships, clinical Nursing or Physical Therapy courses, or other specialized courses. All applicable fees are to be paid by the student to Marymount. Visiting students must call the consortium coordinator at (703) 284-1520 if they have questions about their eligibility for a course.

TRANSFER POLICIES

Marymount University grants transfer credit for graduate courses when
• a grade of B or better was earned in the particular course or courses;
• course credit was granted by an institution of higher education that is accredited by a regional accrediting agency, or by an institution that is recognized as a "Candidate for Accreditation" by a regional accrediting agency;
• the content of the applicable graduate course or courses can be determined; and
• the course or courses are applicable to the student’s intended graduate degree program as a requirement or an elective.

A maximum of 12 semester hours may be accepted in transfer to most graduate programs at Marymount. Students should refer to the appropriate program section of this Catalog for information about the requirements or restrictions for their respective program.

Students enrolling at Marymount University receive credit for courses transferred. Grades for the transferred courses do not transfer, nor do they have any effect on a student’s grade point average in his/her graduate program at Marymount.

ATTENDANCE

It is University policy that students are expected to attend class. It is the prerogative of the individual instructor to establish requirements for class attendance. Students are responsible for complying with the instructor's requirements. Without permission of an individual instructor, no test or class material will be repeated or rescheduled.

Individuals not officially enrolled in a course offered by the University may not attend classes.

ACADEMIC ADVISING

Academic advising is one of many ways in which a student individually works with a faculty member. An advisee and advisor work collaboratively to develop and carry out an academic plan that meets the student's professional and personal goals. The University values the advising relationship as a continuous dialogue from admission through graduation. This conversation encourages the student’s participation in the University community, the growth of ethical awareness, the fulfillment of program requirements, and the advancement of a career.

Students are responsible for:
• making decisions based upon their own best judgment and upon the best information or advice available to them;
• arranging appointments with an advisor;
• coming prepared to advising meetings;
• knowing where to find information about their academic program;
• understanding degree requirements;
• being candid about personal reflection and self-awareness of goals, interests, needs, etc.; and
• contacting an advisor when their academic performance falls below Marymount or program-specific standards.

Faculty are responsible for:
• taking the initiative to engage advisees in the academic planning process;
• monitoring the academic progress of their advisees;
• making referrals to support services and offices;
• announcing and keeping regular, sufficient hours for consulting with advisees;
• monitoring personal and professional progress; and
• becoming aware of the whole person.

Each School is responsible for:
• implementing an advising model that matches the institution’s mission and the needs of all students;
• encouraging the development of advising skills by promoting “best practices”;
• assigning students to an advisor, then communicating those assignments to advisors and advisees; and
• evaluating faculty advisors to ensure continuous improvement.

The University is responsible for:
• promoting the central role of advising in the academic life of the community;
• assuring that advising policies are clear, that advising procedures facilitate advisor and advisee relationships, and that advising resources are sufficient;
• providing support and recognition for faculty advisors;
• providing advisors and advisees with user-friendly information systems; and
• assessing the advising program regularly.

PROGRAM PLANNING

All graduate programs include a list of courses required for completing the desired degree or certificate. There may be a recommended or specified sequence of courses. Consulting with an academic advisor for program planning is recommended.

EVALUATION OF STUDENTS

The method of evaluation in each course is determined by the individual instructor. The final grade given for any course is based on the sum of evidence that the student gives the instructor, which demonstrates understanding and retention of the material presented in the course.

FINAL EXAMINATIONS

Final examinations are scheduled during a final examination week. The final examination schedule can be found on the Registrar’s Office Web site at www.marymount.edu/registrar/homecal.html.

GRADUATE GRADING POLICIES

The following is a brief explanation of the letter grades that may be further delineated by a plus sign (+), which is not used for A grades, or a minus sign (−). The numerical equivalent of letter grades is determined by the instructor and is approved by the dean of the School that offers the course.

A  Superior, outstanding scholarship and intellectual initiative.
B  Satisfactory performance.
C  Deficient but passing in courses that do not require a minimum passing grade. See program or department standards for minimum passing grades. A grade of C ordinarily is not transferable.
P  Passing grade. This grade carries no quality points and is not calculated in the grade point average.
F  Failure to meet minimal standards. Course must be repeated to obtain credit. (See Course Repeat Policy on page 31 for further details.)
I  Incomplete work. An Incomplete is given at the discretion of the instructor and approval by the School dean when circumstances beyond the control of the student prevent the completion of some course requirements. A majority of coursework must be completed in order for an I to be given.

A student who receives a grade of I must complete the work in the time designated by the instructor. This time may be no longer than one semester. Students carrying a grade of I in the semester in which they petition to graduate must complete the outstanding work within the time designated by the instructor, but no later than 30 days prior to the degree conferral date. The Incomplete must be removed by the end of the semester immediately following, including the summer semester. Failure to remove an Incomplete by the time specified will result in a failing grade. A student must then re-enroll and matriculate successfully in the course to obtain credit.

W  Authorized Withdrawal. A grade of W is given to a student who withdraws from a course or separates from the University up until the last published date to withdraw without academic record. The grade of W carries no credit or academic penalty. It is recorded on the permanent record and transcript.

AU  Indicates that the course was audited and no credit or grade was received by the student. An audit course is considered as a regular course for tuition payment and is entered on the transcript. A student must indicate that a course is to be audited at registration and it may not be changed to a course for credit once it has been registered as an audited class. A student may not change from credit
to audit after the last day to add or register as published in the Academic Calendar. Audited courses do not count toward degree or graduation requirements.

NR No grade reported.

PASS/FAIL A student may register for a course to be taken on a pass/fail basis. The pass/fail option must be approved by the student’s advisor and dean. A student must indicate that a course is to be taken pass/fail at the time of registration and may not change this status after the last day to add a class.

Consortium Grading and Credit
Grades for consortium courses are sent to Marymount’s registrar by the visited institution. They are recorded as Marymount University credit and calculated into the Marymount University cumulative grade point average.

Grades are recorded onto the Marymount University grade report and transcript as soon as they are received. In most cases, this will be after regular Marymount credit has been posted. In such cases, students will receive updated grade reports and transcripts.

Consortium credits are converted to Marymount University semester credits and count toward full-time/part-time status at Marymount University. If necessary, grades are converted to the nearest Marymount University equivalent.

Visiting Students’ Grades
Grades for visiting students will be reported by the Office of the Registrar.

CUMULATIVE GRADE POINT AVERAGE
The cumulative grade point average is determined by dividing the number of quality points a student has earned by the number of measurable credits of work. Quality points per credit are shown in the following chart:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

MINIMUM GRADE AND COURSE REPEAT POLICY
All students are expected to maintain a minimum grade point average of 3.0, and are subject to review each semester by the Graduate Studies Committee.

Each department determines the minimum grade for a course to complete a degree or certificate program. Students who do not meet the minimum grade expectation for a course may repeat the course only one time, and it cannot be taken pass/fail. If a course is repeated, both courses and grades will be recorded in the student’s file and transcript. For calculation of the cumulative grade point average and for fulfillment of curriculum requirements, only the credit and the grade of the course with the higher grade will apply, and the credit and grade of the course with the lower grade will no longer count.

ACADEMIC HONORS
HONOR SOCIETIES

Alpha Phi Sigma National Society in Criminal Justice. Beta Psi, the Marymount chapter of Alpha Phi Sigma, is for undergraduate students in Criminal Justice and graduate students in Forensic Psychology. The honor society is dedicated to making the criminal justice professions and their practitioners more effective, and encouraging research and the application of scientific principles within criminal justice fields. Graduate students must maintain a 3.5 in their graduate program.

Chi Sigma Iota International Counseling Academic and Professional Honor Society is for counseling professionals and professionals-in-training. This honor society is dedicated to excellence in scholarship, research, and clinical practice. Membership is open to qualified graduate Community Counseling, School Counseling, and Pastoral Counseling students. Students must have completed one or more terms of full-time Counseling study or its equivalent with a minimum overall grade point average of 3.5.

Delta Epsilon Sigma National Scholastic Honor Society is open to both graduates and undergraduates. Graduate students must have completed 50 percent of their requirements with at least a 3.75 grade point average. In addition, exhibition of good character, intellectual activities, and leadership promise are necessary for admission.

Delta Mu Delta National Honor Society in Business Administration is open to qualified juniors, seniors, and graduate students in the B.B.A. and M.B.A. programs. To be eligible, graduate students must have completed at least 75 percent of their Marymount University graduate degree program with a cumulative grade point average of 3.8. In addition to the regular October Induction Ceremony, a May Ceremony is held for graduating students who are eligible at the end of the spring semester.
Kappa Delta Pi is an international honor society in Education dedicated to those demonstrating high academic achievement, a commitment to education as a career, and a professional attitude that assures steady growth in the field. Membership is open to graduate students, undergraduates, and exceptional local leaders in education. Graduate students must have completed 12 hours of Education coursework, be fully accepted into the teacher-education program, and have a minimum 3.5 graduate GPA.

Psi Chi National Honor Society in Psychology is open to Psychology students, who have completed at least 12 semester credits (or 9 and be registered for 3) of Psychology courses. Graduate students must have a GPA of 3.5 or better. Students in good standing receive a card and certificate of membership.

Sigma Tau Delta is an international honor society for students majoring or minoring in English. Membership is open to both undergraduate and graduate students. To be eligible for membership, graduate students must have completed at least nine credits in their graduate program and have a GPA of 3.7.

Sigma Theta Tau, the international honor society in nursing, is open to graduate Nursing students who have completed one quarter of their coursework leading to the master's degree, have at least a 3.5 GPA, and demonstrate academic integrity. Applications must be endorsed by two members of Sigma Theta Tau, one of whom must be a Nursing faculty member.

Upsilon Phi Delta is the health care management honor society. Membership is open to both undergraduate and graduate students. To be eligible, graduate students must have a minimum 3.5 GPA and/or be in the top 10 percent of their class. Members are selected on the basis of academic achievement, service to the community, and/or contributions to the health care management profession.

DUAL ACADEMIC PROGRAMS OR DEGREES

Each graduate degree program is considered to be separate from any other degree program. Therefore, the policy governing the pursuit of a second Marymount graduate degree is essentially the same as that for the pursuit of a first degree, including the minimum number of credits required for residency, consortium course restrictions, and probation/dismissal policies. The second degree must include at least two-thirds of the total number of credit hours normally required for a single degree. In addition, all of these credit hours must be from courses that were not completed for any other degree.

The University cannot guarantee availability of all course requirements without scheduling conflicts when pursuing a dual academic program or degree.

CHANGE OF PROGRAM

Any student who wishes to change his or her academic program of study must reapply to the University through the Office of Graduate Admissions and seek admission to that program. A nondegree student must reapply to become a degree-seeking student.

REQUIREMENTS FOR GRADUATION

THE DOCTORAL DEGREE AND THE MASTER'S DEGREE

A graduate degree is awarded to students who satisfy all University degree requirements and all requirements established by each degree program. Please see General Requirements below as well as specific degree requirements, which are set forth in the program descriptions in this catalog.

THE GRADUATE CERTIFICATE AND THE POST-MASTER'S CERTIFICATE

A graduate or post-master's certificate is awarded to students who satisfy all certificate requirements established by each program and as set forth in the program descriptions in this catalog. Please see general requirements, which follow, as well.

GENERAL REQUIREMENTS

Residency requirements: In order to participate in graduation ceremonies, a student must be receiving a degree. NOTE: The total number of credits required to earn a degree varies by program. Please consult individual program sections in this catalog.

Completion requirement: For a graduate degree or certificate, coursework must be completed at Marymount University within 5 years of the date of matriculation into the program.
Minimum grade point average (GPA): A cumulative GPA of 3.0 or better must be obtained for the awarding of any graduate degree or certificate.

Course requirements: Marymount University requires successful completion of all coursework associated with a student's degree or certificate program. The requirements to be met are stated in this Graduate Catalog. This includes attaining minimum grades for courses as stipulated in other sections of this catalog.

A student who cannot fulfill the requirements of a program successfully will be dismissed from the program. If the student is otherwise in good academic standing, the student may remain at the University by seeking admission to another program.

Documentation: All final documentation must be received by the Office of the Registrar prior to the deadline for submitting grades. Documentation includes such items as official transcripts, test scores, completion of Incompletes, and grade changes. A graduation petition must be received by the Office of the Registrar by the posted deadline.

Financial obligations: All financial obligations must be met prior to the University Commencement. These include parking fines, credit holds, tuition, etc.

Academic certification: Certification for graduation by a student's dean and the registrar must be obtained prior to the University Commencement.

GRADUATION AND COMMENCEMENT

Degrees are conferred in May, August, and December. There is one formal Commencement ceremony in May.

A student must file a graduation petition form available online at www.marymount.edu/registrar/graduationpetition.pdf or in the Registrar's Office by the posted deadline. NOTE: The completion of a graduation petition does not guarantee that a student will graduate. A student's degree audit will be completed by the School in which the student is matriculated once a student petitions to graduate. The degree audit will determine if a student is eligible to graduate.

Graduation petitions submitted after the posted deadline will be processed at the discretion of the University and are subject to a $150 late processing fee. Students who submit the petition after the published deadline may not receive their diplomas at the close of the semester, may not graduate until the next graduation date, and — in the spring semester — may not be listed in the Commencement program. A student who submits a late petition may not be eligible to participate in Commencement exercises if a full audit of the student's record cannot be processed to confirm eligibility.

A student who does not meet graduation requirements at the end of the semester in which a graduation petition was filed must file a new petition, pay relevant fees, and indicate the new anticipated graduation date.

Students graduating at the completion of any term are encouraged to participate in the subsequent Commencement exercise and should contact the Office of the Registrar for instructions.

Students who need to earn six credits or fewer during the summer semester to complete their degree requirements may participate in the May Commencement exercises if they meet both of the following conditions:
1. complete a petition for graduation by the designated deadline; and
2. complete and have signed by their dean a Course Completion Plan. The plan must specify all remaining requirements and in which prescribed session(s) in the summer semester immediately following Commencement the student intends to complete the work. The Course Completion Plan must be submitted to the Office of the Registrar by the graduation petition deadline.

No exceptions or exemptions to these two conditions will be made or given.

Diplomas

Diplomas for May graduates are issued during the Commencement ceremonies provided the graduation petition has been submitted to the Registrar's Office by the posted deadline. Diplomas for August and December graduates are mailed by the Registrar's Office at the close of the summer and fall semester provided the graduation petition has been submitted in a timely manner. A $35 diploma fee is payable at submission of the graduation petition.

Diplomas are mailed at no charge. Diplomas are withheld from students who have unsettled obligations to the University.

Students who participate in the Commencement with a projected date of completion in the summer following will not receive the diploma at Commencement; the diploma will be awarded only after all program requirements are completed.

Diploma Replacement Policy

A replacement diploma in the name of the student as it appeared at the original time of issue will be provided upon written request by the student, return of the damaged diploma if possible, and payment of a $75 replacement fee. The replacement will include appropriate dates, signatures, and notations where possible. If the student's name has been legally changed by marriage or court order, a new diploma may be issued upon written request. This request must include legal proof of change, payment of the $75 fee, and return of the original diploma.
TRANSCRIPTS

Official transcripts of courses and credits will be forwarded by the Office of the Registrar to other educational institutions, agencies, or firms upon written request by the student. Transcripts are $3 per copy, payable in advance. Same-day service is available for $7 per copy, payable in advance. Requests for transcripts will be processed usually within five working days; however, during registration and immediately following the end of a semester there may be a delay up to two weeks. In the event of unsettled obligations to the University, transcripts will be withheld.

Unofficial transcripts are available to students via Marynet.

STUDENTS CALLED TO MILITARY DUTY

Marymount University appreciates the situation of students who attend classes while maintaining a military obligation. All administrative offices and academic departments at the University will do their utmost in accommodating those students called to active military duty while enrolled in classes. The University’s goal is to make the transition as efficient, equitable, and expeditious as possible.

After consultation with instructors and the academic advisor, a student may choose one of three options:

• withdraw from some or all of his/her classes;
• seek an Incomplete, outlined on page 30 of this catalog; or
• earn a grade.

Under the withdrawal option, the student will receive a complete refund of tuition and fees if he/she withdraws from all classes. If a student withdraws from some, but not all classes, tuition will be reassessed according to full- or part-time status.

If the student elects to receive an Incomplete, the student must discuss arrangements for completion of coursework with the instructor; the arrangement must clearly state the work completed and graded, and the work remaining. The instructor, in turn, will complete and send to the Registrar’s Office the appropriate form. The deadline for completion of an Incomplete is six months after re-enrollment at the University.

With instructor approval, a student may wish to elect the option of earning a grade if he/she has already completed most of the coursework and can accelerate remaining assignments prior to departure from the University.

The student should make the desired option known to the dean of the School in which he/she is enrolled.

A student who is called to active duty must provide documentation of his/her orders to the Office of the Vice President for Academic Affairs and Provost. A student who intends to return to the University should complete a Continuous Registration Form and submit it to the Registrar’s Office. A student who returns to the University within two calendar years of the call to duty and presents documentation of military service is considered to have maintained Continuous Registration.

ACADEMIC PROBATION AND DISMISSAL

Graduate students are expected to make continuous progress toward a degree in a timely manner. In support of those efforts, the University, through the Graduate Studies Committee and the Office of the Vice President for Academic Affairs and Provost, affirm the following:

• Graduate students are required to maintain a cumulative grade point average of 3.0 or higher.
• A graduate student whose cumulative GPA falls below 3.0 during enrollment at Marymount University is on academic probation.
• During the academic probationary period, the student must earn a semester GPA of 3.0 or higher, or he/she will be dismissed.
• To be removed from academic probation, the student must bring his/her cumulative GPA to 3.0 or higher within nine graduate credit hours or be dismissed.
• A graduate student dismissed from the University may not apply for readmission to the same academic program.
• Some graduate degree programs have additional academic requirements. Students should refer to the appropriate program section of the Graduate Catalog for information about the requirements for their respective programs.

APPEALING AN ACADEMIC DISMISSAL FROM THE UNIVERSITY

Students dismissed from the University due to academic performance are notified by the Office of the Vice President for Academic Affairs and Provost.

Students dismissed from the University have the right to appeal the dismissal.

If a student wishes to appeal academic dismissal from the University, the following procedures must be observed:

1. All appeals must be in writing and are to be addressed to the Office of the Vice President for Academic Affairs and Provost, with a copy sent to the dean of the School in which the student is enrolled.

2. Appeals are due to the Office of the Vice President for Academic Affairs and Provost and the appropriate dean by the date specified in the letter of dismissal. No appeals will
be accepted after this date. The University will make every attempt to contact the student in writing using the addresses on file with the Registrar’s Office. The student, whether in the United States or abroad, is responsible for keeping his or her official address up-to-date in the Registrar's Office.

3. An appeal must explain in full the student's reasons for seeking a reversal of the academic dismissal and provide a plan for returning the student to good academic standing.

4. The Graduate Studies Committee reviews all materials related to the student's appeal and forwards all recommendations to the Office of the Vice President for Academic Affairs and Provost.

5. The Office of the Vice President for Academic Affairs and Provost will notify the student in writing concerning the results of his/her appeal. The response of the vice president for Academic Affairs and provost is final.

SEEKING READMISSION TO THE UNIVERSITY

Graduate students dismissed from the University may not apply for readmission to the same academic program, but may seek admission to another academic program.

STUDENT GRIEVANCE PROCESS

Students who have academic complaints should attempt to resolve them informally in discussions with the appropriate faculty member or their advisor. Complaints that are not resolved informally between students and faculty members are to be referred to the appropriate department chairperson and the School dean. The chairperson and the dean will attempt to adjudicate the complaint and resolve the matter. If the student is still not satisfied, he or she may bring the concern in writing to the Office of Academic Affairs. The decision of the vice president for Academic Affairs and provost regarding the issue or issues of concern is final.

Nonacademic complaints should be addressed first to the office in which the problem originates. Complaints not resolved at this level may be referred to the supervisor for that office. If the student is not satisfied with the resolution of the problem by the supervisor, he or she may refer the concern to the office of the vice president who supervises the area in which the complaint originated. The decision of the vice president for that area regarding the issue or issues of concern is final. This policy applies to oral and written complaints.

SEPARATION FROM THE UNIVERSITY

Any graduate student contemplating discontinuing his/her studies, not maintaining Continuous Registration, and separating from the University must withdraw from all of his or her classes online through Marynet or in person at the Office of the Registrar. Details about Continuous Registration can be found on page 28.

The date of the withdrawal from classes online or in person is considered the official date used to determine the student's financial responsibility to the University.
Academic Programs

SUPPLEMENTAL OPPORTUNITIES

STUDY ABROAD

The Office of Study Abroad administrates, supports, and coordinates all University programs taking place outside the U.S.

Short-Term Programs

Periodically, short-term, faculty-led study abroad programs sponsored by Marymount University are available to graduate and undergraduate students. Past programs have included an art and architecture study tour in Italy, a study of operations and management in Belgium, and a Forensic Psychology program in London, England.

Students in these programs typically receive direct Marymount credit.

Marymount’s Office of Study Abroad can provide additional information about these programs and the criteria for enrollment. The Study Abroad pages of the University Web site also offer additional information about such programs.

Transferring Study Abroad Credit

Credits transferred from study abroad are not included in the University’s minimum residency requirement. (This does not apply to credits earned through Marymount-sponsored short-term programs.)

Acceptance of credits earned in a study abroad program is at the discretion of the University. Work must be completed with a grade of B or better to be accepted.

Students studying abroad in programs not sponsored by Marymount should also consult the Office of Study Abroad to learn if they must also maintain Continuous Registration at Marymount. Those who must maintain Continuous Registration, but fail to do so will be considered separated from the University. See page 28 for details on Continuous Registration.

CONSORTIUM OF UNIVERSITIES OF THE WASHINGTON METROPOLITAN AREA

Marymount University is a member of The Consortium of Universities of the Washington Metropolitan Area. Eligible students from Marymount may take approved courses at member institutions. Other members include American University, The Catholic University of America, Gallaudet University, George Mason University, Georgetown University, The George Washington University, Howard University, Southeastern University, Trinity University, University of the District of Columbia, and University of Maryland at College Park.

Students wishing to enroll in a course offered through the Consortium must select one that is acceptable to both Marymount University and the visited institution. See further information about Consortium student registration requirements on page 28.

Enrollment procedures may be found under the FAQ section of the Registrar’s Office Web page on the University Web site, www.marymount.edu/registrar.
School of Arts and Sciences

Dean: Dr. Teresa Reed

The School of Arts and Sciences supports the University’s objectives to provide a fundamental grounding in the liberal arts through programs of study in the fine and applied arts, the humanities, mathematics, and the natural sciences.

At the graduate level, the School offers programs in Humanities, Interior Design, and Literature and Language. Teaching Licensure in Secondary English is also available through the Master of Arts in Humanities program. The School of Arts and Sciences also collaborates with the School of Business Administration to offer graduate degree and certificate programs in Information Technology.

Nondegree Admission: Graduate nondegree admission, in programs which permit it, is limited to a total of 9 credits and two consecutive semesters in the School of Arts and Sciences. See individual program descriptions for further restrictions or requirements.

COMPUTER SCIENCE

Computer Science is a specialty under the Information Technology program, jointly managed by the Department of Mathematics and Computer Science in the School of Arts and Sciences and the Department of Information Technology and Management Science in the School of Business Administration.

INFORMATION TECHNOLOGY (M.S.)

This program offers advanced study to prepare students for leadership roles in the design and production of computer software. The program offers concentrations in Computer Security, Project Management and Technology Leadership, and Software Engineering. See page 47 for further information about this program.

COMPUTER SECURITY AND INFORMATION ASSURANCE (GRADUATE CERTIFICATE)

This program will prepare students for this growing area of interest, combining coursework in Computer Science and Information Systems. The field is predicted to foster rapid job growth, especially in the Washington metropolitan area. See page 48 for more information about this program.

HUMANITIES

HUMANITIES (M.A.)

This program responds to a need of many men and women, already trained in a specialized field, for intellectual enrichment. The program attracts both students who seek to deepen their undergraduate study in the humanities and students who have developed an interest in the humanities while pursuing a career in another field.

The curriculum permits students to shape interdisciplinary programs that ensure broad education while providing for the pursuit of specialized work. For example, the professional teacher may seek state endorsement in a special area as well as earn a master’s degree. Or an accountant seeking a few technical courses may combine these with the enrichment of the Humanities degree requirements.

An insight into the interrelationship of ideas from the humanities, the history of the sciences, and the value of the arts serves not only to develop personal intellectual growth, but also sharpens judgment in professional, civic, and interpersonal decision making.

As part of the program, students will complete Humanities Seminars, Focus Courses, and a Master’s Project.

Humanities Seminars examine the history and development of Western ideas and provide a basis for discussing fundamental questions and ideas that have shaped the past and continue in the present. The principal purpose of the seminar requirement is to establish a sense of the historical foundation of the humanities and to introduce the methodology of various disciplines. In addition, the seminars encourage a sharpening of communication skills through discussion of major ideas and written assignments. The scope of a seminar course fits one of three divisions of the history of Western ideas: classical/medieval; 15th century through 18th century; or 19th century through 21st century.

Focus Courses emphasize an interdisciplinary approach to the humanist ideas and stress the interrelationships of the disciplines involved. Focus Courses are distinguished from the seminars in that they may center upon either a limited area of concentration or a particular application of ideas to an interpretation of the world in which we live. Students should refer to graduate courses in English for additional options.

The Master’s Project is an independent, interdisciplinary report that demonstrates the student’s ability to integrate materials from various disciplines, support independent conclusions, and communicate the results in writing. Unlike the traditional master’s thesis, which emphasizes original research and the use of primary sources within a single discipline, the Master’s Project must demonstrate an ability to relate material from at least two fields of
study. Examples of interdisciplinary projects might be a study of the influence of a technological problem on public policy, drawing on materials in science, sociology, and ethics; or an examination of special problems in the aging process based upon history, psychology, and literature.

An individual advisory committee is responsible for guiding the student through each phase of the Master’s Project. This includes the approval of both an initial proposal and the final product. A formal initial proposal must be approved before a student begins work on a project. The proposal must include a statement and discussion of purpose, the methodology to be used, and a projection of the final product.

**Admission Requirements:** In addition to the Universitywide requirements for graduate admission (see page 14), the applicant must present the following:

- official transcripts (must be in sealed envelopes that bear the registrar's signature and/or seal) of all postsecondary education reflecting a grade point average of 3.0 or better on a 4.0 scale;
- two letters of recommendation from educators or employers who can attest to the applicant's potential for graduate work;
- an autobiographical essay, prepared by the applicant, describing past educational and career experiences and stating the benefits expected from participation in the graduate Humanities program; and
- an interview with an official representative of the School of Arts and Sciences.

**Nondegree Admission:** Students wishing to enroll in limited coursework may do so as nondegree students. It is restricted to a total of 9 credits and two consecutive semesters. A nondegree student may apply for degree candidacy upon successful completion of one Humanities Seminar or contemporary Focus Course and fulfillment of all admission requirements.

**Transfer Credit:** A maximum of 6 semester credits of transferred graduate credits may be applied toward the degree, if approved by the School dean and the registrar.

**Degree Requirements**

30 credits

Three (3) Humanities Seminars

Two (2) Focus Courses

EN 595 Master’s Project

12 elective credits chosen from graduate courses offered by the Schools of Arts and Sciences, Business Administration, and Education and Human Services.

**HUMANITIES: TEACHING LICENSURE IN SECONDARY ENGLISH (M.A.)**

This program provides continued intellectual growth in literature and related fields, as well as the professional preparation for licensure and a career in teaching secondary school English.

**Admission Requirements:** In addition to the Universitywide requirements for graduate admission (see page 14), the applicant must present the following:

- official transcripts (must be in sealed envelopes that bear the registrar's signature and/or seal) of all postsecondary education reflecting a bachelor's degree in English and a grade point average of 3.0 or better on a 4.0 scale;
- two letters of recommendation from educators or employers who can attest to the applicant's potential for graduate work;
- an autobiographical essay, prepared by the applicant, describing past educational and career experiences and stating the benefits expected from participation in the graduate Humanities program;
- GRE and Praxis or SAT/ACT scores (see note on page 14); and
- an interview with an official representative of the School of Arts and Sciences.

Students in this program must seek admission to the teacher licensure program and apply for student teaching. See graduate Education section beginning on page 57 for admission requirements and procedures.

**Nondegree Admission:** Students wishing to enroll in limited coursework may do so as nondegree students. It is restricted to a total of 9 credits and two consecutive semesters. A nondegree student may apply for degree candidacy upon successful completion of one Humanities Seminar or contemporary Focus Course and fulfillment of all admission requirements.
Degree Requirements

36 credits

Three (3) Humanities Seminars

Three (3) Focus Courses

EN 595 Master's Project

ED 537 Reading Across the Curriculum: Secondary

ED 568 Teaching English and Social Studies in the Middle/Secondary School

ED 526 Cross-Cultural/International Curricula, ED 553 Teaching English as a Second Language, or ED 565 Cross-cultural Education and the Language Arts

ED 570B Student Teaching: Secondary

(Additional prerequisite Education courses are needed to meet state licensure requirements. See a Secondary Education advisor in the School of Education and Human Services.)

INTERIOR DESIGN

INTERIOR DESIGN (M.A.)

The M. Wilhelmina Boldt Interior Design Program offers two tracks leading to a Master of Arts in Interior Design. The Post-Professional degree (Track One) is for those with an undergraduate degree in Interior Design or a closely related field. The First Professional degree (Track Two) is for those with a baccalaureate degree not in Interior Design or a closely related field. Applicants must complete a series of undergraduate Foundation Courses and admission requirements before final admission to the Track Two program.

The graduate program abides by the Council for Interior Design Accreditation (CIDA) guidelines and standards with specific objectives:

- to cultivate intellectual growth, independent learning, and competency in design practice, education, and research;
- to develop proficiency in a specific aspect of the profession of interior design;
- to advance the knowledge, skills, and techniques necessary for the competent practice of interior design;
- to create a framework of inquiry and analysis to increase the body of knowledge in the field; and
- to create design solutions that meet specific client and end-user needs.

Completion Requirement: Requirements for the program must be completed within five years of initial registration unless extenuating circumstances exist and an extension is authorized by the dean of the School of Arts and Sciences.

Nondegree Admission: Only interior design practitioners and students from other accredited colleges or universities may take courses on a nondegree basis. Enrollment is limited to two courses.

Program Requirement: Students are required to have their own laptop computers once they are admitted to the graduate program.

Residency Requirement: Students are expected to complete the Interior Design core requirements specific to their track at Marymount University.

Thesis or Design Research Project: Students in each program will complete a Thesis or a Design Research Project. These projects, which incorporate original empirical research and analysis, are completed in a two-course sequence. Students must present their work in a final oral examination before the Interior Design faculty and others.

Transfer Credits: A maximum of 6 semester credits of transfer graduate credit may be applied toward the degree, if approved by the dean of the School of Arts and Sciences and the registrar.

The Post-Professional Degree (Track One)

Admission Requirements: Admission to the program is competitive. The application deadline is April 1 for summer and fall and November 1 for spring admission. Students may attend on a full- or part-time basis. In addition to Universitywide requirements for graduate admission (see page 14), applicants who have or will have a bachelor's degree from an accredited college or university prior to enrollment in the Post-Professional graduate degree program must provide the following items to be considered for admission:

- proof of a professional degree in Interior Design, or its equivalent, in the form of an official transcript of all postsecondary coursework;
- two letters of recommendation from educators or employers who can attest to the applicant's potential for graduate work;
- satisfactory test scores on the Graduate Record Examination (GRE) with analytical writing, or evidence of passing the examination of the National Council for Interior Design Qualification (NCIDQ) of the National Council of Architectural Registration Boards (NCARB) (see note on page 14);
- a letter from the applicant, including a statement of personal goals, objectives, motivations, and intended area of concentration;
• a portfolio of student or professional design work demonstrating creative ability and professional competence (presented during interview); and
• an interview with an official representative of the School of Arts and Sciences.

Students with a related degree must demonstrate completion of an equivalent series of prerequisites that assures an understanding of a common body of knowledge within the field. If a departmental review of a student's previous coursework reveals deficiencies in the common body of knowledge, the student may be required to complete undergraduate prerequisite course(s).

**International Students:** See page 14 for the Test of English as a Foreign Language requirement. Students who hold a baccalaureate degree from an accredited postsecondary institution where the language of instruction is English are exempt from this requirement.

**Degree Requirements**

**Master of Arts Core Courses**

18 credits

- ID 684-685 Master Studio I & II
- ID 620 Research and Development in Interior Design
- ID 626 Graduate Seminar
- ID 698-699 Thesis or Design Research Project I & II

**Master of Arts Elective Courses**

18 credits

Students will choose from the following:

- ID 512 Furniture Design Seminar
- ID 513 Computer-aided Drafting and Design
- ID 515 Field Study and Advanced Rendering
- ID 522 Environmental Behavior Seminar
- ID 523 Methodology, Theory, and Criticism Seminar
- ID 524 Design Methods Seminar
- ID 525 Health Care Design Seminar
- ID 535 Illumination and Acoustical Design Seminar
- ID 536 Technology for Interior Design Seminar
- ID 552 American Interiors Seminar
- ID 553 Modern Design and Architecture Seminar
- ID 554 Historic Preservation Seminar
- ID 555 Historic Interiors Seminar
- ID 556 Historic Research, Documentation, and Design Seminar
- ID 558 Interior Design Study Tour
- ID 582 Advanced Design Studio III
- ID 590 Practicum
- ID 595 Graduate Directed Research

A maximum of 6 credits may be chosen from other areas of the graduate curricula, including Business Administration, Education, Human Resources, and Humanities. Approval must be received prior to registration.

**The First Professional Degree (Track Two)**

The Interior Design First Professional degree program’s mission is to educate professional interior designers to work effectively within contemporary constraints in a changing society and profession and to formulate design concepts for a better human environment.

Students in this program must successfully complete or transfer 24 credits in undergraduate Foundation Courses. Following a portfolio review, an additional 51 graduate credits will be completed.

The First Professional degree program is accredited by the Council for Interior Design Accreditation (CIDA).

**Admission Requirements:** Admission to the program is competitive. The application deadline is April 1 for summer and fall admission and November 1 for spring admission. Students may attend on a full- or part-time basis. In addition to Universitywide requirements for graduate admission (see page 14), applicants who have or will have a bachelor's degree from an accredited college or university before enrollment in the First Professional graduate degree program must provide the following items to be considered:

• official transcripts showing all postsecondary coursework and proof of undergraduate degree completion (or expected completion);
• two letters of recommendation from educators or employers who can attest to the applicant's potential for graduate work;
• a letter from the applicant, including a statement of personal goals, objectives, motivations, and intended area of concentration; and
• satisfactory test scores on the Graduate Record Examination (see note on page 14).

Students admitted to the First Professional master's program will not be permitted to switch to the undergraduate B.A. program after they have passed portfolio review.

Degree Requirements

**Pre-Master’s Interior Design Foundation Courses**

24 credits

- FA 481 Accelerated Design
- FA 201 History of Art I, FA 202 History of Art II, or FA 300-level Art History course
- ID 426 Current Issues in Interior Design
- ID 485 Accelerated Architectural Graphics
- ID 487 Accelerated Interior Design Studio
- ID 214 Architectural Graphics III
- ID 231 Textiles and Finish Materials

See the Undergraduate Catalog for course descriptions of Foundation Courses. Students are subject to graduate student academic policies and procedures as stated in this catalog while taking the undergraduate Foundation Courses.

While completing the Interior Design Foundation Courses a student may enroll in up to three graduate (500-level) ID courses with permission of the advisor/instructor.

To maintain progress toward degree completion, students must submit work from the Foundation Courses for a portfolio review. Reviews take place in November, April, and August. In addition to the review, students will be evaluated according to the following additional admission requirements:

- 3.0 or better GPA on Foundation Courses;
- statement of goals, objectives, and proposed concentration; and
- recommendations by Interior Design faculty.

All admission requirements must be completed before portfolio reviews.

**Master of Arts Developmental Courses**

24 credits

- ID 580-581 Interior Design Studio I & II
- ID 513 Computer-Aided Drafting and Design
- ID 532 Construction and Environmental Systems
- ID 533 Illumination Systems
- ID 534 Professional Practice
- ID 550-551 History of Architecture and Interiors I & II

**Master of Arts Core Courses**

15 credits

- ID 620 Research and Development in Interior Design
- ID 684-685 Master Studio I & II
- ID 698-699 Thesis or Design Research Project I & II

**Master of Arts Elective Courses**

12 credits

Students will choose from the following: ID 512 Furniture Design Seminar; ID 515 Field Study and Advanced Rendering; ID 522 Environmental Behavior Seminar; ID 523 Methodology, Theory, and Criticism Seminar; ID 524 Design Methods Seminar; ID 525 Health Care Design Seminar; ID 535 Illumination and Acoustical Design Seminar; ID 536 Technology for Interior Design Seminar; ID 552 American Interiors Seminar; ID 553 Modern Design and Architecture Seminar; ID 554 Historic Preservation Seminar; ID 555 Historic Interiors Seminar; ID 556 Historic Research, Documentation, and Design Seminar; ID 558 Interior Design Study Tour; ID 582 Advanced Design Studio III; ID 590 Practicum; ID 595 Graduate Directed Research.

**LITERATURE**

**LITERATURE AND LANGUAGE (M.A.)**

This program offers students the opportunity for intellectual enrichment in one of the traditional liberal arts disciplines while also offering those interested in the study of literature and language the opportunity for career enhancement through advanced study. It serves a variety of professional purposes and audiences – particularly teachers from the intermediate to the community college level. Through close consultation with an advisor, a student may choose courses that will either address gaps in educational background or provide concentrated study that will lead to specialization in a more advanced degree.
Candidates pursuing this degree may choose either of the following options:

- 30-credit program, including a 3-credit Master’s Project and a language requirement, which involves intermediate proficiency or passing grade on a reading test (those planning to pursue doctoral work should choose this option); or
- 36-credit program without a Master’s Project or language requirement.

For information about the Master’s Project, please see page 83.

Admission Requirements: In addition to the Universitywide requirements for graduate admission (see page 14) applicants must present:

- a bachelor’s degree with a major in English, or a major in a humanities discipline with at least 18 credits in English (9 at the 300 or above level), or a major in any interdisciplinary humanities program;
- official transcripts of all postsecondary education reflecting a grade point average (overall or in the major) of 3.0 or better on a 4.0 scale; and
- a sample critical paper.

Nondegree Admission: Applicants desiring enrollment for limited coursework may do so as nondegree students. It is limited to a total of 9 credits and two consecutive semesters. See page 15 for further information on nondegree studies.

Transfer Credits: A maximum of 6 semester credits of transferred graduate credits may be applied toward the degree, if approved by the School dean and the registrar.

30 credit Program Degree Requirements

EN 540 The Transformation of Literary Study

Six (6) credits from the following: EN 550 General Linguistics, if the student has no undergraduate linguistics course; EN 524 Myth, Symbol, and Language; EN 552 Applied Phonology; EN 554 Applied Grammar: Syntactic Structures; EN 558 History of the English Language

English 500-level literature courses (9 credits)

Literature or Language courses (9 credits, 6 of which may be in Humanities Seminars)

EN 595 Master’s Project

Candidates must also demonstrate proficiency in one foreign language. Marymount offers foreign language courses at the undergraduate level. See the University’s Undergraduate Catalog for available courses and descriptions.

36 credit Program Degree Requirements

EN 540 The Transformation of Literary Study

Six (6) credits from the following: EN 550 General Linguistics, if the student has no undergraduate linguistics course; EN 524 Myth, Symbol, and Language; EN 552 Applied Phonology; EN 554 Applied Grammar: Syntactic Structures; EN 558 History of the English Language

English 500-level literature courses (9 credits)

Literature and Language courses (15 credits, 6 of which may be in Humanities Seminars and/or 6 credits in approved Education courses)
School of Business Administration

Dean: James F. Ryerson

The School is committed to building a learning community for a student body comprising undergraduate and graduate students seeking intellectual, professional, moral, and personal development.

The School of Business Administration nurtures intellectual inquiry and participatory learning for the professional and personal success of our students and alumni.

The School comprises a faculty focused on excellence in teaching, ethical conduct, and productive interaction with the business, professional, and scholarly communities.

As affirmation of its mission the School commits to the students:

• a quality undergraduate education that combines a foundation in the liberal arts with a professional education that provides a sound knowledge base, basic analytical skills, and solid values for successful career preparation;

• a quality graduate education that through an advanced program of study adds to their knowledge base, hones their analytical skills, reinforces ethical values and augments their academic and professional development;

• a student-focused learning environment where the curriculum is set in both the scholarly world and the real world of business activities;

• a challenging interactive learning experience in small class settings with enthusiastic and skilled faculty; and

• a respect for ethical responsibilities in how we teach, what we teach, and how we work.

The School commits to the business community:

• an ongoing dialog and interaction among the community, the faculty, and students;

• graduates who understand the relevance of professional education to professional practice; and

• graduates who understand the changing complexities and globalization of the world marketplace and the social responsibilities these create.

The School commits to its faculty:

• recognition of the importance of excellence in teaching and learning;

• the confirmation of scholarly and professional development that strengthens our and others’ teaching and learning; and

• the importance of service that creates and reinforces linkages with the business, professional, university, higher education, and student communities.

Admission Requirements for Degree Programs: In addition to Universitywide requirements (see page 14), graduate student applicants must submit the following:

• a current résumé; and

• a satisfactory standardized test score (see note on page 14). This requirement is waived for students who have earned a master’s degree from an accredited college or university. In addition, students with minimum 3.25 undergraduate GPA and five or more years of work experience that demonstrates career progression may apply for a waiver of the standardized test requirement.

Degree-seeking applicants should also check individual program descriptions for additional requirements.

Graduate Conditional Acceptance: The School of Business Administration will permit students who do not meet minimum admission requirements, but have the potential to do well as a graduate student, to be admitted on a conditional basis. Students who are admitted under conditional acceptance terms must take 6 credits identified by the School and receive a grade of B or better in each course in order to be considered for degree status.

Admission Requirements for Certificate Programs: In addition to Universitywide requirements (see page 15), graduate certificate applicants must submit a current résumé. Certificate-seeking students are not required to submit standardized test scores. Students who wish to continue graduate study beyond certificate status must apply for program admission and meet all regular admission requirements for the degree program.

Admission Requirements for Nondegree Studies: Graduate nondegree admission is limited to six credits and two consecutive semesters in the School of Business Administration. Students who wish to continue graduate study as a degree- or certificate-seeking student must apply for program admission and meet all regular admission requirements for the program.

Executives-in-Residence: Selected senior officers of various local corporations and government agencies serve as executives-in-residence for undergraduate and graduate Business degree programs. These executives assist the faculty by acting as technical and teaching resources. They also act as mentors for students by providing information for career planning.

Graduate Student Orientation Requirement: The School of Business Administration requires new graduate students to attend a Graduate Student Orientation. Orientations are held in August and January.
Minimum Grade Requirements

Degree-seeking Students: A minimum grade of C is needed to receive credit for a graduate course in the School.

Certificate-seeking Students: All certificate coursework must be completed with a minimum grade of B.

Transfer Credits: Students who have completed an equivalent graduate course within 5 years at an accredited college or university, and received a grade of B or better, may be permitted to transfer those graduate credits at the discretion of the program director. No transfer credit is given for internship or practicum experience at the graduate level. No more than 12 graduate credit hours may be transferred.

BUSINESS ADMINISTRATION

BUSINESS ADMINISTRATION (M.B.A.)

The Master of Business Administration degree prepares graduates for broader management responsibilities in business. Its specific goals are to:

• foster understanding of today's competitive global business environment;
• develop the ability to identify problems, obtain relevant information, devise and evaluate alternative approaches, and successfully implement the best choice;
• establish a basis for dealing effectively with others — individuals and groups, in person and in writing — and to become aware of recent developments in the behavioral sciences;
• obtain an interdisciplinary understanding of fundamental concepts and principles from the various business disciplines in order to deal effectively with the problems that face tomorrow's managers; and
• encourage students to think independently and to bridge gaps between the theory and practice of business administration.

The M.B.A. program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Admission Requirements: The School of Business Administration strongly recommends that candidates have at least two years of work experience before applying.

Degree Requirements

45 credits (Those completing a track will require more than 45 credit hours)

- MBA 512 Financial Accounting or MBA 516 Managerial Accounting
- MBA 513 Organizational Communication
- MBA 514 Quantitative Methods for Management
- MBA 515 Organizational Behavior
- LA 561 Law and the Business Environment
- MGT 560 Ethical Issues in Business and Society
- MSC 516 Operations Management
- MBA 518 Managerial Economics or MBA 520 Macroeconomics
- IT 503 Managing Information Technology
- MBA 522 Corporate Finance
- MBA 524 Strategic Marketing Management
- MBA 526 Strategic Management Seminar

One (1) international course from the following: ECO 585 Global Markets and Economics, FIN 585 International Finance, HRM 585 International Human Resource Issues, MKT 585 Global Marketing, MSC 585 Global Operations Strategy, or international course specified by track requirements

Two (2) School of Business Administration 500-level elective courses or track requirements as follows:

MBA Track Options

Students seeking a greater depth of knowledge may elect to complete a track in their program of study. Track requirements may be substituted for the two electives. All track courses are expected to be completed at Marymount.

Finance Track

FIN 585 International Finance (to fulfill the international course requirement)

Four (4) courses from the following: FIN 502 Investment Analysis and Portfolio Management, FIN 503 Financial Markets and Institutions, FIN 560 Advanced Financial Management, FIN 582 Neural Networks in Finance and Investing, FIN 590 Finance Seminar

(Students in this track must complete MBA 520 Macroeconomics as part of their program of study.)

Health Care Management Track

HCM 510 Health Care Management
HCM 520 Health Care Reimbursement Systems
HCM 535 Health Care Policy and Ethics
LA 540 Health Care Law
Human Resource Management Track

HRM 585 International Human Resource Issues (to fulfill the international course requirement)

Three (3) courses from the following: HRM 503 Training and Development, HRM 530 Foundations of Human Resource Management, HRM 531 Labor Relations, HRM 534 Total Pay Perspective, HRM 538 Human Resource Selection and Recruitment, HRM 539 Performance Management, OD 521 Organization Development and Change, OD 524 Consulting Skills, or other HRM courses with permission from advisor

Information Technology Track

IT 510 Systems Engineering

Three (3) courses from the following: IT 520 Enterprise Infrastructure and Networks, IT 525 Knowledge Management, IT 530 Computer Security, IT 540 Enterprise Data Management and Analysis, IT 555 E-Business, IT 565 Human Computer Interaction, IT 570 Information Assurance and Policy

International Business Track


Legal Administration Track

LA 530 Law Office Management

LA 590 Supervising Legal Research and Writing

LA 591 Advanced Legal Research and Writing/Computerized Legal Research

MGT 585 International Management (to fulfill the international course requirement)

Marketing Track

MKT 550 Marketing Seminar

MKT 585 Global Marketing (to fulfill the international course requirement)

Two (2) courses from the following: MKT 510 Advertising and Integrated Marketing Communications, MKT 512 Market Research, MKT 520 Business-to-Business Buying Behavior and Strategic Selling, MKT 530 Promotional Strategies, MKT 560 Marketing to the Federal Government, MKT 589 Marketing High Technology Products and Services

HEALTH CARE MANAGEMENT

HEALTH CARE MANAGEMENT (M.S.)

The program’s mission is to prepare men and women to become knowledgeable and ethical leaders in the field of health care management. The program trains students for a career in health care by integrating core business skills with specialized training in the characteristics that are unique to the health care environment. The program promotes service contributions by faculty and students for the community to enable a greater understanding of the health care industry and to positively impact the delivery of health care services. The program is dedicated to conducting and disseminating research to advance the field, and applying the new knowledge to the program curriculum and in practice. To accomplish its mission, the program’s goals are:

• to educate students so they are better able to contribute to problem solving and to demonstrate critical thinking, through financial and economic management, decision support services, and analyses;

• to enable students to communicate effectively through outstanding oral and written communication skills;

• to help students improve the delivery of patient care by understanding the history and development of health care in the U.S., reimbursement, policies, laws, and other components of the health care system;

• to identify and develop future health care leaders, and enable them to further develop careers in health care management by offering experiential education, community service opportunities, internships, and teamwork and leadership training;

• to recruit and retain a faculty that is academically prepared to effectively respond to industry demands of health care management and health care institutions;

• to be a valuable resource to the academic and health care communities of northern Virginia, the District of Columbia, and the Maryland suburbs; and

• to contribute to and expand industry knowledge through scholarly activities, such as research and publication.

The M.S. in Health Care Management program is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

Admission Requirements: The School of Business Administration strongly recommends that candidates have at least two years of work experience before applying.
Degree Requirements

36 credits

HCM 510 Health Care Management
HCM 520 Health Care Reimbursement Systems or HCM 525 Health Care Management — Long-Term Care
HCM 535 Health Care Policy and Ethics
HCM 550 Health Care Finance
HCM 555 Health Care Strategic Planning and Marketing
HCM 565 Health Care Cases and Project
LA 540 Health Care Law
ECO 590 Health Care Economics
HRM 530 Foundations of Human Resource Management
IT 545 Health Care Informatics
NU 590 Health Care Data Analysis
NU 591 Health Care Research

HEALTH CARE MANAGEMENT TRACK UNDER THE M.B.A.

See Business Administration (M.B.A.) beginning on page 44.

HUMAN RESOURCES

HUMAN RESOURCE MANAGEMENT (M.A.)

This program prepares students to excel as specialist or generalist human resource professionals, managers, and consultants. Students acquire competencies in all of the core human resource management functional areas, within a systems perspective and relating strategically to overall organization performance. Students completing this program will:

• design, develop, and implement HR interventions appropriate to the issues, problems, and opportunities identified through systematic analysis and research methods;

• analyze performance requirements of individuals, groups, and organizations; select, design, and implement appropriate change solutions; and evaluate the impact of solutions on performance and results;

• operate effectively in a team environment both in a leadership role and in a supportive role;

• manage HR issues in alignment with business strategies, goals, and outcomes and add value to the entire business enterprise;

• develop, manage, and measure HR data through valid qualitative, quantitative, and technological methods; and

• implement, continuously monitor, and modify HR initiatives in alignment with personnel law and regulations, ethical behavior, and diversity.

Admission Requirements: The School of Business Administration strongly recommends that candidates have at least two years of work experience before applying.

Degree Requirements

36 credits

MGT 511 Business Essentials
MGT 515 Principles and Practices of Group Performance
HRM 505 Research and Evaluation
OD 521 Organization Development and Change
HRM 533 Strategic Human Resource Management
HRM 534 Total Pay Perspective
HRM 538 HR Selection and Recruitment
HRM 539 Performance Management
LA 535 Personnel Law
Three (3) elective courses
HUMAN RESOURCE MANAGEMENT TRACK UNDER THE M.B.A.
See Business Administration (M.B.A.) beginning on page 44.

HUMAN RESOURCE MANAGEMENT (GRADUATE CERTIFICATE)
This program prepares students to practice in the core areas of human resources. The program consists of a set of integrated human resource courses that reflect a systems perspective and strategic approach to managing human resources.

Certificate Requirements
18 credits
HRM 505 Research and Evaluation
HRM 534 Total Pay Perspective
HRM 539 Performance Management
OD 521 Organization Development and Change
HRM 538 Human Resource Selection and Recruitment
HRM 533 Strategic Human Resource Management

INSTRUCTIONAL DESIGN (GRADUATE CERTIFICATE)
This program prepares students to determine when training and education solutions are appropriate, determine the requirements for instructional programs, design and develop instructional programs and supporting materials, and evaluate the results of instructional programs.

Certificate Requirements
15 credits
OD 521 Organization Development and Change
HRM 509 Training and Development
HRM 505 Research and Evaluation
HRM 509 Instructional Design Models and Strategies
Elective

ORGANIZATION DEVELOPMENT (GRADUATE CERTIFICATE)
This program allows students to concentrate on OD applications and fieldwork.

Certificate Requirements
18 credits
MGT 515 Principles and Practices of Group Performance
OD 521 Organization Development and Change
OD 524 Consulting Skills
OD 525 Organization Theory and Design or MBA 515 Organization Behavior
HRM 505 Research and Evaluation
Elective

INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY (M.S.)
Marymount's Information Technology (IT) program offers advanced study to prepare individuals for leadership roles in the IT industry, whether managing enterprise infrastructure, designing computer systems with current systems life cycle methodologies, creating and maintaining high-quality computer software, engaging in computer security management or technical operations, or managing complex IT projects. A variety of electives, a research or project option, and specialized tracks enable individuals to tailor their graduate studies to their career needs in government or industry.

Students have the option of choosing one of three specialized tracks to complete their program:

- Computer Security
- Project Management and Technology Leadership
- Software Engineering

The program is designed to provide the academic foundation for those seeking to become a chief information officer (CIO) or attain a similar senior IT position.

The full-time faculty for this program represent both the Department of Information Technology and Management Science in the School of Business Administration, and the Department of Mathematics and Computer Science in the School of Arts and Sciences. This enables students to benefit from a breadth of research and experience in the IT field.
Individuals completing the Information Technology program are expected to make major contributions in IT by:

- managing enterprisewide information systems to ensure that the organization can compete in today's global and high-performance environment;
- exercising leadership roles in analyzing, designing, developing and integrating high-quality IT solutions that meet the International Standards Organization (ISO) and Capability Maturity Model Integration (CMMI) requirements;
- effectively leading IT projects and software development activities in government or industry;
- independently conducting research, evaluating options, and applying the knowledge learned to IT applications in areas such as computer security, software engineering, data management, and IT policy;
- optimizing the application of IT to business processes to ensure the creation and management of effective IT solutions with good decision-making, ethical awareness, and current technical knowledge; and
- using specialized IT knowledge and skills in fields to obtain certifications in areas such as software engineering, computer security, and project management.

**Admission Requirements:** Applicants for this program must have a recent bachelor’s degree from an accredited institution in a computer-related field or a degree in another subject with a post-baccalaureate certificate in Information Technology or Computer Science, or equivalent industry certifications.

Software Engineering track applicants are required to hold a bachelor’s degree or a post-baccalaureate certificate in Computer Science.

Project Management and Technology Leadership track applicants are expected to have a minimum of two years of IT work experience.

In addition to Universitywide requirements for graduate admissions (see page 14), applicants must interview with the program director.

**Degree Requirements**

**36 credits**

- IT 510 Systems Engineering
- IT 515 Decision Making for IT
- IT 520 Enterprise Infrastructure and Networks
- IT 530 Computer Security
- IT 540 Enterprise Data Management and Analysis
- IT 550 Ethics, Law, and Policy in the Information Age
- IT 610 IT Governance and Strategy or IT 620 Graduate Research Seminar in Information Technology
- IT 680 IT Master's Project, IT 690 IT Master's Thesis, or IT 670 Computer Network Defense (for those in Computer Security track)

Four (4) electives or track courses, as follows:

**Computer Security**

- IT 535 Advanced Computer Security
- IT 570 Information Assurance and Policy
- IT 560 Cryptography
- IT 575 Information Security Management

**Project Management and Technology Leadership**

- MSC 545 Project Management
- MSC 555 Program Management
- IT 580 Technology Leadership

One (1) from the following: MGT 545 Negotiation Skills and Mediation, MGT 555 Procurement and Contracting, IT 503 Managing Information Technology, IT 525 Knowledge Management, IT 585 Managing Technical People, IT 555 E-Business

**Software Engineering**

- IT 500 Programming Language Selection and Design
- IT 505 Design and Analysis of Algorithms
- IT 565 Human Computer Interaction
- IT 552 Operating Systems or IT 620 Distributed Computing

**INFORMATION TECHNOLOGY TRACK UNDER THE M.B.A.**

See Business Administration (M.B.A.) beginning on page 44.

**COMPUTER SECURITY AND INFORMATION ASSURANCE (GRADUATE CERTIFICATE)**

This program will prepare students for the computer security field in business and government, which is expanding locally and globally. The field is predicted to foster job growth, especially in the Washington metropolitan area.

**Admission Requirements:** In addition to Universitywide requirements for graduate certificate admission (see page 15), the applicant should hold a bachelor's degree and show significant coursework or experience in Information Technology or Computer Science.

**Course Waiver Policy:** If a student can demonstrate a depth of prior experience and/or education, higher-level courses can be substituted for 500-level courses.
Certificate Requirements

15 credits

IT 520 Enterprise Infrastructure and Networks
IT 530 Computer Security
IT 535 Advanced Computer Security
IT 570 Information Assurance and Policy
One (1) course from the following: IT 560 Cryptography, IT 575 Information Security Management, IT 670 Computer Network Defense

HEALTH CARE INFORMATICS (GRADUATE CERTIFICATE)

This program is designed for those who wish to pursue an information technology career in a health care organization. Students will select courses in consultation with the program directors of Information Technology and Health Care Management.

Certificate Requirements

18 credits

IT 503 Managing Information Technology
IT 540 Enterprise Data Management and Analysis
IT 545 Health Care Informatics
Three (3) courses from the following: IT 510 Systems Engineering, IT 520 Enterprise Infrastructure and Networking, IT 530 Computer Security, HCM 510 Health Care Management, HCM 520 Health Care Reimbursement Systems, HCM 535 Health Care Policy and Ethics, LA 540 Health Care Law

INFORMATION TECHNOLOGY (GRADUATE CERTIFICATE)

This program offers current perspectives on the major issues facing information technology professionals.

Certificate Requirements

18 credits

IT 503 Managing Information Technology
IT 510 Systems Engineering
IT 515 Decision Making for IT
IT 520 Enterprise Infrastructure and Networks
IT 530 Computer Security
IT 540 Enterprise Data Management and Analysis

IT PROJECT MANAGEMENT AND TECHNOLOGY LEADERSHIP (GRADUATE CERTIFICATE)

This certificate prepares students for the IT project management field in business and government, which is expanding both locally and globally. Individuals with project management qualifications are increasingly sought by government agencies, government contractors, and other industries.

Admission Requirements: In addition to Universitywide requirements for graduate certificate admission (see page 15), the applicant should hold a bachelor’s degree and show significant coursework or experience in Information Technology or Computer Science.

Certificate Requirements

18 credits

IT 503 Managing Information Technology
IT 515 Decision Making for IT
MSC 545 Project Management
MSC 555 Program Management
IT 580 Technology Leadership
One (1) from the following: MGT 545 Negotiation Skills and Mediation, MGT 555 Procurement and Contracting, IT 555 E-Business, IT 585 Managing Technical People
LEGAL ADMINISTRATION/ PARALEGAL STUDIES

Students graduating from one of the Legal Administration or Paralegal Studies programs will be prepared for careers as paralegals or legal assistants. Graduates will be able to:

- understand the sources of law, as well as federal and state court systems and their powers;
- conduct basic legal research, using print and computer sources;
- analyze a set of facts relating to a legal dispute to determine what further information is required to prepare for resolution of the dispute and where this information can be obtained;
- draft documents and prepare legal forms not typically used in areas of general practice;
- understand the various types of documentation generated in legal cases and identify methods for information processing/document management with a computerized emphasis; and
- understand the ethical considerations affecting the practice of law.

LEGAL ADMINISTRATION (M.A.)

Students in this program may choose from two tracks, depending upon their career goals. These tracks are approved by the American Bar Association. Graduates of ABA-approved programs may not provide legal services directly to the public, except as permitted by law.

Admission Requirements: The School of Business Administration strongly recommends that candidates have at least two years of work experience before applying.

Sequence of classes: Students are encouraged to take LA 590 and LA 591 early in the course sequence and LA 550 toward the end of their program.

Track I – Legal Specialty Training

Track I prepares graduate students in master's-level specialty law courses to qualify as practicing paralegals or paralegal administrators.

Degree Requirements

36 credits

LA 501 Civil and Criminal Procedure
LA 505 General Legal Procedures
LA 509 Public Law and Administrative Procedures
LA 550 Law Office Management
LA 561 Law and the Business Environment
LA 562 Law, Computers, and the Internet
LA 590 Supervising Legal Research and Writing
LA 591 Advanced Legal Research and Writing/Computerized Legal Research
MBA 515 Organizational Behavior

One (1) LA 500-level elective course
Two (2) Business 500-level elective courses

Students enrolled in this track may also qualify to receive a Paralegal Studies certificate if they complete the graduate certificate requirements described on page 51.

Track II – Paralegals Moving into Paralegal Administration

Track II prepares graduate students for administrative responsibilities as paralegal supervisors or for administering paralegal departments within law firms, corporate law departments, or law-related agencies.

Degree Requirements

36 credits

MBA 516 Managerial Accounting
FIN 500 Introduction to Financial Management
HRM 530 Foundations of Human Resource Management
LA 501 Civil and Criminal Procedure
LA 505 General Legal Procedures
LA 509 Public Law and Administrative Procedures
LA 550 Law Office Management
LA 561 Law and the Business Environment
LA 562 Law, Computers, and the Internet
LA 590 Supervising Legal Research and Writing
LA 591 Advanced Legal Research and Writing/Computerized Legal Research
MBA 515 Organizational Behavior

Students enrolled in this track may also qualify to receive a Paralegal Studies certificate if they complete the graduate certificate requirements described on page 51.
LEGAL ADMINISTRATION
TRACK UNDER THE M.B.A.
See Business Administration (M.B.A.) beginning on page 44.

PARALEGAL STUDIES (GRADUATE CERTIFICATE)
This certificate is offered for those students who have a bachelor’s degree and who wish to become certified paralegals. This program is approved by the American Bar Association (ABA). When a student receives a Paralegal Studies certificate from an ABA-approved program, the student may not provide legal services directly to the public, except as permitted by law.

Certificate Requirements
18 credits
Students enrolling in this certificate program who have no prior paralegal or criminal justice experience must complete LA 500 Introduction to the Legal System or LA 561 Law and the Business Environment in addition to the following:
LA 501 Civil and Criminal Procedure
LA 505 General Legal Procedures
LA 509 Public Law and Administrative Procedures
LA 562 Law, Computers, and the Internet
LA 591 Advanced Legal Research and Writing/Computerized Legal Research
24 hours of approved pro bono legal service to the community

MANAGEMENT

MANAGEMENT (M.S.)
This program is for rising and midlevel managers who are focused on the effective practice of management. Coursework is designed to enable students to acquire knowledge and develop the skills and attributes necessary for forward-looking, practicing managers; empower students to make and communicate strategic, results-driven decisions; and develop within students the competencies necessary for strategic thinking, building and maintaining relationships, and managing effective work groups and teams.

Admission Requirements: The School of Business Administration strongly recommends that candidates have at least two years of managerial experience before applying.

Course Waiver Policy: If a student can demonstrate a depth of prior experience and/or education in a required content area, electives may be substituted for required courses.

Degree Requirements
36 credits
MGT 511 Business Essentials
MBA 513 Organizational Communication
MBA 515 Organizational Behavior
MGT 560 Ethical Issues in Business and Society
LA 561 Law and the Business Environment
MGT 507 Leadership
MSC 545 Project Management
OD 521 Organization Development and Change
MGT 502 Managing Innovation
Three (3) School of Business Administration 500-level elective courses or track requirements as follows:

Leadership Track
MGT 515 Principles and Practices of Group Performance
OD 523 Organization Development Issues and Trends: Executive Coaching and Consulting
One (1) course from the following: MGT 506, Customer Relationship Management, MGT 509 Management Seminar, MGT 510 Functional Processes for Re-engineering Organizations, MGT 551 Negotiation Skills and Mediation
Organization Development and Change Track

OD 523 Organization Development Issues and Trends: Executive Coaching and Consulting
OD 524 Consulting Skills
One (1) course from the following: HRM 533 Strategic Human Resource Management, HRM 585 International Human Resource Issues, MGT 509 Management Seminar, MGT 515 Principles and Practices of Group Performance

Project Management Track

MSC 555 Program Management
MGT 551 Negotiation Skills and Mediation
One (1) course from the following: MGT 506 Customer Relationship Management, MGT 509 Management Seminar, MGT 510 Functional Processes for Re-engineering Organizations, IT 503 Managing Information Technology

LEADERSHIP (GRADUATE CERTIFICATE)

This program prepares students to deliver effective and innovative leadership practices in an unpredictable organization environment.

Certificate Requirements

18 credits
MGT 502 Managing Innovation
MGT 507 Leadership
MGT 515 Principles and Practices of Group Performance
MGT 560 Ethical Issues in Business and Society
MBA 515 Organizational Behavior
One (1) course from the following: MGT 551 Negotiation Skills and Mediation, MGT 585 Global Business Management, MBA 513 Organizational Communication, OD 521 Organization Development and Change, OD 523 Organization Development Issues and Trends: Executive Coaching and Consulting

LEADING AND MANAGING CHANGE (GRADUATE CERTIFICATE)

This program helps managers learn how to overcome resistance to change, seek new alternatives, and connect, in a fundamental way, with the goals of their employees.

Certificate Requirements

15 credits
MGT 507 Leadership Theory and Development Practices
MGT 510 Functional Processes for Re-engineering Organizations
OD 521 Organization Development and Change
Two (2) elective courses from the following: MGT 502 Managing Innovation, MGT 506 Customer Relationship Management, MGT 551 Negotiation Skills and Mediation, MSC 545 Project Management

MANAGEMENT STUDIES (GRADUATE CERTIFICATE)

This program is coordinated by Marymount's Office of Corporate Outreach to provide customized education to employees of a client corporation or organization. The University can provide classes on-site at the client's location. The six courses leading to the certificate of Management Studies are selected by the corporate or organizational sponsor from those offered by the School of Business Administration. These courses would be especially chosen to meet the needs of the individual organization, but must be approved by the dean of the School of Business Administration. Students may be eligible to transition to a School of Business Administration degree program upon the successful completion of this certificate program.

Certificate Requirements

18 credits
MSC 545 Project Management
MSC 555 Program Management
MBA 513 Organizational Communication
MGT 515 Principles and Practices of Group Performance
MGT 551 Negotiation Skills and Strategies
One (1) course from the following: MGT 502 Managing Innovation, OD 521 Organization Development and Change, 500-level IT course

PROJECT MANAGEMENT (GRADUATE CERTIFICATE)

This certificate prepares students for the increasingly recognized and valued discipline of project management.

Certificate Requirements

18 credits
MSC 545 Project Management
MSC 555 Program Management
MBA 513 Organizational Communication
MGT 515 Principles and Practices of Group Performance
MGT 551 Negotiation Skills and Strategies
One (1) course from the following: MGT 502 Managing Innovation, OD 521 Organization Development and Change, 500-level IT course
School of Education and Human Services

Dean: Dr. Wayne Lesko

The core mission of the School of Education and Human Services is to enable students to serve as agents of positive change for individuals and in the global community.

Minimum Grade Requirements

Degree-seeking Students: Unless otherwise indicated, a minimum grade of C is needed to receive credit for a graduate course in the School. See individual programs for further requirements.

Certificate-seeking Students: All certificate coursework must be completed with a minimum grade of B.

Nondegree Admission: Graduate nondegree admission, in programs which permit it, is limited to a total of 9 credits and two consecutive semesters in the School of Education and Human Services. See individual program descriptions for further restrictions or requirements.

COUNSELING

Marymount offers the M.A. in Community Counseling, Pastoral Counseling, Pastoral and Spiritual Care, and School Counseling. Many courses are also available to students in other fields.

The Community Counseling and School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling program also is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Marymount also offers a Forensic Psychology option for students in the Community Counseling program. This is a unique opportunity to earn both a master's degree in Community Counseling and a master's degree in Forensic Psychology, while completing the academic requirements needed to become a licensed professional counselor (LPC).

Admission Policies: Students admitted to other Marymount graduate programs must reapply to the University and meet the Counseling programs admissions requirements before they will be admitted into a Counseling program.

Nondegree Students: Nondegree students may not register for the following courses: CE 522, CE 523, CE 560, CE 561, CE 597, CE 599.

Admission Requirements for Degree Programs: In addition to the Universitywide graduate admission requirements (see page 14), the following are required:

- a bachelor's degree and acceptable GPA (an undergraduate major in Psychology is preferred, however candidates from other fields will be considered);
- official transcripts of all postsecondary education;
- a current resume;
- satisfactory scores on the GRE (including the Analytical Writing score), as determined by the Department;
- two letters of recommendation that speak directly to the applicant's academic and interpersonal skills; and
- a personal statement describing the applicant's background and motivation for entering the field of study for which he/she is applying.

Deadlines:

Community Counseling and Pastoral Counseling programs: Students are admitted for the fall semester or spring semester. For fall admission, completed applications must be received by February 15. For spring admission, completed applications must be received by September 21.

School Counseling program: Students are admitted for the fall semester only. Completed applications must be received by February 15. Applications received after this deadline will be considered for a future academic year.

Process:

After the initial review of an applicant's preliminary materials, he or she may be invited to participate in a one-hour interview process with the faculty. The process includes group and individual interviews and an orientation to the program. All application materials must be received in order to be considered for an interview. The Office of Graduate Admissions will contact those applicants selected for an interview with the date.

Following the interview process, the Counseling faculty will review the entire application and render a final decision based on an assessment of both academic and interpersonal appropriateness for the program and the counseling profession. Applicants will be notified of their status by the Office of Graduate Admissions and should not contact the Counseling Department directly.

Admission Requirements for Certificate Programs: In addition to Universitywide requirements for graduate and post-master's certificate-seeking students (page 15), applicants for the Counseling certificate and Certificate of Advanced Studies in Pastoral Counseling must already hold a master's degree in Counseling or a related field.

Special permission by the Counseling faculty is required for clinical courses. CE 597 and CE 599 are reserved for those admitted into degree programs.
**Academic Progression:** The Counseling faculty will review the academic progress and professional development of students in all graduate programs each semester. Students must demonstrate appropriate academic and interpersonal skills in order to progress in the program and to be placed into a practicum and internship. Details of the review process and procedures can be found in the graduate program handbooks.

**Legal Limitations of Practice:** The practice of counseling is regulated by state laws. Questions concerning licensure in a specific state should be directed to that state's Board of Professional Counselors. Before being placed in a practicum or internship site, agencies may require a national criminal background check of the student. The cost of the investigation (approximately $50) may be borne by the student. Students are required to obtain and present proof of liability insurance prior to the start of a practicum or internship experience.

**Minimum Grade Requirement:** CE 522, CE 523, CE 597, and CE 599 require a minimum grade of B to advance in the program.

**Practicum and Internship Prerequisite:** In order to be admitted to a practicum or an internship, students must have completed the internship application process, which includes attending a mandatory meeting one semester prior to the placement, a satisfactory review of student academic progress, completion of appropriate paperwork, submission of the $55 required application fee, documentation of student professional liability insurance, and permission of the faculty.

Students must complete all prerequisites and 24 credits prior to registering for CE 597 Practicum. CE 597 and 30 credit hours of the program must be completed prior to internship placement.

**Research Requirement:** All graduate students are required to log a minimum of 20 hours of research assistance under the guidance of one or more members of the Counseling faculty or another approved faculty member. See the student handbook for details.

**Residency Requirement:** Clinical courses (CE 522, CE 523, CE 597, CE 599) must be taken at Marymount.

**Scheduling of Courses:** Courses listed are not offered every semester. Students should consult the Counseling Student Handbook of their program or advisor for guidance on course rotations and scheduling.

**Transfer Policies:** Students in the Counseling programs requesting course substitutions or course transfer from other institutions may be required to submit paperwork for review by the Department of Counseling's Course Review Committee.

**COMMUNITY COUNSELING (M.A.)**

This program provides training and skills in counseling theory, practice, and research to prepare graduates for work in applied settings where training at the master's level is appropriate. The program also provides a sound foundation for working toward licensure as well as for doctoral-level study. A focus on training in techniques applicable to specific populations provides experiences that are transferable to the contemporary workplace.

Marymount's Community Counseling program provides an opportunity to earn a degree in 48 credit hours, then complete the required coursework for licensure as a professional counselor (LPC) in an additional 12 credit hours. Graduates of the program are eligible to sit for the National Board for Certified Counselors (NBCC) examination toward the end of their program of study and begin the supervised experience necessary to become a licensed professional counselor.

**Degree Requirements**

48 credits

- CE 500 Research and Evaluation
- PS 501 Bases of Psychopathology (Counseling section)
- CE 502 Foundations, Ethics, and Professional Issues in Community Counseling
- CE 503 Advanced Human Growth and Development
- CE 510 Survey of Testing and Assessment
- CE 520 Theories of Counseling
- CE 522 Counseling for Individuals (Community Counseling section)
- CE 523 Group Counseling Techniques (Community Counseling section)
- CE 530 Career Development Counseling
- CE 536 Advanced Counseling: Theories and Techniques
- CE 551 Multicultural Counseling
- CE 597 Practicum in Community Counseling
- CE 599 Internship in Community Counseling (6 credits)
- PS 517 Neuropsychological Issues, Treatments, and Assessments
- One (1) Counseling elective, depending on a student's goals and interests: CE 505 Advanced Study of Individuals with Exceptionalities, CE 508 Crisis Intervention, CE 509 Substance Abuse Assessment and Intervention, CE 513 Assessment of Personality and Social Functioning, CE 524
Theories and Techniques of Family Counseling, PS 529
Psychopathology of Childhood and Adolescence, CE 534
Counseling Children and Adolescents. Students should consult with their state licensing board to determine an appropriate elective. (NOTE: CE 509 and CE 524 are required for DC, Maryland, and Virginia licensure)

With prior approval of faculty, other elective courses can be applied toward the student’s degree.

COUNSELING (POST-MASTER’S CERTIFICATE)
Individuals who already have a master's degree in Counseling from an accredited institution and who are working toward national certification or licensure as a professional counselor may opt for this program, which consists of a minimum of 18 semester credits of graduate coursework. Courses must be selected in conjunction with a faculty advisor. Special permission of the Counseling faculty is required to take clinical courses.

COMMUNITY COUNSELING WITH FORENSIC PSYCHOLOGY OPTION (M.A./M.A.)
Marymount offers a Forensic Psychology option for students in the Community Counseling program. Through this program, the student has an opportunity to earn a Master of Arts in Community Counseling and a Master of Arts in Forensic Psychology.

Marymount’s Forensic Psychology program balances traditional psychological knowledge and skills with a specialized understanding of the criminal justice and legal systems, while tapping into the rich resources of the nation’s capital. Coursework is interdisciplinary, combining study in sociology, criminal justice, and public policy, in addition to many subfields in psychology. (See information beginning on page 63.)

The Community Counseling program allows the student to earn a degree in 48 credit hours, then complete the required coursework for licensure in an additional 12 credit hours. Graduates of the program are eligible to sit for the National Board for Certified Counselors (NBCC) examination and begin the supervised experience necessary to become a licensed professional counselor.

Admission Requirement: To be admitted to this program, students must first seek admission to the Community Counseling program. After completion of 32 credit hours in the Community Counseling program, the student must apply and be admitted to the Forensic Psychology program.

Total Program Requirements
75 credits
In addition to courses required for the M.A. in Community Counseling (see page 54), students will complete the following courses to earn an M.A. in Forensic Psychology:

- PS 507 Applied Social Psychology
- PS 580 Foundations in Forensic Psychology
- PS 581 Psychology and the Law
- PS 582 Advanced Issues in Forensic Psychology
- PS 584 Psychology of Criminal Behavior or SOC 507 Juvenile Justice
- PS 585 Forensic Assessment
- SOC 510 Theories of Social Deviance
- CE 509 Substance Abuse Assessment and Intervention*
- CE 524 Theories and Techniques of Family Counseling*

*Students who have taken CE 509 or CE 524 as part of their Community Counseling program should consult with an advisor for an acceptable elective to meet the 75-credit program requirement.

PASTORAL AND SPIRITUAL CARE (M.A.)
This is a nonlicensure program that seeks to train competent clinicians who will provide counseling services to individuals and groups from a faith-based and spiritual perspective in a variety of settings.

Service/Research Requirement: All students in the Pastoral Counseling programs are required to log a minimum of 30 hours of service in the community or for the University and 20 hours of research.

Degree Requirements
48 credits
- PS 501 Bases of Psychopathology (Counseling section)
- CE 502 Foundations, Ethics, and Professional Issues in Community Counseling
- CE 503 Advanced Human Growth and Development
- CE 508 Crisis Intervention
- CE 509 Substance Abuse Assessment and Intervention
- CE 520 Theories of Counseling
- CE 522 Counseling for Individuals
- CE 523 Group Counseling Techniques
- CE 524 Theories and Techniques of Family Counseling
- CE 540 Contemporary and Historical Religious Perspectives
CE 541 Pastoral Counseling Integration
CE 542 Grief and Loss
CE 551 Multicultural Counseling
CE 549 Moral and Spiritual Development and Ethical Issues in Counseling
CE 597P Practicum in Pastoral Counseling
Elective

PASTORAL COUNSELING (M.A.)
This program trains students in theory, research, and practice to provide counseling services to individuals and groups from a faith-based and spiritual perspective in a variety of settings. This program provides the foundation for working toward licensure as a professional counselor (LPC).

Service/Research Requirement: All students in the Pastoral Counseling programs are required to log a minimum of 30 hours of service in the community or for the University and 20 hours of research.

Degree Requirements
60 credits
CE 500 Research and Evaluation
CE 502 Foundations, Ethics, and Professional Issues in Community Counseling
CE 503 Advanced Human Growth and Development
CE 508 Crisis Intervention
CE 509 Substance Abuse Assessment and Intervention
CE 510 Survey of Testing and Assessment
CE 520 Theories of Counseling
CE 522 Counseling for Individuals
CE 523 Group Counseling Techniques
CE 524 Theories and Techniques of Family Counseling
CE 530 Career Development Counseling
CE 540 Contemporary and Historical Religious Perspectives
CE 541 Pastoral Counseling Integration
CE 542 Grief and Loss
CE 549 Moral and Spiritual Development and Ethical Issues in Counseling

PASTORAL COUNSELING (POST-MASTER’S CERTIFICATE)
This certificate is available for individuals who already possess a master's degree in Counseling or a related field, and wish to gain the skills necessary to provide counseling services from a faith-based and spiritual perspective in a religious/spiritual setting. Special permission of the Counseling faculty is required to take clinical courses.

Certificate Requirements
18 credits
Alternate courses may be substituted, upon approval, if any of the following courses have been successfully completed during a master's program:
CE 508 Crisis Intervention
CE 524 Theory and Techniques of Family Counseling
CE 540 Contemporary and Historical Religious Perspectives
CE 541 Pastoral Counseling Integration
CE 542 Grief and Loss
CE 549 Moral and Spiritual Development and Ethical Issues in Counseling

SCHOOL COUNSELING (M.A.)
The School Counseling program provides the education and training necessary to work as a school counselor in an elementary, middle, or high school. Students who successfully complete this program will receive licensure in Virginia as a school counselor (grades PK-12).

School Counseling courses may be offered in the morning, afternoon, or evening. Field experience, practicum, and internship hours must be completed when school is in regular session: September–June, Monday–Friday, 7 a.m.-3:30 p.m.

Degree Requirements
Some of these courses require field experience and have prerequisite or corequisite coursework. Please see the course descriptions for details.
51 credits
CE 500 Research and Evaluation
CE 503 Advanced Human Growth and Development
CE 505 Advanced Study of Individuals with Exceptionalities
CE 510 Survey of Testing and Assessment
CE 520 Theories of Counseling
CE 522 Counseling for Individuals (School Counseling section)
CE 523 Group Counseling Techniques (School Counseling section)
CE 524 Theories and Techniques of Family Counseling  
PS 529 Psychopathology of Childhood and Adolescence  
CE 530 Career Development Counseling (School Counseling section)  
CE 534 Counseling Children and Adolescents  
CE 551 Multicultural Counseling  
CE 560 Foundations, Ethics, and Professional Issues in School Counseling  
CE 561 Practices of School Counseling  
CE 597S School Counseling Practicum (School Counseling section)  
CE 599S Internship (School Counseling section)*

*The internship takes place over two semesters and will be completed for a total of 6 credits (3 credits per semester).

EDUCATION

The mission of the Department of Education is to provide effective and affective educational leaders for global learning communities.

Marymount students, both undergraduate and graduate, are prepared to be:

- critical thinkers who understand and analyze content, behavior, and data for instructional decision making, who reflect on the context of the classroom and the outcomes of their students, and who use strategic problem solving to support the development of all learners;

- effective practitioners who demonstrate a thorough knowledge of content, human development, and pedagogy and who use the communication, technology, management, and pedagogical skills necessary to help all learners develop and achieve; and

- caring professionals who exhibit high ethical standards, a respectful attitude, and a dedication to teaching and learning as they work and interact with diverse populations of children, their families, and their communities.

Graduate programs leading to a Master of Education and initial licensure are: Catholic School Leadership (grades K-12), Elementary Education (grades PK-6); Secondary Education (grades 6-12 in Biology, Chemistry, Computer Science, Earth and Space Science, English, History and Social Science, Mathematics, and Physics); English as a Second Language (grades K-12); and Learning Disabilities (grades K-12). The School also offers a nonlicensure program — the Master of Education in Professional Studies.

A licensure program leading to a Master of Arts in School Counseling (elementary, middle, or secondary) is also available through the Department of Counseling. Information about the School Counseling program can be found on page 56.

Students seeking teaching licensure reserve one semester for the student-teaching experience. Student teaching is the culmination of the Marymount teacher-education program and reflects the degree to which a student will be effective as a classroom teacher. Complete information about application procedures for student teaching can be found beginning on page 58.

All Marymount University teacher education programs are approved by the National Council for Accreditation of Teacher Education (NCATE) and the Virginia Department of Education. Program requirements are subject to revision based on changes in the Commonwealth of Virginia licensure requirements. More than 30 states share reciprocity with Virginia.
TEACHER LICENSURE PASS RATES

In October 1998, the U.S. Congress enacted amendments to the Higher Education Act (HEA). As amended, Title II of the HEA addressed the issue of the quality of teacher preparation by including new accountability measures including reporting requirements for institutions and states on teacher preparation and licensing. As required by the Act, the results of those who completed the Marymount University Education program during the 2005-06 academic year (graduated in December 2005, spring 2006, and summer 2006) are listed on page 65.

GRADUATE PROGRAMS IN EDUCATION

Admission Requirements for Degree Programs: Formal application for admission to the teacher education programs is required. In addition to the Universitywide graduate admission requirements (see page 14), applicants to the M.Ed. program must fulfill the following to be considered for acceptance:

• submit proof of a bachelor’s degree with a minimum 2.5 GPA;
• submit two recommendations;
• submit an undergraduate transcript so that the adequacy of undergraduate general education coursework needed for licensure requirements can be determined;
• interview with a faculty advisor in Education;
• present acceptable Miller Analogies Test (MAT) or Graduate Record Exam (GRE) scores (see note below); and
• present passing scores, as set by the Virginia Department of Education, for the Praxis I exam or the SAT/ACT. (See the department chair for SAT/ACT scoring criteria.)

Praxis I Passing Score*
Mathematics 178
Reading 178
Writing 176
*(or a composite score of 532
(Praxis I scores are not required for acceptance to the Catholic School Leadership or Professional Studies programs.)

NOTE: All scores should reflect testing within the last five years or be subject to review by the Graduate Admissions Committee. Applicants who have previously completed admission requirements and hold a master’s degree from an accredited institution need not take the required MAT or GRE admissions exams.

Academic Progression Requirements: Education students must achieve satisfactory progress each semester. Failure to meet requirements for progression to any course or portion of the program will result in review by the Teacher Education Committee and may result in dismissal from the program.

Legal Limitations of Practice: The practice of teaching is regulated by state laws. Questions concerning licensure in a specific state should be directed to that state’s Board of Education. Students may be required to submit a national criminal background check before being placed as a student-teacher. The cost of the investigation (approximately $50) may be borne by the student.

Program Completion Requirements: The Education programs require completion of all methods coursework and a presentation of a professional portfolio. A successful student-teaching experience as well as passing scores on all licensure examinations required by the Virginia Department of Education are also necessary for all licensure programs.

The University does not accept credit on standardized tests such as the CLEP toward graduate coursework required for any graduate Education program. (CLEP or standardized test credits may be accepted for undergraduate coursework needed for licensure requirements.)

Upon completion of all licensure requirements, students submit an Application for Initial Virginia Licensure to the School of Education and Human Services and are recommended by the faculty to the Commonwealth of Virginia for endorsement.

NOTE: Once admitted to a master’s program, a maximum of five years is allowed for completion.

THE STUDENT-TEACHING EXPERIENCE

Students seeking licensure complete their studies with a student-teaching experience.

Students register for student teaching through Marymount University regardless of the geographic location of the placement site.

Student-teachers are supervised by a faculty member in the School of Education and Human Services and by an on-site cooperating teacher. Students should consult the Marymount University Student Teaching Handbook for full information on student teaching.

Placement is available in public schools in the greater Washington metropolitan area, the Diocese of Arlington, the Archdiocese of Washington, and in accredited private schools. Placement is made in conjunction with the local school districts and no particular placement can be guaranteed. Transportation to and from the cooperating school is the responsibility of the student. If student teaching out of the local area is necessary, the student must meet the written requirements available from the coordinator of Clinical Experiences. While student teaching, all students assume the role of guest in the host school and must abide by the policies and regulations of the host school.
Placement for student teaching is dependent upon the School's and faculty's judgment regarding the student's performance in both coursework and field placement.

Applications for student teaching must be received by the Office of Clinical Experiences by September 15 for spring student teaching and by February 1 for fall student teaching. Information and directions for application completion are available in the School of Education and Human Services and in the Office of Clinical Experiences.

**Applying for Student Teaching:** To be considered for placement, a student must fulfill the following requirements:

- gain full admission into a licensure program;
- submit a student-teaching application packet (see deadlines previously noted);
- complete all stipulated methods coursework;
- submit with the student-teaching application evidence of passing scores on the Praxis II exam Specialty Area Test for secondary endorsement area or Elementary Education: Content Knowledge for PK-6;
- for students in the Elementary Education and Learning Disabilities programs, submit passing scores on the Virginia Reading Assessment (VRA);
- submit a passing score on the Virginia Communication and Literacy Assessment (VCLA); and
- gain the approval of the Graduate Teacher Education Committee.

---

**CATHOLIC SCHOOL LEADERSHIP (M.ED.)**

This program is designed to provide aspiring Catholic school administrators with the Catholic values and perspectives essential to fostering Catholic unity and identity within a school community. In addition to developing competencies in educational leadership, the program focuses on the Church’s history, teaching, and moral perspectives while encouraging participants’ own faith and spiritual growth. A unique feature of the program is that most of the courses are offered online.

Students in the Catholic School Leadership program may complete an internship, and should contact the program director for instructions on applying for the internship.

Students who complete the program, including an internship, and satisfactorily pass the School Leaders Licensure Assessment (SLLA) test are eligible for Virginia endorsement in Administration and Supervision (PK-12).

**Degree Requirements**

- **36 credits**
  - ED 582 Building a Faith Community
  - ED 581 History and Mission of American Catholic Schools
  - ED 583 Administration of Catholic Schools
  - ED 584 Advanced Curriculum and Instruction for Educational Leadership
  - ED 586 Issues in Catholic Education
  - ED 587 School Law
  - ED 588 Catholic Educational Leadership and Supervision
  - ED 589 Fostering Moral and Ethical Development
  - ED 591 Catholic School Finance and Development
  - ED 592 Administrative Issues in Special Education
  - ED 593 Project, Thesis, or Internship

---

**CATHOLIC SCHOOL LEADERSHIP (GRADUATE CERTIFICATE)**

Candidates with previous graduate coursework may earn this certificate by completing an individualized program of study with a minimum of 15 credits. This is a nonlicensure program. See the Master of Education in Catholic School Leadership program for a list of available courses.

---

**ELEMENTARY EDUCATION, PK-6 (M.ED.)**

This program is designed for those who have a strong liberal arts undergraduate or graduate degree and who wish to earn licensure to teach in the elementary setting (grades PK-6). For Virginia licensure, individuals must provide evidence of a wide range of general studies competencies in undergraduate coursework and a course in human growth and development.
Degree Requirements

39 credits

Many courses require field experience. See course descriptions for details.

(ED 502 and ED 503 are required as the first courses in this program, as they provide the foundation for all other courses.)

ED 502 Foundations of Education
ED 503 Curriculum: Theory and Practice
ED 508 Special Education and the Exceptional Learner
ED 555 Reading and Language Arts: Grades PK-2
ED 556 Reading and Language Arts: Grades 3-6
ED 557 Social Studies/Literature: Grades PK-6
ED 558 Elementary Math Methods
ED 559 Elementary Science Methods
ED 535 Assessing and Guiding Students in Elementary Settings
ED 554 Computers and Technology in the Classroom
ED 550 Research Methods
ED 570A Student Teaching

TEACHING LICENSURE ADDITIONAL ENDORSEMENT

Elementary Education

Students in the English as a Second Language or Learning Disabilities programs who seek the add-on endorsement in Elementary Education must complete all PK-6 general studies requirements for licensure and the following Professional Studies courses:

Students in the English as a Second Language program

ED 556 Reading and Language Arts: Grades 3-6
ED 557 Social Studies/Literature: Grades PK-6
ED 558 Elementary Math Methods
ED 559 Elementary Science Methods

Students in the Learning Disabilities program

ED 555 Reading and Language Arts: Grades PK-2
ED 556 Reading and Language Arts: Grades 3-6
ED 557 Social Studies/Literature: Grades PK-6
ED 558 Elementary Math Methods
ED 559 Elementary Science Methods

ENGLISH AS A SECOND LANGUAGE, K-12 (M.ED.)

The English as a Second Language (ESL) program is designed for those who wish to teach students in grades K-12 who are learning English as a second language. Six credits of a modern foreign language and a course in human growth and development are required for licensure in addition to the graduate program requirements. This program is designed to meet initial licensure requirements in Virginia for teaching ESL in grades K-12.

Additional Endorsement Option: An additional endorsement in Elementary Education is available for students in this program. See information on “Teaching Licensure Additional Endorsement” under English as a Second Language on this page for requirements.

Degree Requirements

39 credits

Many courses require field experience. See course descriptions for details.

(ED 502 and ED 503 are required as the first courses in this program, as they provide the foundation for all other courses.)

ED 502 Foundations of Education
ED 503 Curriculum: Theory and Practice
ED 508 Special Education and the Exceptional Learner
ED 522 Reading, Language Development, and Remedial Strategies
ED 543 Fundamentals of Language Arts or EN 550 General Linguistics
ED 553 Teaching English as a Second Language
ED 563 ESL/ESP: Curricula, Materials, and Tests
ED 565 Cross-cultural Education and the Language Arts or ED 526 Cross-cultural/International Curricula
ED 570D Student Teaching: ESOL Students
ED 554 Computers and Technology in the Classroom
Graduate (500/600-level) elective, approved by advisor
Three (3) credits in applied linguistics: ED 561 Teaching Language Pragmatics, EN 552 Applied Phonology, EN 554 Applied Grammar: Syntactic Structures, or EN 558 History of the English Language

LEARNING DISABILITIES, K-12 (M.ED.)

This program is designed for those who wish to earn licensure and teach children with learning disabilities in grades K-12. Three credit hours in human growth and development are required for licensure in addition to the graduate program requirements.

Additional Endorsement Options: An additional endorsement in Emotional Disturbance is available to students in this program. Students must complete ED 512A Strategies for Teaching
Students with Emotional Disturbances and CE 515 Techniques for Behavioral Diagnosis and Intervention.

An additional endorsement in Elementary Education is also available to students in this program. See information under “Teaching Licensure Additional Endorsement” in Elementary Education (PK-6) on page 60 for requirements.

**Degree Requirements**

39 credits

Many courses require field experience. See course descriptions for details.

(ED 502 and ED 503 are required as the first courses in this program, as they provide the foundation for all other courses.)

ED 502 Foundations of Education
ED 503 Curriculum: Theory and Practice
ED 505 Characteristics of Students with Learning Disabilities
ED 512 Strategies for Teaching Students with Learning Disabilities
ED 519 Current Research, Trends, and Legal Issues in Special Education
ED 522 Reading, Language Development, and Remedial Strategies
ED 545 Transition and Family Issues for Individuals with Disabilities
ED 554 Computers and Technology in the Classroom
One (1) from the following: ED 538 Secondary Teaching Methods, ED 558 Elementary Math Methods, or ED 559 Elementary Science Methods
One (1) from the following: ED 537 Reading Across the Curriculum, ED 555 Reading and Language Arts: Grades PK-2, or ED 556 Reading and Language Arts: Grades 3-6
CE 511 Psychoeducational Assessment and Instructional Programming
ED 530 Student Teaching of Students with LD

**PROFESSIONAL STUDIES (M.ED.)**

This program is designed for those students who are not seeking a Virginia teaching license. Students in this program may be practicing teachers, education professionals who are not working in a classroom setting, or students who intend to teach in international or private schools. Along with completing a core of professional courses intended to develop the knowledge, skills, and dispositions basic to the field of education, students will complete an emphasis area and professional project designed to meet the individual needs, interests, and goals of the student.

**Degree Requirements**

(Students with an undergraduate education equivalent may waive the content of ED 502 and ED 503 and replace with additional elective hours.)

36 credits

21 credit hours from:

ED 502 Foundations of Education
ED 503 Curriculum: Theory and Practice or ED 584 Advanced Curriculum and Instruction
ED 508 Special Education and the Exceptional Learner
ED 526 Cross-cultural/International Curriculum or ED 565 Cross-Cultural Education and Language Arts
ED 550 Research Methods
ED 554 Computers and Technology in the Classroom or ED 574 Advanced Educational Technology
ED 540 Project

One of three professional emphasis areas must also be selected and 15 credits chosen from the following 3-credit classes:

**Teaching and Learning**

ED 537 Reading Across the Curriculum
ED 538 Secondary Teaching Methods
ED 535 Guiding and Assessing Students in Elementary Settings
ED 555 Reading and Language Arts: Grades PK-2
ED 556 Reading and Language Arts: Grades 3-6
ED 557 Social Studies/Literature: Grades PK-6
ED 558 Elementary Math Methods
ED 559 Elementary Science Methods
ED 568 Teaching English and Social Studies in the Middle/Secondary School
ED 569 Teaching Science, Mathematics, and Computer Science in the Middle/Secondary School

Other courses may be selected with the consent of an advisor.

**Exceptional Populations**

ED 505 Characteristics of Students with LD
ED 512 Strategies for Teaching Students with LD
ED 519 Current Research, Trends, and Legal Issues in Special Education
ED 522 Reading, Language Development, and Remedial Strategies
ED 545 Transition and Family Issues for Individuals with Disabilities
CE 505 Advanced Studies of Individuals with Exceptionalities
CE 516 Adolescent Psychology
CE 511 Psychoeducational Assessment and Instructional Programming
Other courses may be selected with the consent of an advisor.

**ESOL and International**
EN 550 General Linguistics or ED 543 Fundamentals of Language Arts
ED 522 Reading, Language Development, and Remedial Strategies
ED 553 Teaching English as a Second Language
ED 561 Teaching Language Pragmatics
ED 563 ESL/ESP: Curricula, Materials and Tests
EN 552 Applied Phonology
EN 554 Applied Grammar: Syntactic Structures
Other courses may be selected with the consent of an advisor.

**SECONDARY EDUCATION, 6-12 (M.ED.)**
This program is designed for persons who already have a B.A. or B.S. in any of the following content areas: Biology, Chemistry, Computer Science, Earth and Space Science, English, General Science, Mathematics, Physics, or Social Studies.

In order to maintain currency in the content area, students seeking a teaching license at the secondary level (grades 6-12) must have satisfactorily completed a course in their licensure endorsement area within five years prior to applying for a Virginia teaching license through Marymount.

**Degree Requirements**
39 credits
Many courses require field experience. See course descriptions for details.

(ED 502 and ED 503 are required as the first courses in this program, as they provide the foundation for all other courses.)

ED 502 Foundations of Education*
ED 503 Curriculum: Theory and Practice*
ED 508 Special Education and the Exceptional Learner*
ED 537 Reading Across the Curriculum: Secondary*
ED 538 Secondary Teaching Methods*
ED 554 Computers and Technology in the Classroom*
ED 526 Cross-cultural/International Curricula or ED 565 Cross-cultural Education and the Language Arts
ED 550 Research Methods
ED 568 Teaching English and Social Studies in Middle/Secondary School or ED 569 Teaching Science, Mathematics, and Computer Science in Middle/Secondary School*

CE 516 Adolescent Psychology*
Graduate (500/600-level) elective (It is highly recommended that this course be in the content area taken either at Marymount or through the Consortium of Universities of the Washington Metropolitan Area. The elective must be approved by an academic advisor.)

ED 570B Student Teaching: Secondary*
*Students in the Secondary Education program who are solely interested in licensure may apply for a Virginia teaching license after successfully completing all of these courses.

**SCHOOL COUNSELING (M.A.)**
Offered by the Counseling Department, this program prepares students for licensure as school counselors at elementary, middle, and high school levels. A Master of Arts degree is awarded upon completion of the required graduate credits. See the Counseling section beginning on page 53 for more information.

**PROGRAM OPTIONS**
Professional Development School Partnership
Through Fairfax County Public Schools and Arlington Public Schools, Marymount offers Professional Development School programs. These partnerships are collaborative licensure programs, and are available to selected M.Ed. candidates. Interns spend a full academic year in an elementary school. Students may elect to complete initial licensure for the Elementary Education (PK-6) program, the Learning Disabilities (K-12) program, or a dual Learning Disabilities/Elementary Education (PK-6) program. All field and clinical experiences, as well as student teaching, are supervised and take place at the schools.

International Student Teaching
Marymount University teacher candidates may apply to our International Student Teaching program. Candidates have the opportunity to student teach in a variety of English-speaking schools, including Marymount International Schools in Paris, London, and Rome. Qualified on-site and University supervisors observe and evaluate the candidates. Seven weeks of student teaching in Washington area schools is required prior to student teaching in an international setting. Tuition for the international experience remains the same. Candidates are responsible for transportation and housing expenses.

Other Partnerships
Opportunities for graduate students to work in year-long internships are also available with Falls Church City Schools and The Potomac School in McLean, Virginia. Contact an academic advisor or the Office of Graduate Admissions for further information.
FORENSIC PSYCHOLOGY

FORENSIC PSYCHOLOGY (M.A.)

This program provides graduates with the skills and knowledge they need to provide effective, high quality services in a variety of forensic settings. These include probation and parole, victim assistance, law enforcement, intelligence, trial consultation, policy, and advocacy. To accomplish this goal, the program balances traditional psychological knowledge and skills with a specialized understanding of the criminal justice and legal systems. The Forensic Psychology program has ongoing research with the Behavioral Science Unit of the FBI, Quantico, Virginia. The Forensic Psychology program also periodically offers short-term study opportunities in London, England.

Admission Requirements: In addition to Universitywide requirements for graduate admission (see page 14), the following are required:

- a bachelor's degree and satisfactory GPA (an undergraduate major in Psychology is preferred, however candidates from other fields will be considered);
- official transcripts of all postsecondary education;
- satisfactory scores on the GRE (including the Analytical Writing score), as determined by the Department;
- two letters of recommendation that speak directly to the applicant’s academic and interpersonal skills; and
- a personal statement, maximum 500 words, describing the applicant’s background and motivation for entering the field of study for which he/she is applying, as well as the applicant’s rationale for applying to Marymount’s Forensic Psychology program.

Deadlines:

Students are admitted for the fall semester only. Applications must be received by February 15. Applications received after February 15 will be considered for a future academic year.

Internship Prerequisite: In order to be admitted to an internship, students must have completed the internship application process, which includes a review of academic progress, completion of appropriate paperwork, submission of the $55 required application fee, and permission of the faculty. See the Forensic Psychology Student Handbook for additional details.

Research Requirement: All graduate students are required to log a minimum of 20 hours of research assistance under the guidance of one or more members of the Forensic Psychology faculty. See the Forensic Psychology Student Handbook for details.

Transfer Policies: Students in the program requesting course substitutions or course transfer from other institutions may be required to submit paperwork for review by the Forensic Psychology faculty.

Degree Requirements

39 credits

- PS 500 Research and Evaluation
- PS 501 Bases of Psychopathology
- PS 507 Applied Social Psychology
- PS 517 Neuropsychological Issues, Treatments, and Assessments
- PS 580 Foundations of Forensic Psychology
- PS 581 Psychology and the Law
- PS 582 Advanced Issues in Forensic Psychology
- PS 584 Psychology of Criminal Behavior or SOC 507 Juvenile Justice
- PS 585 Forensic Assessment
- PS 599F Internship
- SOC 510 Theories of Social Deviance
- Two (2) courses from the following: CE 508 Crisis Intervention; CE 509 Substance Abuse Assessment and Intervention; PS 519 Personality Theories; PS 529 Psychopathology of Childhood and Adolescence; CE 551 Multicultural Counseling; PS 586 Field Experience in Criminal Court; PS 587 Psychology, Social...
Policy, and Law; PS 588 Police Psychology; PS 589 Behavioral Criminology; PS 590 Issues in Criminal Assessment and Investigation; PS 592 Foundation of Political Psychology; PS 598 Project; CJ 501 Victims of Interpersonal Violence; CJ 508 Principles of Forensic Science I; CJ 509 Principles of Forensic Science II: Advanced Criminalistics; LA 500 Introduction to the Legal System; LA 590 Supervising Legal Research and Writing; LA 591 Advanced Legal Research and Writing/Computerized Legal Research; SOC 507 Juvenile Justice

(Students pursuing the M.A. in Forensic Psychology and M.A. in Community Counseling should select either CE 509 or CE 551 as one of their electives.)

With prior approval of faculty, graduate credit for other elective courses can be applied toward the student's degree.

FORENSIC PSYCHOLOGY WITH COMMUNITY COUNSELING OPTION (M.A./M.A.)

Marymount offers a Community Counseling option for students in the Forensic Psychology program. This is an opportunity to earn both a Master of Arts in Forensic Psychology and a Master of Arts in Community Counseling, while completing the academic requirements needed for licensure as a professional counselor (LPC). Graduates of the program are eligible to sit for the National Board for Certified Counselors (NBCC) examination and begin the supervised experience necessary to become a licensed professional counselor.

Marymount's Community Counseling program focuses on clinical techniques applicable to specific populations, providing experiences that are transferable to the contemporary workplace. For additional information about the M.A. in Community Counseling program, see page 54.

Marymount's Forensic Psychology program prepares students to work in a variety of forensic settings through interdisciplinary coursework in psychology, counselor education, sociology, criminal justice, and public policy.

Admission Requirement: To be admitted to this program, students must first seek admission to the Forensic Psychology program. After completion of 26 credit hours in the Forensic Psychology program, the student must apply, and be admitted, to the Community Counseling program. An interview is required as part of the Community Counseling program admission process.

Total Program Requirements

75 credits

In addition to courses required for the M.A. in Forensic Psychology (see page 63), students will complete the following courses to earn an M.A. in Community Counseling:

- CE 502 Foundations, Ethics, and Professional Issues in Community Counseling
- CE 503 Advanced Human Growth and Development
- CE 509 Substance Abuse Assessment and Intervention*
- CE 510 Survey of Testing and Assessment
- CE 520 Theories of Counseling
- CE 522 Counseling for Individuals
- CE 523 Group Counseling Techniques
- CE 524 Theories and Techniques of Family Counseling
- CE 530 Career Development Counseling
- CE 536 Advanced Counseling: Theories and Techniques
- CE 551 Multicultural Counseling*
- CE 597C Practicum
- CE 599C Internship (instead of PS 599F)

Students who have taken CE 509 or CE 551 as part of their Forensic Psychology program should consult an advisor for an acceptable elective to meet the 75-credit program requirement.
Title II, Higher Education Act Reporting Requirements

In October 1998, the U.S. Congress enacted amendments to the Higher Education Act (HEA). As amended, Title II of the HEA addressed the issue of the quality of teacher preparation by including new accountability measures including reporting requirements for institutions and states on teacher preparation and licensing. As required by the Act, the results of those who completed the Marymount University Education program during the 2005-06 academic year (graduated in December 2005, spring 2006, and summer 2006) are as follows:

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>MU Students Taking Test</th>
<th>MU Students Passing Test</th>
<th>MU Pass Rate</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BASIC SKILLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPST reading</td>
<td>21</td>
<td>21</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>PPST writing</td>
<td>23</td>
<td>23</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>PPST mathematics</td>
<td>23</td>
<td>23</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Computerized PPST reading</td>
<td>66</td>
<td>66</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Computerized PPST writing</td>
<td>64</td>
<td>64</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Computerized PPST mathematics</td>
<td>64</td>
<td>64</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td><strong>ACADEMIC CONTENT AREAS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>69</td>
<td>69</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>AGGREGATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic skills</td>
<td>87</td>
<td>87</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>Academic Content Areas (Mathematics, English, etc.)</td>
<td>85</td>
<td>85</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td><strong>SUMMARY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Assessments</td>
<td>99</td>
<td>99</td>
<td>100%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Scores of assessments with fewer than ten individuals are not reported as required by Title II reporting requirements.
School of Health Professions

Dean: Dr. Theresa Cappello

The School aims to support the mission of Marymount University to foster the individual development of each student and enable students to become competent health professionals. The School of Health Professions seeks to promote:

- a scholarly climate that fosters critical thinking, creativity, ethical decision making, and self-directed lifelong learning in an environment where knowledge and research are valued;
- a prominent presence in the community by providing health care, health education and promotion, and continuing education offerings;
- graduates who are competent health professionals prepared to contribute and respond to society's changing health needs; and
- respect for life, human development, and individual differences.

Nondegree Admission: Graduate nondegree admission in the School of Health Professions allows students to enroll only in Health Promotion Management classes, Nursing core classes (NU 501, NU 512, NU 550, NU 551, NU 590, NU 591), and Nursing electives. Nondegree students may not enroll in courses in the clinical majors. Nondegree admission is limited to a total of 9 credits and two consecutive semesters.

HEALTH PROMOTION MANAGEMENT

HEALTH PROMOTION MANAGEMENT (M.S.)

This program prepares new and current health promotion practitioners to plan, implement, and evaluate health promotion and wellness programs in a variety of settings: hospitals, corporations, health maintenance organizations, community health agencies, health clubs, government agencies, and academic campuses. Coursework provides students with the opportunity to acquire knowledge and skill in:

- designing and evaluating health promotion programs;
- behavior change;
- program management; and
- specific health content areas, such as fitness assessment, program design, nutrition, weight control, and stress management.

Admission Requirements: In addition to the Universitywide requirements for graduate admission (see page 14), applicants must also:

- present acceptable scores from either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) (see note on page 14);
- provide two letters of recommendation from educators or employers who can attest to the applicant's potential for graduate work; and
- interview with the department chair.

NOTE: The testing requirement is waived for students who have earned a master's degree from an accredited college or university. Students with significant professional experience and a record of outstanding undergraduate or graduate performance may petition the chair for a waiver of the standardized test requirement.

Minimum Grade Requirement: A grade of B- or better is needed to pass core courses. No course may be repeated more than once. Students who receive a grade below B- in three or more graduate courses are subject to dismissal, even if courses were repeated for a higher grade. Students are required to maintain a cumulative grade point average of 3.0 or higher.

Degree Requirements

36 credits

HPR 501 Foundations of Health Education and Health Promotion
HPR 502 Introduction to Public Health and Preventive Medicine
HPR 520 Principles of Epidemiology
HPR 534 Topics in Nutrition and Weight Management or HPR 500 Exercise Physiology
HPR 540 Designing and Evaluating Health Promotion Programs
HPR 555 Health Communication
HPR 598 Internship
NU 591 Health Care Research
Six (6) credits in HPR electives
Six (6) additional credits of graduate coursework
NURSING

Marymount offers the Master of Science in Nursing program with two concentrations:
• Family Nurse Practitioner
• Nursing Education

Marymount’s Nursing programs are accredited by the National League for Nursing Accreditation Commission (NLNAC) and the State Board of Nursing of the Commonwealth of Virginia. The NLNAC is located at 61 Broadway, 33rd Floor, New York, NY 10006 (212) 363-5555, ext. 153. These programs are also accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, Suite 530, Washington, DC 20036.

PROGRAMS

Admission Requirements for Degree Programs: In addition to Universitywide graduate admission requirements (see page 14), applicants must:
• have graduated from an accredited B.S.N. program;
• have a minimum 3.0 GPA on a 4.0 scale;
• hold R.N. licensure in Virginia and DC prior to placement in clinical courses;
• hold liability/malpractice insurance;
• provide two letters of recommendation from educators or employers who can attest to the applicant’s potential for graduate work;
• submit a current résumé;
• interview with the Graduate Nursing chair; and
• Family Nurse Practitioner program applicants must have two years of full-time experience or the equivalent.

Admission Requirements for Certificate Programs: In addition to Universitywide admission requirements for graduate and post-master’s certificate programs (see page 15), applicants must:
• interview with a School faculty member; and
• hold an M.S.N. degree

Residency Requirements for Certificate Students: Certificate-seeking students must complete two-thirds of the required credits at Marymount University.

Clinical Requirements: All graduate Nursing students must submit evidence of a recent health examination and required immunizations upon entering the University.

Students must provide evidence of the following before entering each practicum course:
• TB testing or screening if PPD is positive (required annually);
• written verification of CPR certification from the American Heart Association (BLS for Healthcare Provider) or the American Red Cross (Professional Rescuer), required prior to registration for the first clinical Nursing course;
• current health insurance coverage;
• documentation of malpractice insurance;
• a criminal background check, which is a federal requirement for all persons working with vulnerable populations; and
• additional requirements as stated by specific health care agencies.

Students enrolled in clinical courses are not guaranteed their choice of placement site.

Clinical Experience Transportation: Students provide their own transportation to and from clinical experiences. The University’s free shuttle service connects the Main Campus, the Ballston Center, and the Ballston-MU Metro station.

Graduation Requirements: All graduate Nursing students must take and pass a comprehensive examination in the semester of graduation.

Legal Limitations of Licensure: The practice of nursing is regulated by state laws. Questions concerning licensure in a specific state should be directed to that state’s Board of Nursing. Applicants for nursing licensure in Virginia are required to notify the State Board of Nursing if they have:
• been convicted of (or pled nolo contendere to) a violation of any federal or state law;
• been hospitalized or received treatment for chemical dependence during the two years preceding application to complete the licensing examination; or
• a mental or physical condition that could interfere with their ability to practice.

Minimum Grade Requirements: Successful completion of a graduate Nursing course requires a grade of B or better. A student may repeat one course in which a grade of B- or lower is earned. A grade of B- in a second course may result in dismissal from the program.
FAMILY NURSE PRACTITIONER (M.S.N.)
This program prepares nurse practitioners to provide primary care to the family. An in-depth study is made of health, as well as common acute and chronic illnesses throughout the life cycle. Laboratory and clinical experiences are provided to develop competence in the diagnosis and treatment of common illnesses. This degree program prepares graduates to sit for nationally recognized certification examinations offered by the American Association of Nurse Practitioners and the American Nurses Credentialing Committee.

Degree Requirements
42 credits
- NU 501 Theoretical and Ethical Foundations of Advanced Nursing Practice
- NU 512 Nursing and Health Care Systems and Organizations
- NU 550-551 Advanced Pathophysiology I & II
- NU 552 Advanced Pharmacology
- NU 590 Health Care Data Analysis
- NU 591 Health Care Research
- NUF 501 Professional Role Development of the Family Nurse Practitioner
- NUF 502 Advanced Assessment and Health Screening for the Family Nurse Practitioner
- NUF 503-504 Primary Care of the Family I & II

FAMILY NURSE PRACTITIONER (POST-MASTER’S CERTIFICATE)
The post-master’s certificate program prepares graduates to sit for nationally recognized certification examinations offered by the American Association of Nurse Practitioners and the American Nurses Credentialing Committee.

Certificate Requirements
30 credits
- NUF 501 Professional Role Development of the Family Nurse Practitioner
- NUF 502 Advanced Assessment and Health Screening for the Family Nurse Practitioner
- NU 550-551 Advanced Pathophysiology I & II
- NU 552 Advanced Pharmacology
- NUF 503-504 Primary Care of the Family I & II

NURSING EDUCATION (M.S.N.)
This program prepares nurses for successful careers as nurse educators in a variety of academic and service settings. The curriculum emphasizes acquisition and enhancement of the knowledge, skills, and abilities necessary for success as a nurse educator. Foundational content in areas such as the organization and administration of educational programs, adult-focused teaching and learning theories, educational research and evaluation, and curriculum development is complemented by practice-based topics including teaching strategies, syllabus development, and test construction. Educational practicums may include experiences in classroom, online, and clinical settings, and provide opportunities to apply acquired theoretical and practice-based knowledge to teaching.

Degree Requirements
40 credits
- NU 501 Theoretical and Ethical Foundations of Advanced Nursing Practice
- NU 512 Nursing and Health Care Systems and Organizations
- NU 550-551 Advanced Pathophysiology I & II
- NU 552 Advanced Pharmacology
- NU 553 Advanced Health Assessment
- NU 590 Health Care Data Analysis
- NU 591 Health Care Research
- NUE 503-505 Nursing Education I, II, & III
- NUE 590 Nursing Education Practicum
- Elective

NURSING EDUCATION (POST-MASTER’S CERTIFICATE)

Certificate Requirements
25 credits
- NU 550-551 Advanced Pathophysiology I & II
- NU 552 Advanced Pharmacology
- NU 553 Advanced Health Assessment
- NUE 503-505 Nursing Education I, II, & III
- NUE 590 Nursing Education Practicum
R.N.-TO-M.S.N. PROGRAM

This program provides an opportunity for nurses with an associate degree in Nursing to earn a master’s degree in Nursing. Students who have not earned a bachelor’s degree must complete the equivalent of the 48 credits that comprise the University’s Liberal Arts Core. (See the University’s Undergraduate Catalog for more information about the Liberal Arts Core.) Students who hold a bachelor’s degree are exempt from this requirement. Transfer credit may be granted for courses completed before beginning the R.N. to M.S.N. program.

All students must complete eight (8) credits in transitional Nursing courses with a minimum grade of C+:
- NU 400 Health Promotion and Risk Reduction in Communities
- NU 412 Introduction to Leadership, Management, and Advocacy

Admission Requirements: Applicants need the following:
- one to two years of recent nursing experience;
- R.N. licensure;
- two letters of recommendation from educators or employers who can attest to the applicant’s potential for graduate work;
- a minimum GPA of 3.0; and
- interview with the chair of the M.S.N. program

Applicants who do not hold a bachelor’s degree, but meet the other admission requirements, may apply to this program through the Office of Undergraduate Admissions. Please consult this office and the Undergraduate Catalog for further information.

PHYSICAL THERAPY

PHYSICAL THERAPY (D.P.T.)

This program prepares generalist practitioners for professional roles consistent with contemporary physical therapy practice in the United States. The program’s goals are to:
- graduate scholarly practitioners who have sound clinical decision-making skills and are well prepared for general practice;
- nurture self-responsibility, active learning, intellectual curiosity, and self-efficacy in lifelong learning;
- prepare students for the various professional roles of the physical therapist practitioner (e.g., clinician, manager, educator, advocate, researcher, consultant); and
- produce well-informed ethical decision makers who embrace cultural diversity and aspire toward service to others and contributions to broader social welfare.

The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Admission Requirements and Eligibility: Since the Physical Therapy (PT) program is a three-year, full-time program, applicants have a separate admissions process and a notification of admission status shortly after the required interview. Entry into the program is in the fall semester only. Class size is limited to 25 students. Students should submit a complete Physical Therapy application to the Graduate Admissions Office by December 15. Applications submitted after December 15 will be considered on a space-available basis.

Applicants need the following:
- a bachelor’s degree from an accredited college or university prior to entry into the Physical Therapy program;
- a 3.0 or higher cumulative GPA for all college and university coursework;
- a 3.0 or higher cumulative GPA for all prerequisite science and mathematics coursework; and
- completion of 40 hours of observation or volunteer service work in a physical therapy clinical setting, verified by a physical therapist from the clinical setting. These hours may be completed at more than one clinical facility.

Application materials are available on the University Web site or from the Graduate Admissions Office. A complete application includes:
- the University application form for the Physical Therapy program;
- an autobiographical essay, as described in the application packet, that outlines the applicant’s interest in physical therapy as well as educational and career goals;
- official transcripts for all college and university coursework;
- verification of completing 40 hours of clinical observation or work in a physical therapy setting under the supervision of a licensed physical therapist;
- two letters of recommendation (using the form provided in the application packet) from faculty, academic advisors, or employers addressing the applicant’s ability, motivation, and interest in pursuing graduate studies in Physical Therapy; and
- scores from the Graduate Record Exam (GRE).

The Physical Therapy program’s Admissions Committee reviews all applications. Initial evaluation of applicants includes assessment of overall GPA, prerequisite science and mathematics GPA, GRE scores, applicant’s written statement, community activities, and recommendations.
Special consideration is given to current Marymount students who have completed at least two full-time semesters at Marymount prior to applying, Marymount University graduates, and persons from minority groups that are underrepresented in the profession.

Applicants are selected based upon their qualifications and potential to contribute to the profession and their community, and who represent a broad diversity of backgrounds.

After the initial review of an applicant's preliminary materials, he or she may be invited to participate in an interview, typically a Saturday in late January or early February. Interview Day consists of a personal interview, group activity, and facility tour. Please check the University Web site or call the Office of Graduate Admissions to determine the dates of Interview Day for the upcoming year. Admission decisions are announced to applicants within 30 days following their scheduled interview. All accepted students must confirm acceptance within three weeks of notification.

Prerequisite Coursework: The following courses, or their equivalent, must be completed with a grade of C or better (C– is not acceptable) prior to beginning the Physical Therapy program; however, please note that a cumulative GPA of 3.0 or better in all PT prerequisite coursework is required for admission. No more than 12 credits from this group of courses may remain incomplete at the time of application to the program. For those students admitted to the program, final transcripts for these courses (if applicable) must be submitted to the PT office by mid-August.

CHM 151-152 Principles of Chemistry I & II (8 credits)
BIO 151-152 General Biology I & II (8 credits)
BIO 161-162 Anatomy and Physiology I & II (8 credits)
PHYS 171-172 General Physics I & II (8 credits)
College-level mathematics (3 credits)
MA 132 Statistical Analysis (3 credits)
PSY 101 General Psychology (3 credits)
Psychology or Sociology elective (3 credits)

International students for whom English is a second language, please see Test of English as a Foreign Language score requirements on page 14.

Provisional Admission Policy: Occasionally, an applicant who does not fully meet Physical Therapy admission requirements may be admitted as a provisional student. Candidates for provisional admission are evaluated by the Department of Physical Therapy, and documents supporting a request for provisional admission are forwarded to the dean for approval.

Provisional students must complete the first semester of graduate study with a GPA of 3.0 or better. Failure to meet this condition or withdrawal from required first-semester courses will result in dismissal from the program. After successful completion of the first semester of the Physical Therapy program, a provisional student will be moved to active status.

Clinical Education: Clinical activities are integrated throughout the three-year curriculum. Integrated part-time clinical experiences take place in local physical therapy clinics and coincide directly with didactic learning activities. Clinical full-time practicums take place in clinics locally, nationally, and internationally. The majority of full-time clinical placements occur within the greater metropolitan Washington area and nearby states. Typically, students complete full-time practicums in 8-week or 12-week rotations, at three different clinic sites.

Clinical Requirements: A copy of each PT student's medical examination record is required upon admission. Physical Therapy Students must also provide:

• written verification of testing for tuberculosis or screening if PPD is positive (required annually) prior to registering for classes;
• written verification or letter of declination of the following immunizations: Hepatitis B, MMR, Chicken Pox, and Tetanus/Diphtheria;
• written verification of health insurance coverage, submitted to the clinical agency coordinator;
• written verification of CPR certification (adult, child, and infant), prior to registration for the first clinical Physical Therapy course (current CPR certification must be provided to the clinical agency coordinator each semester);
• a criminal background check, which is a federal requirement for all persons working with vulnerable populations;
• drug screening, as required by some clinical agencies; and
• additional requirements as stated by specific health care agencies.

Students will not be permitted to register for classes until all requirements are met.

Clinical Experience Transportation: Students provide their own transportation to and from some courses and all clinical experiences. The University's free shuttle service connects the Main Campus, the Ballston Center, and the Ballston-MU Metro station.

Minimum Grade and Academic Progression Requirements: In addition to meeting the University's academic standards for graduate students, Physical Therapy students MUST receive a minimum grade of B– in each course required for the D.P.T. degree. However, students are only allowed to receive a grade
lower than a B in two courses across the entire Physical Therapy curriculum. Receiving three grades lower than a B will result in dismissal from the PT program.

In order to progress in the program, a student who receives a grade less than B– must repeat the course and achieve a grade of B or better upon retake. Contingent upon availability of space in the class the following year, the student will be given one opportunity to repeat the course in which a grade less than B– was received. Both the original grade and the grade of the repeated course will appear on the student’s transcript. Only the higher grade will be used to calculate the GPA. Receiving three grades lower than B will result in dismissal from the PT program, even if courses were repeated with a grade of B or better.

Upon receiving a grade lower than a B–, a student should immediately contact the PT department chair.

Provisional students who do not complete the full course load in the first semester of graduate study or do not receive a semester GPA of 3.0 or better will be dismissed from the program.

The Thesis: All candidates are required to complete a written thesis as part of a small-group research project that spans the three-year curriculum and culminates in a professional presentation of the scientific findings during the final year of the program.

The Comprehensive Examination: Each student must pass a comprehensive written examination after completion of all coursework. All Physical Therapy program faculty members contribute questions to the exam.

Degree Requirements
95 credits

Year One

Fall
PT 700 Clinical Neuroscience
PT 701 Applied Pathophysiology
PT 702 Health Care Delivery and Contemporary Society

Spring
HPR 500 Exercise Physiology
PT 710 Gross Anatomy
PT 711 Foundations of PT Examination, Evaluation, and Diagnosis
PT 712 Critical Assessment of Information

Year Two

Fall
PT 720 Evaluation and Management of Patients with Peripheral Musculoskeletal Disorders
PT 721 Evaluation and Management of Patients with Spinal Musculoskeletal Disorders
PT 722 Physical Agents and Electrotherapeutics
PT 723 Research Principles and Design

Spring
PT 730 Evaluation and Management of Patients in Acute Care
PT 731 Clinical Application of PT Management of Patients in Acute Care
PT 732 The PT as a Manager
PT 733 Evidence-Based Clinical Practice
PT 734 Thesis Seminar I

Summer
PT 800 Clinical Practicum I

Year Three

Fall
PT 740 Evaluation and Management of Patients with Neurological Disorders
PT 741 Clinical Applications of PT Management of Patients with Neurological Disorders
PT 742 Special Populations in Physical Therapy
PT 743 Thesis Seminar II
PT 801A Clinical Practicum II

Spring
PT 740B Clinical Practicum II
Elective
PT 754 Capstone Seminar

Summer
PT 802 Clinical Practicum III
PT 803 Clinical Case Reports

*Elective – Choose from: PT 750 Sport Physical Therapy, PT 751 Geriatric Physical Therapy, PT 752 Neurological Physical Therapy, PT 753 Pediatric Physical Therapy (Not every elective course is offered every year.)

PHYSICAL THERAPY – TRANSITIONAL D.P.T. PROGRAM

This program of study offers licensed physical therapists who hold a master's degree in Physical Therapy the opportunity to earn the Doctor of Physical Therapy degree. The focus of the program is to bridge the gap between current Doctor of Physical Therapy and master’s degree entry-level expectations. The program is delivered primarily in a distance-education format. Students are required to come to campus one weekend only, for a two-day seminar in concepts of professionalism in an autonomous profession.
The mission of this program is to provide an affordable, practical, and career-enhancing plan of study that allows master's-prepared physical therapists to transition their current entry-level professional degree to the Doctor of Physical Therapy degree.

**Admission Requirements**

*Marymount M.S.P.T. graduates*

Applicants must do the following:

- provide evidence of being currently licensed to practice physical therapy in a state or jurisdiction of the United States; and
- complete a Marymount graduate admission application

*Non Marymount University-educated physical therapists*

Applicants must be a graduate of a Physical Therapy program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Applicants must also:

- hold a master's degree in Physical Therapy or equivalent graduate degree;
- hold a license to practice physical therapy in a state or jurisdiction of the United States;
- complete a Marymount application for admission into the Transitional DPT (tDPT) program;
- provide two letters of recommendation; and
- provide evidence of at least three (3) credits of professional coursework in each of the following areas:
  - scientific inquiry
  - ethics
  - business/organizational management
  - health care systems

**Minimum Grade and Academic Progression Requirements:**

Students must receive a minimum grade of B in all Transitional DPT courses. Students who receive a grade of B- or lower must repeat the course to achieve a grade of B or better before the course is considered “passed.” A student who receives a grade of B- or less in three or more required Transitional DPT courses will be dismissed from the Transitional DPT program.

**Degree Requirements**

*(For graduates of Marymount’s M.S.P.T. program)*

14 credits

- PT 770 Screening for Medical Disorders
- PT 771 Medical Imaging and Rehabilitation
- PT 772 Pharmacology in Rehabilitation
- PT 773 Legal and Ethical Issues for PTs: Considerations in Risk Management
- PT 774 Clinical Decision Making: Guide to PT Practice
- PT 775 Business and Marketing
- PT 776 Coding and Reimbursement
- PT 777 Professionalism: The Doctoring Profession
- PT 778 Critical Assessment and Application of Best Evidence
  (Marymount University Class of 2004 exempted from this course)

*(For graduates of other M.S.P.T. programs)*

30-31 credits (includes 12 credits of coursework transferred from another institution)

- PT 770 Screening for Medical Disorders
- PT 771 Medical Imaging and Rehabilitation
- PT 772 Pharmacology in Rehabilitation
- PT 773 Legal and Ethical Issues for PTs: Considerations in Risk Management
- PT 774 Clinical Decision Making: Guide to PT Practice
- PT 775 Business and Marketing
- PT 776 Coding and Reimbursement
- PT 777 Professionalism: The Doctoring Profession
- PT 778 Critical Assessment and Application of Best Evidence
- PT 780 Capstone Project Proposal
- PT 781 Capstone Project
- PT 782 Capstone Project Completion (may be required to complete case report)
Course Descriptions

ACCOUNTING

ACT 504 Tax Accounting
Addresses federal income tax laws and regulations for corporations and individuals, tax planning, tax research, and tax practice. Offered in spring semester, even-numbered years, only. Prerequisite: MBA 512 or MBA 516. (3)

ACT 520 Accounting Information Systems
Survey of the principles and techniques of auditing and control of information systems. The course covers auditing concepts, concerns, and objectives; information systems controls and tests; privacy, integrity, and security; and legal aspects of information systems. Offered spring semester, odd-numbered years, only. Prerequisites: MBA 512 or MBA 516, and IT 503. (3)

ACT 521 Internal Auditing I
Provides a broad understanding of responsibilities, tasks, and concepts of internal auditing. Primary emphasis on the internal auditor’s role as an agent of top management for gathering, evaluating, and reporting information concerning controls and performance. Offered fall semester, even-numbered years, only. Prerequisite: MBA 512 or MBA 516. (3)

ACT 525 Fraud Auditing and Forensic Accounting
Provides an in-depth study of financial statement fraud (i.e., fraudulent reporting by owners or top management to outside users of financial statements), internal fraud (i.e., fraud schemes perpetuated by employees), forensic accounting, and the relationship and application of financial facts to legal problems. Offered fall semester, odd-numbered years, only. Prerequisite: MBA 512 or MBA 516. (3)

BUSINESS ADMINISTRATION

MBA 512 Financial Accounting
Examines the accounting cycle, as well as the preparation and understanding of financial statements as decision-making tools. (3)

MBA 513 Organizational Communications
Focuses on the skills managers must have to communicate effectively at work. Emphasizes clear writing, as well as clear and engaging presentation preparation. Requires successful demonstration in the use of today’s technology to communicate with a variety of business audiences. Includes projects requiring teamwork and an understanding of vertical and horizontal communication patterns. (3)

MBA 514 Quantitative Methods for Management
Provides students with a basic understanding of the concepts and applications of quantitative methods and models to support managerial decision-making processes throughout the organization. Commonly available spreadsheet software will be used. (3)

MBA 515 Organizational Behavior
Addresses the best contemporary management and organizational theories and their roots. This critical analysis will examine the influence of individual, group, and organizational processes on behavior in organizations. The purpose of the course is to familiarize students with principles that can be applied to manage human resources, enhance individual and group performance, and increase organizational effectiveness. (3)

MBA 516 Managerial Accounting
Examines management control systems and their impact on management decision making and control. Topics include activity-based costing, break-even analysis, standard costs and variances, and the budget process. A basic knowledge of accounting principles is assumed. (3)

MBA 518 Managerial Economics
A rigorous treatment of microeconomic theory and its applications. Examines quantitative techniques appropriate to demand forecasting, price determination, market share strategies, and resource planning. (3)

MBA 520 Macroeconomics
Treats the scope of national income accounting, the Keynesian and post-Keynesian models, consumption, savings, the multiplier, investment and public sector spending, money and interest, and the general equilibrium model. Considers questions of economic growth and relevant public policy. (3)

MBA 522 Corporate Finance
Presents a wide range of important issues in managerial finance, including such topics as the role of finance in organizations, principles of financial analysis and control, capital budgeting techniques, investment decisions under uncertainty, financial structure and cost of capital, sources of long- and short-term financing, working capital management, and the multinational aspect of financial management. Prerequisite: MBA 512 or MBA 516. (3)
MBA 524 Strategic Marketing Management
Identifies and analyzes marketing problems in business and public institutions. Weighs the effects of environment, competition, society, the economy, and the media on marketing objectives and strategies. Emphasizes the total marketing package, including market segmentation, promotion, advertising, pricing, packaging, and distribution. Prerequisite: MBA 514, MBA 522, and MBA 518 or MBA 520. (3)

MBA 526 Strategic Management Seminar
This is the capstone course in the M.B.A. program. Using the perspective of top management of an enterprise, the course considers operational situations, policy issues, and policy and strategy response. Employs case methods to provide the student with the opportunity to make decisions under conditions of uncertainty. Students are encouraged to take this class in the last semester. Prerequisites: the completion of 24 graduate credit hours, including MBA 522 and MBA 524. (3)

COUNSELING

CE 500 Research and Evaluation
Provides an overview of various research approaches, methods and techniques, with an emphasis on interpretation of published research data. Topics include methods of data analysis, research designs, data collection techniques, and writing research reports. (3)

CE 502 Foundations, Ethics, and Professional Issues in Community Counseling
Examines contemporary views of behavior in a sociocultural and historical perspective, enabling the student to acquire a holistic overview of the counseling field. Addresses professional and ethical issues confronting human service providers. Must be completed prior to or concurrent with any clinical and professional skills courses. (3)

CE 503 Advanced Human Growth and Development
A survey of research and findings in the field of development across the life span. Topics include philosophical models of development such as the organismic and contextual models; the nature-nurture and continuity-discontinuity controversies; and state theories of development such as those of Kohlberg, Piaget, Freud, and Erikson. (3)

CE 505 Advanced Study of Individuals with Exceptionalities
Examines the relationship between normal psychosocial development and the development of various exceptionalities including sensory handicaps, mental deviations, communication disorders, behavior disorders, learning disabilities, health impairments, and the gifted/talented special education process in the school setting. Emphasis is placed on etiology, diagnosis, and intervention techniques, as well as the counselor's role in working with client exceptionalities. (3)

CE 508 Crisis Intervention
Familiarizes the student with the different aspects of crisis intervention, including an examination of an effective crisis therapist; crisis assessment; intervention strategies and techniques; and a critical analysis of developmental, situational, and existential crises. (3)

CE 509 Substance Abuse Assessment and Intervention
The goal is to familiarize the student with the various aspects of substance abuse and its treatment. Topics include definitions and conceptualizations of substance abuse; medical, social, and behavioral models of addiction; psychopharmacology of drugs; and intervention strategies and techniques. (3)

CE 510 Survey of Testing and Assessment
An overview of test design, construction, and interpretation. Emphasis is placed on intellectual, cognitive, and educational tests, while personality, vocational, and interest inventories also are introduced. Practical issues of testing, including ethical concerns, are examined. (3)

CE 511 Psychoeducational Assessment and Instructional Programming
Designed to help the teacher develop techniques of formal and informal assessment, data collection and interpretation, and individual educational planning for exceptional learners. Clinical practice in use of appraisal instruments is provided. (3)

CE 513 Assessment of Personality and Social Functioning
Further develops knowledge of the administration, scoring, and interpretation of personality tests, interest inventories, and vocational tests. Emphasis on test administration and interpretation. Prerequisite: CE 510. (3)
CE 515 Techniques for Behavioral Diagnosis and Intervention
Develops skills in ascertaining and managing a student's emotional overlay through individual and group behavior management techniques. Emphasis is placed on the development of competencies relative to individual and group management including self-monitoring skills and the use of classroom peers as behavior change agents. (3)

CE 516 Adolescent Psychology
The purpose of this course is to develop an advanced level of understanding of theoretical and practical knowledge of adolescent psychology and how it relates to human growth and development. Emphasis is on helping the student to understand and apply the results of research studies to current issues facing today's adolescents. Biological, emotional, psychological, cognitive, and social development will be examined along with critical issues and topics determined by the interest of the class. (3)

CE 519 Personality Theories
A systematic study and analysis of the major theoretical approaches to the study of personality, personality development, and individual differences. Particular emphasis is given to applications of these theories to current situations. (3)

CE 520 Theories of Counseling
Furnishes an overview of theories of counseling and psychotherapy and examines the philosophical systems underlying those models. The course also provides a background in professional ethics and standards and knowledge of issues related to the application of psychological services to diverse populations. Must be taken prior to or concurrent with any clinical and professional skills courses. (3)

CE 522 Counseling for Individuals
Focuses on skills necessary for effective interaction and communication in a variety of situations, with the emphasis on individual counseling. A special section for School Counseling students addresses the skills necessary to carry out individual counseling in the school setting. A minimum grade of B is required. Corequisites: Counseling — CE 501 and CE 520; School Counseling — CE 520. (3)

CE 523 Group Counseling Techniques
By combining discussions of various techniques of group counseling with in-class experiences in group dynamics, this course enables the student to develop skills for working with clients of diverse backgrounds in various settings. A special section for School Counseling students addresses the skills necessary to carry out group counseling in the school setting. A minimum grade of B is required. Prerequisite: CE 522. (3)

CE 524 Theories and Techniques of Family Counseling
Provides an eclectic view of family dynamics and counseling strategies while also providing the student with practical skills for working with families of diverse backgrounds. Prerequisite: CE 522. (3)

CE 530 Career Development Counseling
Presents a framework for understanding how career development issues unfold, what the appropriate counseling procedures are at each stage, and use of various assessment procedures. A special section for School Counseling students addresses the skills necessary to carry out career counseling in the school setting. (3)

CE 534 Counseling Children and Adolescents
Provides an overview of the assessment, treatment, and ethical issues unique to counseling children and adolescents in mental health or educational settings. It provides students with relevant information about child and adolescent development and strategies for dealing with at-risk populations. Also explores the techniques used to understand and evaluate child and adolescent behavior. Offered summer semester only. Prerequisites: CE 522 and PS 529. (3)

CE 536 Advanced Counseling: Theories and Techniques
This course will emphasize the clinical issues that arise in counseling, including issues of alienation from the self, lack of effective coping skills, and interpersonal difficulties. It will include the various components of the patient-counselor interaction, including how to understand the client, how to form a working alliance, and how to set and achieve goals in counseling. It will help the student-counselor to understand his or her own reactions and attitudes toward the client, as well as the client's experiences during counseling. Prerequisites: CE 522, CE 523, and CE 597. (3)

CE 540 Contemporary and Historical Religious Perspectives
Offers students an overview of the various religious and spiritual perspectives from the religions of the world. Students will explore beliefs, traditions, rituals, and practices from various religious and spiritual frameworks. Students will also be expected to share and explore personal religious and spiritual belief systems as they relate to their identity as a pastoral counselor. (3)
CE 541 Pastoral Counseling Integration
Prepares students to integrate counseling theory with spiritual and theological principles. This course includes spiritual and religious perspectives in the field of counseling, theoretical counseling applications in spiritual settings, and applied exercise in personal and professional development for pastoral counselors. Course to be taken at the end of the student’s program. (3)

CE 542 Grief and Loss
Designed to provide a foundation for practice in the area of grief and loss. The practice of grief counseling is based on an in-depth understanding of the various theories and models associated with grief and loss and the applications of those models. Major and minor types of losses related to grief and loss will be explored as well as differing reactions across developmental stages. Self-exploration of personal experiences, responses, and reactions to grief and loss will be examined. (3)

CE 549 Moral and Spiritual Development and Ethical Issues in Counseling
Offers a foundation into the theories and models of moral and spiritual development and addresses the common ethical issues associated with these theories as they relate to the counseling profession. Prerequisite: CE 503. (3)

CE 551 Multicultural Counseling
A survey of minority mental health literature concerning the role of cultural, ethnic, and racial influences on behavior, coping, symptoms, assessment, psychopathology, and treatment. Focus is on developing an understanding of the impact of ethnicity on the mental health status of minority individuals. (3)

CE 560 Foundations, Ethics, and Professional Issues in School Counseling
An introductory overview of school counseling programs at the elementary, middle, and secondary levels. Philosophy and basic principles in school counseling are addressed. This course requires a 20-hour field experience in a school setting. Offered fall semester only. (3)

CE 561 Practices of School Counseling
This course provides an overview of counseling practices necessary to function at the elementary, middle, and secondary levels. Focus is on facilitating the continuing advancement of professional knowledge and skills through the presentation of techniques and strategies for working with elementary, middle, and secondary students in all areas of the school setting. Offered spring semester only. Prerequisites: CE 560 and CE 522. Corequisite: CE 597. (3)

CE 597C Community Counseling Practicum
The practicum in Counseling provides students with beginning practical experience in a counseling setting. The practicum totals 180 hours over one semester, including 40 hours of direct client contact. Weekly on-site supervision by the on-site supervisor and weekly individual and group supervision by the University supervisor are involved. A minimum grade of B is required. Prerequisites: PS 501, CE 502, CE 520, CE 522, CE 551, completion of 24 credits, and permission of the graduate Counseling faculty. Corequisite: CE 523. (3)

CE 597P Pastoral Counseling Practicum
Provides the student with beginning practical experience in a pastoral counseling setting. Practicum hours take place over one semester and include a weekly seminar. The practicum in Pastoral Counseling facilitates the continuing advancement of professional knowledge and skills through an on-site field experience that enables students to observe and practice various techniques and strategies utilized in a pastoral and spiritual setting. Students complete 300 hours of supervised field experience in a pastoral counseling setting and attend a weekly seminar on campus. A minimum grade of B is required. Prerequisites: PS 501, CE 502, CE 520, CE 522, CE 540, completion of 24 credits, and permission of the graduate Counseling faculty. (3)

CE 597S School Counseling Practicum
The practicum in School Counseling facilitates the continuing advancement of professional knowledge and skills through an on-site field experience that enables students to observe and practice various techniques and strategies utilized by school counselors in the school setting. Students complete 100 hours of supervised field experience in an elementary, middle, or high school setting and attend a weekly group supervision seminar on campus. In addition, students will meet individually with a University supervisor each week. Offered spring semester only. A minimum grade of B is required. Prerequisites: CE 522, CE 560, completion of 24 credits, and permission of the graduate Counseling faculty. Corequisite: CE 561. (3)

CE 598 Project
Individually arranged seminar to explore in greater depth an area of interest to the student. May only be taken after 75 percent of the program requirements are fulfilled. Prerequisite: permission of the dean of the School of Education and Human Services. (3)
CE 599 Internship: Community Counseling
Provides the student with practical experience in an applied setting. Internship hours must be done over a minimum of 8 months. Students attend a weekly seminar. Internships must have prior approval of the internship coordinator. A minimum grade of B is required. Prerequisites: successful completion of CE 597, 30 credits in the program, and permission of the faculty. (6)

CE 599P Internship: Pastoral Counseling
Provides the student with practical experience in an applied pastoral counseling setting. A total of 600 hours must be completed in the internship over a minimum of eight months. Students attend a weekly seminar. Internships must have prior approval of the internship coordinator. A minimum grade of B is required. Prerequisites: successful completion of CE 597P, 30 credits in the program, and permission of the faculty. (6)

CE 599S Internship: School Counseling
Provides a transitional school counseling experience by engaging the student in a practical, day-to-day work schedule under close supervision. In order to be admitted to the internship, the student must have completed the internship application process that includes a review of the student’s progress, submission of appropriate paperwork by January 15, documentation of student professional liability insurance, and permission of the faculty. Offered fall and spring semesters only: 600 hours. A minimum grade of B is required. Prerequisites: CE 522, CE 523, CE 560, CE 561, and CE 597, completion of 30 credits, and permission of the graduate Counseling faculty. (3-6)

Criminal Justice
(See also Sociology)

CJ 501 Victims of Interpersonal Violence
An examination of victimology as it applies to victims of violence. Special areas of inquiry include spouse, child, and elder assault; sexual violence; homicides; and hate-type crimes. Particular attention is given to relevant criminal and constitutional law, as well as to law enforcement investigative practices regarding these crimes. Research concerning the dynamics of victim/offender relationships is explored in depth. Attorneys, police investigators, victim assistance professionals, and advocates will supplement classroom instruction. (3)

CJ 507 Juvenile Justice
An advanced examination of the history and purpose of the juvenile justice system that includes the role of the U.S. Supreme Court. The course also evaluates the extent and nature of juvenile delinquency in contemporary America; examines theoretical explanations of juvenile delinquency; and addresses the physical, emotional, and societal problems faced by juveniles today. Students will also study the treatment and punishment of juvenile offenders using cutting-edge research. (Also listed as SOC 507.) (3)

CJ 508 Principles of Forensic Science I
An advanced examination of investigative and laboratory techniques used in the investigation of criminal offenses. Also examined are methods for searching crime scenes, analysis of firearm evidence, fingerprints, serology (including DNA), toxicology, questioned documents, and drugs. Major crimes, death investigation, and pathology are also explored. Prerequisite: graduate or undergraduate credits in Criminal Justice, Forensic Science, or permission of instructor. (3)

CJ 509 Principles of Forensic Science II: Advanced Criminalistics
A continuation of the introduction to investigative and laboratory techniques used in the forensic analysis of criminal offenses at an advanced level. Examined are forensic pathology, anthropology, and toxicology; firearm, toolmark, trace material, questioned document, drug, arson, and bombing evidence. Major emphasis is placed on the legal aspects of evidence, including investigator and examiner documentation and reporting, and courtroom process and testimony. Prerequisite: CJ 508 or permission of the instructor. (3)

Economics

ECO 585 International Trade and Global Markets
Introduces the business student to the concepts of international markets for goods, services, and assets and the role of government policy on trade, investment, and stabilization in an open economy. General topics include comparative advantage, terms of trade, exchange rate regimes, the balance of payments, internal and external balances, and international investment. Offered fall semester only. Prerequisite: MBA 518 or MBA 520. (3)
ECO 590 Health Care Economics
Emphasizes the significance and relevance of economics, financial information, and financial management in the health care industry. The course provides an understanding of the fundamental principles of economics, and evaluates how economics can impact decision making within a health care organization. The importance of effective resource utilization and the role of supply and demand in managing health care services are examined also. Offered fall semester only. (3)

ECO 599 Special Topics in Economics
Explores contemporary topics in economics. See department chair for course offering schedule. Prerequisite: MBA 518 or MBA 520. (3)

EDUCATION

ED 502 Foundations of Education
Explores the historical background and philosophical foundation of education in the United States with emphasis upon present-day applications. The education system will be viewed in terms of the role of various organizations upon its structure and operation. Teacher responsibilities and management skills will be emphasized as well as the legal implications of classroom behavior. Field experience: 10 hours. (3)

ED 503 Curriculum: Theory and Practice
Designed to help the preservice teacher select and develop curriculum and instruction that will promote effective teaching and learning. The prospective teacher will learn how to write instructional objectives and daily lesson plans to provide instruction for diverse learners including those with disabilities, and devise ways to evaluate the effectiveness of instruction. Field experience: 10 hours. (3)

ED 505 Characteristics of Students with Learning Disabilities
Examines characteristics commonly associated with children and youth who display learning difficulties, with specific focus on the academic difficulties such children exhibit. Theories of etiology are explored in depth. Field experience: 20 hours. (3)

ED 508 Special Education and the Exceptional Learner
Designed for the K-12 non-special education teacher. The content surveys categories of special education (learning disabilities, emotional disabilities, autism, AD/HD, ADD, and others) and exceptionalities, including English for Speakers of Other Languages (ESOL) and the gifted learner. The themes of the course include working effectively with families, adapting curriculum, assessing and monitoring student progress, and collaboration among special education teachers, ESOL teachers, paraprofessionals, general education teachers, and other school professionals. Field experience: 20 hours. (3)

ED 512 Strategies for Instruction and Behavioral Management for Students with Learning Disabilities
Focuses on the development of the knowledge and skills of instruction for individuals with learning disabilities. It is designed to provide experiences in determining best teaching strategies and techniques to meet the academic, social, emotional, and behavioral needs of individuals with disabilities. Emphasis is on creating adaptations and modification of materials and strategies to address specific learning needs in the content area and on the role of the teacher as a behavioral management decision maker. Students will learn strategies to create a positive classroom environment where conduct and behavior is conducive to learning. Field experience: 20 hours. Prerequisite: ED 505. (3)

ED 512A Strategies for Teaching Students with Emotional Disturbances
Examines the nature and needs of those students with emotional disturbances and behavioral disorders. Emphasis will be placed on the role of the teacher as an instructional and behavioral management decision maker. Techniques for working with elementary and secondary school students in different settings will be examined. An essential component of the course is the 20-hour field experience. (3)

ED 519 Current Research, Trends, and Legal Issues in Special Education
Examines the legislative foundations of special education services and looks at current legislation and litigation that will shape its future. Critiques of current research in the field of special education will be conducted. (3)
ED 522 Reading, Language Development, and Remedial Strategies
Overview of normal and abnormal language development and the acquisition of reading skills. Identification, assessment, and intervention strategies relevant to reading and language development are stressed. Issues surrounding bilingual and multicultural children are explored using the Virginia Standards of Learning as the framework. Field experience: 10 hours. (3)

ED 526 Cross-cultural/International Curricula
A basic course in cultural differences in education. Cultural groups’ needs in the United States and cultural differences in other nations are examined. Field experience: 10 hours. (3)

ED 530 Student Teaching of Students with Learning Disabilities
Supervised clinical experiences in K-12 school sites in the education of the learning disabled. Prerequisites: ED 502; ED 503; ED 505; ED 512; ED 519; ED 522; and two from the following: ED 538, ED 555, ED 556, ED 558, or ED 559: approval of the Graduate Teacher Education Committee. (6)

ED 535 Assessing and Guiding Students in Elementary Settings
Designed for students to become knowledgeable in assessment strategies and in principles and practices of effective classroom management in the PK-6 setting. Students explore a variety of assessment techniques and devices. Essentials of classroom organization, management, and discipline are emphasized. Prerequisite: ED 508. (3)

ED 536 Creativity and Problem Solving
Emphasizes creativity in communication, art, music, and gaming. Examines problem solving in a general way and moves from definition to research and testing. Research in these areas is stressed. Prerequisites: ED 502 and ED 503. (3)

ED 537 Reading Across the Curriculum: Secondary
The reading process, specialized content areas, and the evaluation of reading are emphasized. Research in the secondary school curriculum is presented and the Virginia Standards of Learning are examined. Field experience: 10 hours. Prerequisites: ED 502 and ED 503. (3)

ED 538 Secondary Teaching Methods
Provides an overview of basic principles and practices of curriculum modification at the secondary level. Focus is on developmental characteristics, and social and educational contexts of the secondary student. Field experience: 20 hours. Prerequisites: ED 502 and ED 503. (3)

ED 540 Project
Study of a selected topic in education under the direction of a graduate faculty member. Offered summer semester only. Prerequisite: permission of the dean of the School of Education and Human Services. (3)

ED 543 Fundamentals of Language Arts
Surveys the study, nature, and function of language. Analyzes the components of English linguistics (phonology, morphology, and syntax) and their implications in teaching students in PK-12 programs. (3)

ED 545 Transition and Family Issues for Individuals with Disabilities
Designed to provide educators with a broad overview of the rationale for career and transition programming critical to the development of children and youth with disabilities. The course also presents the various program options that are currently available. The knowledge and understanding of the importance of counseling, working with families of students with disabilities, and the availability of community resources to assist both parents and children with disabilities will be discussed. (3)

ED 550 Research Methods
Presents students with various current research methods in education preparing them to design and conduct an applied research project that involves collecting and analyzing data and reporting the findings. Field experience: 10 hours. Prerequisites: ED 502 and ED 503. (3)

ED 553 Teaching English as a Second Language
Emphasizes second-language learning and problems involved with linguistics and semantics; deals with remediation and textual material. Field experience: 10 hours. (3)

ED 554 Computers and Technology in the Classroom
An introductory, hands-on course designed to acquaint pre-service teachers with the integration of technology into an educational curriculum, including multimedia, evaluation of educational software, and an introduction to telecommunication resources such as the World Wide Web. Prerequisites: ED 502 and ED 503. (3)
ED 555 Reading and Language Arts: Grades PK-2
Introduces students to the teaching of reading by exploring the nature of the reading process and the major approaches and skills needed to enhance literacy learning in the classroom for all students. It focuses on the understanding of literacy development of young children, ages preschool through second grade. Using the Virginia Standards of Learning as the framework, students will examine language learning and tailor that instruction for diverse populations. Theoretical foundations of methodologies that research and practice have indicated to be successful are explored. Teaching strategies for special populations are demonstrated throughout the course. Field experience: 20 hours. Prerequisites: ED 502 and ED 503. (3)

ED 556 Reading and Language Arts: Grades 3–6
Using the Virginia Standards of Learning as the framework, students will explore the relationship among reading, writing, speaking, and listening in the context of a diverse grades 3-6 classroom. Various strategies for teaching spelling, grammar, and vocabulary in the content areas are included. Emphasis is placed on assessing diagnostic tools used to assess, evaluate, and group students for instruction. Field experience: 20 hours. Prerequisites: ED 502, ED 503, and ED 555. (3)

ED 557 Social Studies/Literature: Grades PK-6
Focuses on the integration of children's literature and social studies in planning learning experiences for PK-6 students. Knowledge and appreciation of children's literature is fostered through extensive study of various literary genres and their use throughout the curriculum. Emphasis is placed on assessing diagnostic tools used to assess, evaluate, and group students for instruction. Field experience: 20 hours. Prerequisites: ED 502 and ED 503. (3)

ED 558 Elementary Math Methods
Methods for teaching elementary mathematics will be demonstrated while a hands-on approach and the use of technology as an instructional tool are emphasized. Students will study techniques for designing and implementing mathematics lessons that develop knowledge and skills in mathematical concepts, computations, reasoning, and problem solving. Mathematics curricula and strategies for evaluating student performance will be addressed. Field experience: 10 hours. Prerequisites: ED 502 and ED 503. (3)

ED 559 Elementary Science Methods
Applied methods for teaching elementary science will be demonstrated using manipulatives, natural objects, computer technologies, and other tools of science and measurement. Students will study techniques for designing and implementing science lessons and units based on an inquiry model. In addition, questioning strategies, graphics, safety in the science classroom, and appropriate assessment strategies will be addressed. Field experience: 10 hours. Prerequisites: ED 502 and ED 503. (3)

ED 561 Teaching Language Pragmatics
Designed for ESL teachers (in training and service). It focuses on ESL classroom practices based on the latest principles of applied linguistics and sociolinguistics, especially as these principles relate to language use versus language usage. (3)

ED 563 ESL/ESP: Curricula, Materials, and Tests
Emphasizes English as a Second Language/English for Special Purposes. Develops skills for preparing assessment materials and tests. Field experience: 10 hours. (3)

ED 565 Cross-cultural Education and the Language Arts
Addresses the unique language arts needs of students in grades K-12 who are also involved in urban and suburban multicultural settings. The participant will explore and define multiculturalism while developing teaching techniques in the language arts that augment the existing curriculum using the Virginia Standards of Learning as a framework. Field experience: 10 hours. (3)

ED 568 Teaching English and Social Studies in the Middle/Secondary School
Examines best practices unique to teaching English and social studies at the secondary level while integrating the curriculum to include Virginia Standards of Learning. Field experience: 10 hours. Prerequisites: ED 502, ED 503, and ED 538. (3)

ED 569 Teaching Science, Mathematics, and Computer Science in the Middle/Secondary School
Examines best practices unique to teaching science, mathematics, and computer science at the secondary level while integrating the curriculum to include Virginia Standards of Learning. Field experience: 10 hours. Prerequisites: ED 502, ED 503, and ED 538. (3)

ED 570A Student Teaching: PK-6
Supervised clinical experience in an elementary (grades PK-6) school site for 14 weeks. Readings and seminar sessions are required. Prerequisites: ED 502, ED 503, ED 508, ED 555, ED 556, ED 557, ED 558, ED 559, and approval of the Graduate Teacher Education Committee. (6)
ED 570B Student Teaching: Secondary
Supervised clinical experience in a school site, grades 6-12, for 14 weeks. Readings and seminar sessions are required. Prerequisites: ED 502, ED 503, ED 508, ED 537, ED 538, ED 568 or ED 569, and approval of the Graduate Teacher Education Committee. (6)

ED 570D Student Teaching: ESOL Students
Supervised clinical experience in a field training site at both elementary and secondary levels for 14 weeks. Readings and seminar sessions are required. Prerequisites: ED 502, ED 503, ED 508, ED 522, ED 543 or EN 550, ED 553, ED 563, and approval of the Graduate Teacher Education Committee. (6)

ED 574 Advanced Technologies in Education
Students will explore the use of emerging technologies to gain access to information, enhance learning, and effect change in the schools. Hardware and software selection criteria and trends in the use of media and technology will be discussed. Prerequisite: ED 554 or other acceptable technology course. (3)

ED 580 Capstone Experience
Final capstone experience will be developed with the assistance of an advisor. Several options are available. (3)

ED 581 History and Mission of American Catholic Schools
Surveys the historical, philosophical, theological, and sociological roots of American Catholic education in the context of education in general. Examines the ministry of Catholic school educators through tradition, history, mission, and current practice as well as their role in evangelization, lifelong faith development, and building a school community. (3)

ED 582 Building a Faith Community
Emphasizes ways to involve the entire school community to put faith in action through social justice and prayer, and to build a school's Catholic identity based on its history, tradition, and rituals. (3)

ED 583 Administration of Catholic Schools
Examines the theories, research, and practices of leadership and management of educational organizations such as motivation theory, decision making, effective communication, conflict resolution, consensus building, and personnel issues. (3)

ED 584 Advanced Curriculum and Instruction for Educational Leadership
Provides practice in the development of the curriculum, writing instructional objectives, and preparing daily lesson plans to facilitate learning of all students and to devise ways to evaluate the effectiveness of instruction with an emphasis on the purposes and practices of Catholic school curriculum. (3)

ED 586 Issues in Catholic Education
Topics will vary and will address current trends and contemporary challenges facing Catholic school teachers and administrators such as brain-based teaching practices, legal issues, the integration of the arts in the curriculum, and the use of technology. (3)

ED 587 School Law
Addresses legal issues applicable to both public and private schools: structures of the law; the legal process; and the legal rights and responsibilities of educators, parents, and students. (3)

ED 588 Catholic Educational Leadership and Supervision
Examines leadership theories, principles of school supervision, and ministry while developing concepts, attitudes, values, and skills necessary to establish and maintain a school climate that fosters the teachings of the Catholic Church. (3)

ED 589 Fostering Moral and Ethical Development
Study of the major theories of developmental psychology related to moral development with an emphasis on current research and best practices to promote ethical behavior within the particular dynamics of Catholic schools. (3)

ED 591 Catholic School Finance and Development
Addresses effective strategies in business management, school plant management, budgeting, accounting, fiscal planning, and fund-raising tasks facing Catholic school administrators. (3)

ED 592 Administrative Issues in Special Education
Examines the legal rights of all children to an appropriate educational experience and provides a variety of strategies for inclusion of children with special needs and the celebration of diversity within the Catholic school community. (3)

ED 593 Project, Thesis, or Internship
Provides a practical application of the skills and strategies acquired and developed throughout the Catholic School Leadership program. The project and internship components will closely resemble real-world conditions actually encountered daily by practicing educational leaders. Students who select the thesis option will use high-quality writing skills to present issues that are well substantiated by current research-based data. (6)
ENGLISH

Graduate-level literature courses fulfill requirements for the M.A. program in Literature and Language. Graduate-level linguistics courses also fulfill the language requirements for the M.Ed. degree with ESL certification offered by the School of Education and Human Services. All of the following courses may also be used as electives in the graduate Humanities program.

EN 521 The Origins of the Novel, 1594-1800
The goal of this course is to show students how writers and readers can collaborate to invent a new literary form. The form in question is the English novel, and the principal period is the 18th century. There will be two subordinate topics: (a) the definition(s) of comedy and the problem of how comedy is to be realized in the medium of prose fiction; and (b) the new scholarly accounts of the early history of the novel that are superseding the long-authoritative account given by Ian Watt in *The Rise of the Novel*. (3)

EN 522 Out of the '30s
The years of the Great Depression saw the rise of a new generation of writers who confidently attempted to combine literature and social advocacy. This course examines two groups of writers: one is predominantly Northern, urban, and progressive; the other is predominantly Southern, agrarian, and conservative. (3)

EN 524 Myth, Symbol, and Language
An investigation of the various interpretations of myth as representative of the struggle toward conceptual thought; the interpretation of myth and symbolic form is explored. The latter part of the course focuses on Noam Chomsky's work *Language and the Mind*. (3)

EN 526 Concepts of Gender in the Modern World
Explores how gender concepts and relationships affect the individual's self-concept in modern culture. (3)

EN 528 Visions of Freedom in the Modern World
Examines the diverse concepts of "freedom" that bear upon the individual in the 20th century. By contrasting literary and philosophic figures who worked in relative awareness of each other but who arrived at opposing stands on freedom, the elusive character of the concept is revealed. Selected texts from writers such as Dickens, Mill, James, Eliot, Joyce, Woolf, and Sartre. (3)

EN 530 Social Upheaval and Dramatic Structure
The Vietnam War, violence in the streets, and the unrest on college campuses in America in the late '60s worked profound changes in the fabric of American life, reflected in the plays of the '60s, '70s, and '80s. This course traces these changes from a background examination of major works by O'Neill, Hellman, Miller, and Williams. (3)

EN 540 The Transformation of Literary Study
A study of the major contributions to modern literary theory in Europe and the United States. (3)

EN 550 General Linguistics
A study of the basic concepts of phonology, morphology, syntax, semantics, and pragmatics. (3)

EN 552 Applied Phonology
The study of phonetics and phonemics including comparative analysis techniques. Emphasis on phonology and the ESL learner. (3)

EN 554 Applied Grammar: Syntactic Structures
An analysis of contemporary English grammar that investigates meaning in written and oral discourse. Emphasis given to the application of English grammar in second-language learning. (3)

EN 558 History of the English Language
The development of English from its Anglo-Saxon roots to its present-day form. (3)

EN 560 Dante's Florence and The Divine Comedy
Links *The Divine Comedy* to specific intellectual and cultural issues in Dante's world. It also explores the Comedy's overall design, themes, and images. (3)

EN 561 Canterbury Tales and the Late Medieval World
Explores the historical and cultural factors that influenced the ways in which Chaucer invites his audience to enter into dialogue on the era's central issues. It also studies the *Tales* overall design. (3)

EN 562 Shakespeare: Text and Performance
An intensive study of several Shakespearean plays as both text and performance. (3)

EN 580 Independent Study
Gives students the opportunity to pursue in depth, and under the direction of a faculty member, a topic in literature and/or language for which no formal course is available. (3)
EN 590 Major Author(s)  
Provides an in-depth study of one or two major writers. Author(s) announced in the course schedule. This course may be taken more than once provided that the student selects different authors. (3)

EN 595 Master’s Project  
This capstone course offers the student an opportunity to write a substantial and original critical/interpretive paper in literary and/or linguistic studies and to present its main features to an audience of peers and faculty members. This paper should draw on various aspects of the student's previous studies. (3)

FINANCE  
FIN 500 Introduction to Financial Management  
Provides students with a working vocabulary of financial terms, an understanding of corporate financial statements, and familiarity with basic accounting practices. The course provides an introduction to the techniques of financial planning and budgeting. (3)

FIN 502 Investment Analysis and Portfolio Management  
Introduces the application of modern techniques of investment analysis. The course provides risk-return analysis of municipal bonds, corporate bonds, preferred stocks, and common stocks. Introduction to portfolio management and the criteria for the selection of financial securities to construct a portfolio. Offered fall semester only. Prerequisite: MBA 522. (3)

FIN 503 Financial Markets and Institutions  
Illuminates the role and management of financial institutions. Special topics include the term structure of interest rates, determinants of lending, and investment policy of financial institutions. Offered fall semester only. Prerequisites: MBA 520 and MBA 522. (3)

FIN 560 Advanced Financial Management  
Develops an understanding of the rapidly evolving theory of financial management so that the student can evaluate the firm's investment, financing, and dividend decisions in keeping with an objective of increasing shareholder wealth. The course presents the application of analytical techniques to a variety of problems in financial management. Computer applications are integrated throughout the course. Offered spring semester only. Prerequisite: MBA 522. (3)

FIN 582 Neural Networks in Finance  
Introduces the use of neural networks to financial decision-making situations. Course includes a thorough discussion and presentation of the background, history, and theory of neural networks, followed by case studies involving the application of neural networks to financial decisions, such as bond rating, interest rate forecasting, merger candidate evaluation, and stock price prediction. Included in the course is an opportunity for students to use neural network software to develop a course project. See department chair for course offering schedule. Prerequisites: IT 503 and MBA 522. (3)

FIN 585 International Finance  
Develops a conceptual framework within which the key financial decisions of the multinational corporation (MNC) can be analyzed. International financial issues, along with their implications, are discussed. Topics include foreign markets, foreign exchange, risk management and hedging techniques; foreign investment and country risk analysis; and the international sources of finance for the MNC. Offered spring semester only. Prerequisites: MBA 520 and MBA 522. (3)

FIN 590 Finance Seminar  
Explores contemporary topics in finance. Offered spring semester only. Prerequisite: MBA 522. (3)

FINE ARTS  
Students in the Interior Design First Professional (Track II) degree program should refer to the University's Undergraduate Catalog for course descriptions of Foundation Courses in Fine Arts.

FOREIGN LANGUAGE  
Students in need of foreign language courses should refer to the University's Undergraduate Catalog for course descriptions.

HEALTH AND HUMAN PERFORMANCE  
HPR 500 Exercise Physiology  
Focuses on the acute and chronic effects of exercise on bioenergetics; endocrinology; and the cardiorespiratory, musculoskeletal, and neuromuscular systems. Other areas of study include the pathophysiology of diseases associated with a sedentary lifestyle and the role of exercise in the prevention and treatment of hypokinetic diseases. Special populations will be examined with regard to exercise prescription. Offered spring and summer semesters only. (3)
HPR 501 Foundations of Health Education and Health Promotion
Introduces the basic principles, philosophies, and functional areas of health promotion and education. Describes prevalent educational and psychological theories of learning and behavior change used by health educators in a variety of work settings. Offered fall semester only. (3)

HPR 502 Introduction to Public Health and Preventive Medicine
Provides an overview of the field of public health, with emphasis on prevention of chronic and communicable diseases. This is a required course for Health Promotion Management students who have no undergraduate degree in health education or related fields. Offered summer semester only. (3)

HPR 510 Health and Culture
Examines culturally based value orientations, communication, and patterns of health care beliefs and practices among clients and health care providers. Emphasis is on the provision of culturally competent health care. Offered fall and summer semesters only. (3)

HPR 520 Principles of Epidemiology
Study of the nature, prevention, control, and treatment of injuries and communicable and noncommunicable diseases. Examines epidemiological principles, methods, and strategies and the use of morbidity, mortality, and other vital statistics data in the scientific appraisal of community/organizational health. It is recommended that students take this course before NU 591. Offered spring semester only. (3)

HPR 534 Topics in Nutrition and Weight Management
Presents scientific principles of nutrition, diet planning, and weight management. Includes current research on the role of nutrition in the prevention of disease and the causes of and treatments for obesity. Offered spring semester, alternating years. only. (3)

HPR 536 Stress Management
Designed to help individuals better identify, understand, and manage their own stressors and stress response, as well as enable them to help others who are experiencing excessive stress. Offered spring semester only. (3)

HPR 540 Designing and Evaluating Health Promotion Programs
Focuses on the design of effective learning programs: emphasizes objectives, learning activities, and program assessment. Evaluation includes construction/use of health-risk appraisals and a variety of health-related measures. Offered fall semester only. (3)

HPR 550 Management of Health and Wellness Organizations
Considerations in managing health/fitness programs at the workplace and in other agencies. Includes budgeting, revenue, personnel, emergency procedures and safety, legal liability, facility management, staff development, marketing, record keeping, policies and procedures, and various management strategies. Offered fall semester, alternating years, only. (3)

HPR 555 Health Communication
This course addresses a variety of communication methods in 1) advocating for health and health education and 2) planning and administering health/education strategies, interventions, and programs. Students will explore interpersonal communication in the patient-caregiver relationship to include health disparities, organizational communication in health-care settings, mass communication processes including media campaigns, influence of research on developing preventive health-care messages, and the incorporation of communication strategies into program planning and implementation. Offered spring semester only. (3)

HPR 560 Design of Adult Fitness Programs
Provides students with the knowledge and skills necessary to safely administer exercise tests to adults in various states of health, to analyze results, and to prescribe appropriate exercise. Offered fall semester, alternating years, only. Prerequisite: HPR 500 or permission of instructor. (3)

HPR 588 Selected Topics in Health
A seminar that examines a different topical issue in health each time it is offered. See department chair for course offering schedule. (3)

HPR 598 Internship
On-the-job application of knowledge and skills that were developed during coursework in the Health Promotion Management program. Options include community, corporate, clinical, or commercial fitness/wellness facilities; nonprofit organizations; sports medicine settings; or health plans. This is the culminating experience for students in the Health Promotion Management program. (3)

HPR 599 Research Project
An individual investigation of a topic in health promotion/health education, with relevance to an elective concentration chosen by the student. Under direction of a faculty advisor, student will demonstrate the ability to conduct independent research and prepare a research paper. Prerequisite: permission of instructor. (3)
HEALTH CARE MANAGEMENT

HCM 510 Health Care Management
Provides an overview of the health care system in the United States. The course focuses on the unique characteristics of health care delivery, and discusses the major issues and challenges that impact the cost, quality, and access to health care. Emphasis is placed on understanding the historical context; how the U.S. health care system developed; and the significant policies that regulate health care organizations, providers, payors, and populations. Students are introduced also to general financial, reimbursement, legal, and strategic planning issues that are essential to managing in the health care environment. (3)

HCM 520 Health Care Reimbursement Systems
Provides an overview of how the reimbursement systems work in the United States. The course focuses on the evolution of insurance, HMOs, and managed care. Students learn how hospitals, outpatient centers, clinicians, and other providers are reimbursed for the services. Private and public reimbursement; state rate setting; risk management; new models of reimbursement; the role of billing, coding, and accounts receivable; and managed competition are explained. Offered spring semester only. Prerequisite: HCM 510. (3)

HCM 525 Health Care Management — Long-Term Care
Focuses on the education of individuals seeking to become managers in the long-term care field, specifically those seeking roles as nursing home administrators and managers of assisted living and home health care programs. The course examines the external forces that impact on the operation and management of long-term care facilities, including government payors, state regulatory bodies, and national accreditation bodies. Prerequisite: HCM 510. (3)

HCM 535 Health Care Policy and Ethics
Uses the case method to analyze major health care issues and policy formulation for health care providers and organizations. It covers health care policy, planning, and operations of the health care system. The course also reviews the major ethical issues inherent in health care and requires the student to analyze the impact of ethical decisions on the cost and access to care. Offered spring semester only. Prerequisite: HCM 510. (3)

HCM 550 Health Care Finance
Focuses on the financial management of health care organizations, addressing issues unique to health care organizations. The course trains students to create, read, and interpret financial statements and key financial ratios within the health care industry and to assess the financial health of an organization. Students will also discuss the importance of credit, the time value of money, and learn to develop a long-range financial plan that supports an organization's strategic plan. The course will also review the legal, regulatory, and ethical obligations that are critical to sound financial management. Offered spring semester. Prerequisite: HCM 510. (3)

HCM 555 Health Care Strategic Planning and Marketing
Focuses on the role of strategic planning within a health care organization. Emphasis will be placed on learning the strategic planning process, including developing and implementing the mission, vision, goals, and objectives. Students will analyze different health care provider, payor, and consumer markets, and assess how each impacts the viability of a strategic plan. The course will also discuss the role of marketing in the delivery of health care, and the unique challenges health care organizations face in marketing products and services. The importance of leadership and corporate governance in implementing a strategic plan also will be examined. Offered fall semester only. Prerequisite: HCM 510. (3)

HCM 565 Health Care Cases and Project
As the capstone in the Health Care Management program, this course requires students to integrate knowledge from all the classes and to apply it to complex health care management situations. Students may do either a research paper analyzing a current issue impacting the delivery of care or investigating an innovative management technique that can be applied to health care organizations or administration; or participate in an approved internship or fellowship. Prerequisites: HCM 520, HCM 535, HCM 550, HCM 555, and LA 540. (3)

HUMAN RESOURCE MANAGEMENT

HRM 503 Training and Development
Explores models and techniques for increasing skills and knowledge among people in organizations. Emphasizes the Instructional Systems Design (ISD) model, including needs assessment, instructional design and development, delivery, and evaluation of training. Includes the selection of instructional delivery systems and the design and development of job aids. Introduces performance support systems. Offered fall and summer semesters. (3)
HRM 505 Research and Evaluation
Provides students with the fundamental knowledge and skills necessary to perform basic evaluation and research and to be conversant with terms and concepts that are necessary to direct more advanced evaluations. Special emphasis is placed on measurement techniques, evaluation systems, designing evaluation instruments, and the sociopolitical factors affecting research and evaluation applications. Offered fall and summer semesters. Prerequisite: proven proficiency in basic statistics. Students should consult an advisor. (3)

HRM 509 Instructional Design Models and Strategies
Explores a variety of instructional design models and strategies from the behavioral, cognitive, humanistic, and social families. Students learn to design instruction using these models and to evaluate their strengths and limitations. They also plan and conduct a formative evaluation of a module or course. Offered spring semester. (3)

HRM 512 Organizational Career Management
Focuses on the link between organizational needs and the employee's individual needs to contribute in ways that use his/her talents and competencies. Students will learn how to use the process of career planning and development for themselves and others and how to design programs that integrate organizational and individual needs. See department chair for course offering schedule. (3)

HRM 530 Foundations of Human Resource Management
Provides a strategic overview of the key concepts and principles of each human resource function, along with their practical implications. Special emphasis is placed on human resource roles and competencies, and creating a personal career development plan. Issues, trends, and problems facing the human resource professional are also identified and addressed. Offered fall semester. (3)

HRM 531 Labor and Employee Relations
Examines current issues in unionism, collective bargaining, and the conduct of labor-employee relations. Emphasis on labor-management relations, labor practices and procedures, and the strategies, tactics, and techniques used in labor-employee relations. See department chair for course offering schedule. (3)

HRM 532 Seminar in Human Resource Management Topics
Examines current issues affecting human resource development, human resource management, and organizational development. Topics are announced each semester. See department chair for course offering schedule. (3)

HRM 533 Strategic Human Resource Management
Takes a systems and strategic-planning approach to human resource management, including job analysis, recruitment, interviewing, selection, placement, staffing, performance appraising, outplacement, forecasting, and organizational development. The capstone course to be taken toward the end of HRM program coursework. Prerequisites: 3 HRM core courses including HRM 505, or permission of department chair. (3)

HRM 534 Total Pay Perspective
Students learn how compensation and benefits are integrated into total pay systems within organizations. The course examines history, structure, and organizational context of compensation and benefits. Students experience the roles and challenges of total pay management. Finally, corporate issues and problems, along with significant governmental and society trends, are addressed. Offered spring semester. (3)

HRM 536 Employee Benefits
Provides an overview of the design and management of benefit plans. Focuses on Social Security and private retirement plans; health care programs; special benefits such as education assistance, disability, and dependent care; and flexible benefits. Regulatory and emerging benefits issues, as well as effective employee relations and communication, are also considered. See department chair for course offering schedule. (3)

HRM 538 Human Resource Selection and Recruitment
Covers theoretical, practical, ethical, and legal issues of personnel recruitment and selection systems. Key concepts, principles, and practical implications of recruitment and selection functions in the following areas are discussed: HR planning; job analysis; internal/external recruitment; predictor development; criterion measurement and selection instruments; validation of systems; fairness, utility, and ethics in selection; uses of technology in recruitment and selection. Offered fall and summer semesters. (3)

HRM 539 Performance Management
Students develop the theoretical and practical skills necessary to plan, monitor, measure, motivate, and improve performance. Students learn how to define and develop individual and organization-level performance indicators, align individual and organizational performance goals and objectives, measure and track performance, diagnose performance deficiencies, and develop and implement group and individually tailored performance improvement systems. Offered spring semester. (3)
HRM 540 Project
Investigation of selected topics under the direction of a faculty advisor. The project is intended to demonstrate ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of commendable quality. (3)

HRM 585 International Human Resource Issues
Emphasizes a practical approach to the diverse problems associated with international HR work. Areas such as cross-cultural communication, international business issues, HR in the developing world, and multicultural education and training are explored. See department chair for course offering schedule. (3)

HRM 590 Practicum
Application of a human resource management or organization development topic within an organization. Independent work under the direction of a faculty advisor. Includes benchmarking, research analysis, data gathering, and recommendations for practitioners. (3)

HUMANITIES

Seminars

HU 501 Classical World View
Examines the emergence of rationalism and humanism in the Hebraic and Hellenic traditions and the tensions within these traditions. Special attention is directed to the problem of evil and the quest for justice in the ancient world. (3)

HU 502 Medieval World View
Explores the roots of some of the most important ideas and images that have shaped Western consciousness, and considers the relation between reason and faith and between divine and human love. Classical and Biblical attitudes are traced through medieval literature and philosophy. (3)

HU 505 Cultural Transitions: 15th-18th Centuries
Surveys the creative forces unleashed by the Italian Renaissance, Protestant and Catholic Reformations, Scientific Revolution, and Enlightenment. Examines the resulting transformation of European society and values that occurred between the 15th and 18th centuries. Important texts from writers such as Machiavelli, Castiglione, Calvin, Loyola, Galileo, Descartes, Hobbes, and Voltaire. (3)

HU 508 Proponents of Culture in the 19th and 20th Centuries
Working from a standpoint established by Matthew Arnold and Lionel Trilling, this course examines works by six authors. Goethe, Melville, and Joyce demonstrate the synthesizing activity of the creative imagination faithful to myth and literary tradition. Marx, Freud, and Wittgenstein demonstrate the analytical activity of the rational mind bent on changing society, the psyche, or language. (3)

HU 526 Concepts of Gender in the Modern World
This course explores how gender concepts and relationships affect the individual's self-concept in modern culture. (3)

Focus Courses

HU 520 Freedom of the Artist in the Modern World
A study of the role of society in the making of the 20th-century artist. Focuses on the freedom of style and content in painting as a modern phenomenon with its complex interplay of personality and social processes. (3)

HU 522 Out of the ’30s
The years of the Great Depression saw the rise of a new generation of writers who confidently attempted to combine literature and social advocacy. This course examines two groups of writers one predominantly Northern, urban, and progressive; the other predominantly Southern, agrarian, and conservative. (3)

HU 524 Myth, Symbol, and Language
An investigation of the various interpretations of myth as representative of the struggle toward conceptual thought; the interpretation of myth and symbolic form is explored. The latter part of the course focuses on Noam Chomsky's work Language and the Mind. (3)

HU 528 Visions of Freedom in the Modern World
Examines the diverse concepts of “freedom” that bear upon the individual in the 20th century. By contrasting literary and philosophic figures who worked in relative awareness of each other but who arrived at opposing stands on freedom, the elusive character of the concept is revealed. Selected texts from writers such as Dickens, Mill, James, Eliot, Joyce, Woolf, and Sartre. (3)
HU 530 Social Upheaval and Dramatic Structure
The Vietnam War, violence in the streets, and the unrest on college campuses in America in the late 60s worked profound changes in the fabric of American life, reflected in the plays of the 60s, 70s, and 80s. This course traces these changes from a background examination of major works by O'Neill, Hellman, Miller, and Williams. (3)

HU 538 Ethics and Business
Focuses upon the current moral climate of business and the relevant ethical theories of philosophy. Moral choices related to such topics as discrimination, hiring and discharge, organizational influences, employee responsibility, and consumerism will be analyzed and evaluated. No previous study of philosophical ethics is required. (3)

HU 540 Death and Dying in Western Culture
This course is concerned with death and dying as a dimension of Western culture from the Middle Ages to the 20th century and utilizes materials from history, art, literature, and medicine. Themes include death as it relates to religion, social class and community, childhood, and cultural expression. (3)

HU 542 Art and Society in Florence
Investigates the relationship of visual arts and social history in the “New Athens” of the 13th, 14th, and 15th centuries. An examination of the patrons and their influence on style and content, along with a study of the social psychology evidenced in the works of the period. Florentine works will be compared with Siennese works of the same period. (3)

HU 544 Baroque Art
Examines the influences that created and sustained Baroque art in the 17th and 17th centuries. Religious mysticism is examined in light of the political, social, and cultural world and the consequence upon style and iconography. (3)

HU 560 Dante’s Florence and The Divine Comedy
Links The Divine Comedy to specific intellectual and cultural issues in Dante’s world. It also explores the Comedy’s overall design, themes, and linguistic richness. (3)

HU 561 Canterbury Tales and the Late Medieval World
Explores the historical and cultural factors that influenced the ways in which Chaucer invites his audience to enter into dialogue on the era’s central issues. It also studies the Tales’ overall design. (3)

HU 562 Shakespeare: Text and Performance
An intensive study of several Shakespearean plays as both text and performance. (3)

HU 580 Independent Study
An investigation of interdisciplinary topics under the supervision of a faculty advisor. Topics must be approved by the Humanities program director. Students should refer to the Guidelines for Independent Study issued by the School of Arts and Sciences. (3)

HU 582 Workshops and Colloquia
Students may periodically register for credit in workshops and colloquia sponsored by the University. Special workshops or colloquia opportunities will be announced by the School of Arts and Sciences one semester in advance. (3)

HU 590 Master’s Project
A special independent interdisciplinary project arranged through the Humanities program director and advisory committees. Students should refer to the Guidelines for the Humanities Master’s Project issued by the School of Arts and Sciences. (3)

INFORMATION TECHNOLOGY

IT 500 Programming Language Selection and Design
Introduces the concept of fundamental programming languages. The course examines the major programming paradigms and investigates the applicability of a variety of programming languages and techniques. It examines issues associated with the selection, design, and implementation of programming languages. (3)

IT 503 Managing Information Technology
Examines the use of information technology tools and techniques in today’s global business environment. The course explores technology (hardware, software, databases, and networks) and how it can be used to improve business operations in government, health care, industry, education, and society. The course is designed for students who will apply and manage technology in their work environment. (3)

IT 505 Design and Analysis of Algorithms
Covers the basic methods and designs of algorithms. Topics covered include measures of time and space complexity, NP complete problems, and determination of efficient algorithms for sorting and searching. Prerequisite: IT 515 or equivalent quantitative course. (3)
IT 510 Systems Engineering
Examines system and software engineering and takes a systematic and disciplined approach to the entire system life cycle. The course includes planning, requirements definition, modeling, estimating, analysis and design, coding, integration, testing, quality assurance, and maintenance. The course focuses on object-oriented techniques and students get practical experience with the Unified Modeling Language (UML) to produce high-quality software. (3)

IT 515 Decision Making for IT
Presents the quantitative tools and techniques necessary to ensure IT professionals can support the complex decisions necessary in today's business environment. Techniques will support estimation and resource allocation, return-on-investment calculations, make-or-buy decisions, sampling in requirements gathering, cost-benefit analysis, annualized loss expectancy (ALE) calculations, and other quantitative requirements. It provides practical experience in a wide range of decision-making methods and tools, including classical decision analysis, decision trees, influence diagrams, group decision making, and simulation. The course also examines several emerging technologies, such as expert systems and intelligent systems. (3)

IT 520 Enterprise Infrastructure and Networks
Covers the technology and management of the various components of today's enterprise IT infrastructure, including hardware, software and networks. The course examines network architectures, network protocols, network management, IT support models, performance metrics, and operating systems. It also considers data communication and messaging in a global context. Prerequisite: IT 515. (3)

IT 525 Knowledge Management
Covers the variety of ways in which organizations create, identify, capture, evaluate, and apply knowledge for competitive advantage. The course develops a framework for the assessment of an organization's knowledge needs and examines the information demands and content requirements of knowledge workers. Strategic, economic, behavioral, and cultural issues in the creation, transfer, and effective use of knowledge are analyzed. Best practices in knowledge management are discussed. (3)

IT 530 Computer Security
Provides an overview for the computer security risks facing enterprises today and covers the many options available for mitigation of these risks. Topics include security concepts, controls and security techniques; standards; designing, monitoring, and securing operating systems; hardware; applications; databases; networks (wired and wireless); and the controls used to enforce various levels of availability, confidentiality and integrity. Computer security is taught in the context of the increasingly global and distributed environment of today's enterprise. Business continuity and disaster recovery planning are also discussed. Prerequisite: IT 520. (3)

IT 535 Advanced Computer Security
A more advanced study of computer security, including coverage of topics such as authentication mechanisms, authorization techniques, security models, trusted computing, network architecture security, operating system security, cryptography, database security, physical security, Web security and network security protocols, such as IPSec and SSL. Prerequisite: IT 530. (3)

IT 540 Enterprise Data Management and Analysis
Recognizing the increasing dependence on data to manage today's enterprises, this course covers the design, development, management, and use of today's transaction-based databases and data warehouses. The course covers the entire life cycle from planning; physical and logical design; extract, transfer, and load (ETL) applications; and data querying and reporting. The course provides practical experience with a relational database and with the Extensible Markup Language (XML) and the XML Stylesheet Language (XSL) for data transfer. (3)

IT 545 Health Care Informatics
Provides a broad understanding of the emerging field of medical informatics from the clinical, administrative, and health services planning perspectives. The course focuses on issues related to how public and private sector organizations generate and use health care information for management, evaluation, and research. It also addresses how organizational needs for information intersect, and sometimes conflict with, individual needs for privacy and confidentiality. (3)
IT 550 Ethics, Law, and Policy in the Information Age
Introduces students to the ethical, legal, and policy issues raised by designing, developing, and using information technology. Issues that are researched and debated in the course include subjects such as information privacy, environmental conservation, effective energy use, limits on the use of technology, the digital divide, customer profiling, open source, copyright violation, globalization, and outsourcing. Students are expected to independently research the issues, make presentations to the class, and support their case. (3)

IT 552 Operating Systems
Covers the major features of today's multi-user operating systems, including topics such as concurrent processing, CPU scheduling, deadlocks, memory management, real and virtual memory, secondary storage management, security, and file management. (3)

IT 555 E-Business
A comprehensive examination of electronic business (e-business) focusing on what it is, how it works, and how it differs from traditional commerce and marketing. The course provides a functional understanding of the infrastructure that supports the Web and the use of technology to support the entire supply chain. It also covers the opportunities and threats of doing business electronically. (3)

IT 560 Cryptography
Presents a detailed understanding of symmetric and asymmetric cryptography. This course includes a discussion of the history of cryptography and cryptanalysis. It covers the algorithms for modern ciphers such as AES, DES, RSA, and RC4. The topics of key exchange and management, digital signatures, secure hashes, and steganography are covered. Prerequisite: IT 535. (3)

IT 565 Human Computer Interaction
Emphasizes the importance of human engineering issues in the implementation of successful computer-based systems. The course examines the entire spectrum of human issues that must be considered in developing, operating, and using information systems. It examines elements such as usability factors for online application, time to adapt, customer satisfaction, and data quality. Students review and suggest improvements to common Web sites. (3)

IT 570 Information Assurance and Policy
Focuses on security issues concerning information and its communication in today's IT environment. International security law and legal principles are covered as well as topics such as ethics, privacy, and intellectual property. Information assurance is explored in depth and students prepare a research paper on a contemporary topic relating to the field. Policy documents are critiqued. Prerequisite: IT 530. (3)

IT 575 Information Security Management
Covers the knowledge and skills for the management of security in today's enterprise IT environments. It focuses on planning, designing, implementing, managing, and auditing security at all levels. Automated security management systems are discussed in detail. It examines the best practices and global standards in this emerging field. Prerequisite: IT 570. (3)

IT 580 Technology Leadership
Centers around the leadership knowledge and skills necessary for a chief information officer (CIO) or equivalent. Topics include strategic thinking, consulting, budget formulation, and effective management and leadership. In case studies and role-playing exercises, students have to practice leadership skills such as influence and relationship-building. Students use questioning skills to gather information, analysis techniques, negotiation and influencing skills to make decisions, and communication skills to present the final proposal at an executive level. (3)

IT 585 Managing Technical People
Teaches the basic concepts and skills needed to manage technical people in high-performance environments. It is designed specifically for technical professionals who are planning to become team leaders, supervisors, and managers. (3)

IT 590 Topics in Information Technology
Explores a contemporary topic relating to some aspect of information technology. This course can be repeated for credit with a new topic. (3)

IT 610 IT Governance and Strategy
Examines methodologies and techniques to govern the large and rapidly evolving set of information technology (IT) activities and initiatives that take place in a large enterprise. The course includes the processes, including best practices, that govern decision making around investment decisions, staffing levels, outsourcing decisions, client relationships, project management, and other important IT operational areas. Internet governance is also discussed. The course includes practical experience in the development of an IT strategic plan. Prerequisites: IT 515 and at least 18 credits in the program. (3)
IT 620 Distributed Computing
Focuses on the client/server environment including distributed architectures and distributed programming in Java. Topics cover how heterogeneous components of a client-server system work together in various models. Prerequisites: IT 520 and experience or education in Java. (3)

IT 630 Graduate Research Seminar in Information Technology
Prepares students for the master's thesis or master's project. It exposes students to current research in the field of information technology and provides practical experience in the communication of research results at conferences and in publications. (3)

IT 670 Computer Network Defense
Provides hands-on experience for students to defend computer networks against attacks such as viruses; worms; Trojan horses; denial-of-service attacks; password cracking; key loggers; buffer overflow attacks; and reconnaissance, such as sniffing, DNS, SNMP, scanning, fingerprinting, and war driving. Students execute attack-and-defend scenarios and document their results. Prerequisite: IT 535. (3)

IT 680 IT Master's Project
Requires the student to integrate and apply knowledge acquired in the degree program to a particular project. The student works individually to complete the project for a sponsor and under the direction of a full-time faculty member of his or her choice. The results are presented orally and communicated in writing. The project outcomes are critiqued by the faculty. Prerequisite: completion of at least 27 credits in the program. (3)

IT 690 IT Master's Thesis
Offers the student the opportunity to conduct original research into a topic of choice and draw on various aspects of previous coursework. Students work under the direction of a full-time faculty member of their choice. Prerequisite: IT 610. (3)

INTERIOR DESIGN
Students in the First Professional Interior Design (Track II) master's degree program should refer to the University's Undergraduate Catalog for course descriptions of Foundation Courses.

ID 512 Furniture Design Seminar
Provides the graduate student with an overview of the furniture design and manufacturing processes. Emphasizes development of design concepts, design meaning, acknowledge- ment of cultural trends, and generating study models to better understand construction connections and detailing. Research and analysis are required to structure the student's understanding of historical furniture design influences and current trends in contemporary culture. 3-D modeling skills and presentation drawings will be created to convey design concepts. Prerequisite: ID 487. (3)

ID 513 Computer-Aided Drafting and Design
Exploration of the concepts, theories, and methods of computer applications for the design and development of interior design projects. Through individual projects, students use CAD functions to formulate, enhance, and analyze the design development and production phases of the design process. Prerequisite: ID 202 or ID 487, and permission of advisor. (3)

ID 515 Field Study and Advanced Rendering
Focuses on increased visual awareness through application of advanced rendering and field-study sketching techniques. The creative process of seeing and thinking to gain visual literacy is thoroughly developed. Specific sketch topics analyze forms of the built environment and explore new awareness in observational skills. Renderings examine light and shadow compositions, spatial concepts, and compositional frames. Computer rendering is integrated as a tool in the studio environment to transform the original sketches and further develop ways of design thinking. Prerequisite: ID 214. (3)

ID 522 Environmental Behavior Seminar
A systematic examination of behavioral determinants in the interior environment. The application of investigative methods, including observation, survey, and photographic techniques, to analyze and evaluate dysfunctional aspects of selected interior environments. (3)
ID 523 Methodology, Theory, and Criticism Seminar
A critical analysis of theoretical design models and philosophies of current interior design and architectural practice. Emphasis is placed on developing an understanding of the design methodology and an ability to critically analyze interior and architectural environments. (3)

ID 524 Design Methods Seminar
Examines methods necessary for controlling complexity in projects in which design and implementation responsibilities are distributed among many parties. Individual and team design exercises are used to build skills and analyze issues. (3)

ID 525 Health Care Design Seminar
Focus on the application of principles and processes of health care design, including how the environment can support healing and promote well-being. Explores and analyzes interior technological and building-code issues for specialized facilities through design projects and research reports. (3)

ID 532 Construction and Environmental Systems
Explores factual and technical knowledge of the various components and materials in building construction. Emphasis on creating objective and procedural criteria for making and analyzing decisions in the construction process as they correlate to interior space planning. Concentration on the interaction of those materials, systems, and methods specified by interior designers and other design disciplines as they relate to the construction process in both commercial and residential structures. (3)

ID 533 Illumination Systems
Investigation into the various sources, components, and materials utilized in lighting design. Emphasis is on analyzing objective and procedural criteria for determining selections of lighting types and evaluating decisions made in the lighting design process. Graduate students will apply investigations into current lighting practices to further assess the cause and effect of diverse lighting selections within the interior environment. (3)

ID 534 Professional Practice
Investigation of business practices used in interior design, professionalism, and standards of business ethics. Includes inquiry into the relationship between the profession, the broader field of environmental design and the construction industry. Synthesis of business procedures for conducting commercial and residential interior design projects developed through project development, including contractual negotiations with clients, contractors, and suppliers, and other business strategies-in-action. Individual and team presentations. Prerequisite: ID 580. (3)

ID 535 Illumination and Acoustical Design Seminar
An analysis of illumination and acoustical design, their impact on environmental systems, and their relationship to the design of interior space. Individual exploration of the qualitative and quantitative applications of lighting and acoustical design. (3)

ID 536 Technology for Interior Design Seminar
Study of current and emerging interior design systems technologies. The course examines technical and organizational approaches to solving problems in the initial fit-out and future adaptation of interior environments. Case studies are developed and analyzed. (3)

ID 550 History of Architecture and Interiors I
An historical and aesthetic survey of mainly Western architecture, interiors, furniture, and decorative arts from ancient times through the 17th century. Stylistic developments, significant examples, important people, social history, and material culture are investigated, analyzed, and appraised. Historic research methods and case studies are examined. (3)

ID 551 History of Architecture and Interiors II
An historical and aesthetic survey of mainly Western architecture, interiors, furniture, and decorative arts from the 18th century to the present. Stylistic developments, significant examples, important people, social history, and material culture are investigated, analyzed, and appraised. Historic and material culture research methods and case studies are examined. Readings and individual or team research topics are explored. Prerequisite: History of Art and permission of advisor. (3)

ID 552 American Interiors Seminar
An examination, analysis, and appraisal of stylistic developments, significant examples, important people, and social and cultural history of the American home and its furnishings from the 17th century to the present. Architecture of the same periods is related to historic preservation, renovation, and adaptation. Readings and individual or team investigation into and analysis of selected topics related to the course are included. Prerequisite: permission of advisor. (3)
ID 553 Modern Design and Architecture Seminar
Investigation of the dominant theories, influences, and character of interiors and architecture during the 20th and 21st centuries and their relation to the preceding periods and effects on the present era. Individual and team inquiries and presentations. (3)

ID 554 Historic Preservation Seminar
Explores the significance of the historic preservation movement in this country emphasizing its relationship to interior design. Through individual readings, site visits, and presentations, students research and analyze the history of preservation and its legislative initiatives, as well as preservation projects and practices. (3)

ID 555 Historic Interiors Seminar
An exploration of significant period styles, finishes, furnishing practices, and social history in mainly American interiors of the past. Through readings and individual or team research and analysis, students develop restoration plans, furnishing plans, and/or modern interpretations of historic interiors appropriate for various entities, such as house museums or significant buildings. Prerequisite: ID 551 or ID 552, and permission of advisor. (3)

ID 556 Historic Research, Documentation, and Design Seminar
An examination and application of methodology for historical investigation and documentation. Work will include written and graphic records that define, analyze, and illustrate significant characteristics of historic building design and interior detailing. Through readings, field trips, field studies, and individual research, students will develop an historical context and appraise significant historical periods with cultural impact and influences on architectural design. Prerequisite: ID 554 and permission of advisor. (3)

ID 558 Interior Design Study Tour
Short-term study tours to a variety of locations provide an in-depth examination of the history and aesthetics of architecture, interiors, furniture, and art spanning a range of periods in the United States and abroad. In selected cities, participants will visit museums, significant buildings, and sites. Outcomes may be cross-cultural analyses of historical context and/or design problem solving. Prerequisites: 3 credits of Art History and ID 550. (3)

ID 580 Advanced Design Studio I
Prepares the graduate student for commercial design space planning. Design skill will be developed in programming and data collection, schematic planning, and design development. Emphasis will be given to increased awareness of commercial spaces and users' requirements in public buildings with attention to program requirements, circulation, and the thematic development. Analytical methodology will be used in problem solving and in the application of planning and design principles. Students will synthesize design concepts with an awareness of the multicultural aspect of the current changing marketplace. Millwork drawings will also be developed for display fixtures with specific functions, construction detailing, and presentation techniques. Prerequisite: ID 487. (3)

ID 581 Advanced Design Studio II
Emphasis on research and analysis of current practices and trends in the field of office design, and the application of those trends to the development of an office design interior project. Office design will be addressed through a phase-by-phase application of design knowledge as well as a topic-driven exploration of current trends and practices. Techniques and methods for investigation will be used in programming, data collection and analysis for schematic planning, and integration with design development. Synthesis of conceptual ideas will be illustrated in detail and generated into working drawings. Prerequisites: ID 513 and ID 580. (3)

ID 582 Advanced Design Studio III
Studio. Prerequisite: ID 685. (3)

ID 590 Practicum
This practicum provides professional opportunities relevant to the uniqueness of the University's location near the nation's capital. Formal arrangements are made with federal, state, or community agencies, or area industries. Prerequisite: approval of department chair. (3)

ID 595 Graduate Directed Research
Individual investigation into and analysis of specific aspects within the discipline of interior design. Under faculty supervision, students develop a written and/or graphic project and presentation focusing on an area of interest or design specialization in which the department does not offer coursework or in which the student seeks further development. Prerequisite: approval of department chair. (3)
ID 620 Research and Development in Interior Design
An investigation of the knowledge and skills necessary to conduct empirical research in interior design. Examination of common research methods used in the discipline and evaluation of published research studies. Significant research issues in interior design are explored through readings and individual or team empirical research projects and writings. Prerequisite: ID 581 or ID 626 or permission of advisor. (3)

ID 626 Graduate Seminar
Examines various social and technical forces affecting the practice of interior design. Emphasis is placed on deepening awareness of theory in interior design and a raised consciousness for personal values with regard to professional practice within the field of design. Through individual readings, investigations, article reviews, and research topic presentations, students assess their values and positions on current issues. Prerequisite: permission of advisor. (3)

ID 684 Master Studio I
An interdisciplinary approach to the resolution of complex problems in the interior environment. An appropriate individual project is developed in consultation with faculty. Computer-aided drafting and design are the preferred means of design communications. Prerequisite: ID 581 or ID 626. (3)

ID 685 Master Studio II
Investigation and analysis of the complex problems and issues existing in interior environments for diverse populations. Building on the interdisciplinary experience of ID 684, this course will apply a thorough design process to the resolution of a complex design problem related to large-scale, mixed-use development. Graduate students will research and analyze concepts for design character, square-foot analysis for programmatic areas, signage, way finding, and security issues that affect public spaces. Freehand drafting, computer-aided drafting, design construction detailing, models, perspectives, and PowerPoint presentations will be generated to convey design intentions. Prerequisite: ID 684. (3)

ID 698 Thesis or Design Research Project I
Identification and exploration of a significant question or challenging issue in interior design using empirical research methods and analysis. Provides opportunities for continued development of the graduate student’s creative and critical thinking capacities and challenges the student to expand the body of knowledge of interior design. Findings are presented in a written or graphic document and/or design project. Through readings and field studies, students formulate and carry out an individual research investigation under faculty supervision and critique. Prerequisites: ID 620 and ID 684. (3)

ID 699 Thesis or Design Research Project II
This capstone course is a continuation of ID 698. The thesis document or design research project employs research applications and inferences of analytical thought in the design process and communication of the design intent. Design projects or thesis findings and analyses are completed and presented to faculty. Upon approval, students mount an exhibition of their projects and/or study findings. Prerequisite: ID 698. (3)

LEGAL ADMINISTRATION/ PARALEGAL STUDIES

LA 500 Introduction to the Legal System
A study of law and federal and state court systems. Surveys various kinds of law practices, the roles of attorneys and paralegals, ethics, and legal research. Substantive reports following visits to local courts are required. Offered fall semester only. (3)

LA 501 Civil and Criminal Procedure
Introduction to the court system and the basis upon which the tribunals hear and resolve legal disputes. Focuses on preparation of documents for all stages of trial work. Overview of the federal rules of civil and criminal procedure and of constitutional issues governing these procedures. Offered fall semester only. (3)

LA 505 General Legal Procedures
A study of areas of general legal practice, including family law, trusts and estates, bankruptcy, torts, intellectual property, and business entity law. Focuses on preparation of documents used in these practice areas. Offered fall semester only. (3)

LA 509 Public Law and Administrative Procedures
Introduction to the federal and state legislative and regulatory processes. Overview of the appeals process for Immigration, Social Security, and Provider Appeals and the hearing processes of the NLRB, ICC, FTC, and FCC. Focuses on preparation of legislative and administrative documents. Offered spring semester only. (3)

LA 535 Personnel Law
Focuses on the dynamic relationship between legal and personnel concepts and how human resource practitioners can help organizations avoid exposure to litigation. Students analyze and apply appropriate rules of law to problem situations. (3)

LA 540 Health Care Law
Provides students with a review of medical-legal aspects of health care. The course focuses on major legal issues of malpractice, antitrust, insurance law, patient rights, and provider liability. Offered fall semester only. Prerequisites: HCM 510 and HCM 535, or permission of department chair. (3)
LA 550 Law Office Management
Provides an overview of management principles and their application to the law firm or corporate law department. Focuses on how the law firm generates revenue and the importance of time management and the control of expenses. Surveys facilities management, information management, basic accounting and finance, and personnel management issues. Prerequisite: at least 15 credits in graduate LA courses or permission of department chair. Offered spring semester only. (3)

LA 561 Law and the Business Environment
Examines the role of law and legal procedure in management of business enterprises, concentrating on business organization, liability issues, employment law, consumer protection, antitrust, securities, and legal-ethical concerns. Provides a broad understanding of reciprocal influence of business and legislation. (3)

LA 562 Law, Computers, and the Internet
Overview of the legal issues arising in computer technology: patent, copyright, trademark, computer contracts, employment contracts, trade secrets, licensing, right to privacy, First Amendment rights, and legal ethics. Offered spring semester only. Recommended: LA 561. (3)

LA 590 Supervising Legal Research and Writing
A study of terms, publications, and legal research tools and techniques. Provides students with a clear understanding of legal terminology and its use in the preparation of legal briefs, memoranda, and opinions as students perform legal research and draft legal documents. Emphasizes proper citation format. Offered fall semester only. (3)

LA 591 Advanced Legal Research and Writing/Computerized Legal Research
Provides experience in using Lexis, Westlaw, and the Internet in conducting legal research and provides advanced legal writing instruction. Emphasizes proper citation format. Offered spring semester only. Prerequisite: LA 590. (3)

LA 595 Paralegal Seminar on Constitutional Law
Introduces students to current legal issues affecting paralegals working in law firms or corporate law departments. Students are required to follow current Supreme Court cases and state bar actions/regulations impacting the practice of law. See department chair for course offering schedule. Prerequisite: permission of department chair. (3)

MANAGEMENT

MGT 502 Managing Innovation
Focuses on how managers initiate, lead, and support innovation within organizations. Concepts of creativity, design, and the conditions required for them to flourish are examined, along with the model of the “learning organization.” The course introduces students to the practice of collaboration, and it provides opportunities to analyze management of groups charged with advancing new products for practices in organizations. This is the capstone course for the M.S. in Management program. (3)

MGT 505 Creating Business Webs
An introductory course that investigates usability and the Web, concentrating on business Web sites. Students study current usability issues, such as navigational systems, site architecture, and communication methods. They then create and publish their own sites to demonstrate their understanding of these issues. (3)

MGT 506 Customer Relationship Management
Focuses on the behavioral science-based interpersonal skills and competencies for satisfying customers and/or consumers with quality products, services, and processes. Students develop models and strategies for identifying and measuring individual and group motives and perceptions to determine the real needs of consumers. (3)

MGT 507 Leadership
Enables students to become more aware of and thoughtful about leadership practices in addition to developing and expanding their existing capabilities. The course provides students with opportunities to examine and apply dynamics of creativity and design to organizational constructs and strategic thinking, to examine and assess leadership capability and readiness, and to integrate personal leadership philosophies and values into a reflective practice of leadership. (3)

MGT 509 Management Seminar
Examines major current issues affecting the management and development of the business enterprise. Topics are announced each semester. (3)

MGT 510 Functional Processes for Re-engineering Organizations
Focuses on the practical aspects of re-engineering organizational processes for immediate and long-range effectiveness. The impact of resulting change on human and technical systems is addressed. (3)
MGT 511 Business Essentials
Provides fundamental knowledge of the functional areas of business for non-M.B.A. graduate students within the School of Business Administration. The course exposes students to the constructs of economics, global business, business ethics, management, human resource management, marketing, information management, accounting, and finance. Students will be expected to integrate and synthesize their learning of these constructs by means of a comprehensive term paper. (3)

MGT 515 Principles and Practices of Group Performance
Provides conceptual understanding of the principles of group and team behavior and the influence of organizational culture and group processes on group and team performance. Examines impact of group and team management on organizational development. Offered fall and summer semesters only. (3)

MGT 550 Procurement and Contracting
Introduces the principles and concepts of managing major procurement programs, from planning through programming, controlling, sourcing, and contractual design for diverse acquisitions. Emphasizes federal procurement policy and compares it with procurement and contracting at state and local government levels and in the private sector. (3)

MGT 551 Negotiation Skills and Mediation
Focuses on knowledge of, and basic competencies in, negotiation and mediation. Applies the Harvard win-win negotiation model to progressively more challenging role-plays involving multiple parties and issues. Provides techniques for handling conflict, power, and ethical issues in negotiation and mediation. Students will also have an opportunity to practice writing durable agreements. (3)

MGT 560 Ethical Issues in Business and Society
Examines corporate governance, business-government relations, the impact of economic and social change, organizational ethics, and the political role of business. Considers the measures business may use to anticipate and provide appropriate response to changes in public and government expectations while defending legitimate business interests. (3)

MGT 561 Ethics in the Information Age
Engages students in the debate over the particular legal and ethical situations presented by the advent of the information age. Issues such as information privacy, consumer rights, data encryption, intellectual property rights, free speech issues, securities transactions, customer profiling, and others will be presented and debated in light of current and future information technology. (3)

MGT 585 Global Business Management
Examines the scope and nature of opportunities and problems in international business operations. Emphasizes the effect of culture and environmental differences and the skills needed to manage international businesses. Topics include the international business environment; multinational corporations as economic, social, and political institutions; strategy issues of control and coordination; and the operating issues of managing the workforce, other managers, and management systems. Offered spring semester only. (3)

MGT 595 Internship
The purpose of the internship is to provide graduate students with practical experience in work settings. Students are expected to perform meaningful work monitored by a supervising professional representing the company selected. (3)

MGT 596 Special Topics
Explores a contemporary topic relating to some aspect of management. (3)

MGT 599 Independent Study
Students investigate selected topics in the major areas under the direction of a faculty advisor and the dean of the School of Business Administration. The Independent Study allows the student to develop and demonstrate the ability to conduct independent research, perform independent studies in a specialized area, and present the results in writing of professional quality. Prerequisite: permission from the dean of the School of Business Administration. (3)

MGT 600 Thesis
Provides an opportunity for independent research appropriate for the master's level, as arranged with the dean of the School of Business Administration. The results of the research are communicated in writing and critiqued by the faculty. (3-6)

MANAGEMENT SCIENCE

MSC 516 Operations Management
Examines the management of business operations, the tools and techniques used by operations managers in manufacturing and service industries, the interaction of production functions, and the synthesis of concepts and techniques relating to and enhancing the management of production systems and the provision of services. Prerequisite: MBA 514 or equivalent. (3)
MSC 545 Project Management
Combines quantitative tools, concepts, and methods with behavioral science techniques to enable managers to plan, initiate, organize, lead, and manage projects within matrix and project organizations, and under time pressure, rapid change conditions, and other conditions of rush. (3)

MSC 555 Program Management
Examines knowledge, strategies, and techniques needed to manage various kinds of projects, including software development and e-business projects. Strategies for improving quality and developing a project management culture within an organization are discussed, with focus on the Project Management Maturity Model. This course makes extensive use of case studies. Prerequisite: MSC 545. (3)

MSC 585 Global Operations Strategy
Introduces the students to the different concepts and global issues of operations strategy. Focuses on how manufacturing and operations can be global competitive weapons. The course addresses topics such as how American managers respond to global competition through superior quality, productivity, and new product and process development; and how operations strategy can be modified as environmental or competitive conditions change. Offered spring semester only. Prerequisite: MSC 516 or permission of department chair. (3)

MARKETING

MKT 510 Advertising and Integrated Marketing Communications
Focuses on advertising and its relation to the development of product, brand, or corporate image; advertising as part of the social, economic, and business environment. Provides experience in marketing communications. (3)

MKT 512 Market Research
Focuses on decisions required by market research executives. Students develop, conduct, and analyze an actual market research survey. Applies the disciplines of economics, statistics, marketing, and management to a decision-oriented marketing environment. Prerequisite: MBA 514. (3)

MKT 520 Business-to-Business Buying Behavior and Strategic Selling
Analyzes the types of buying behaviors that organizations use when purchasing goods and services. The course applies this knowledge to the business-to-business sales process. Besides organizational buying behavior, the following topical areas are covered in the course: the sales process (including the sales cycle and basic selling skills); strategic account management in major accounts; and sales management (including account planning, compensation planning, territory planning, territory reviews, sales force motivation, and sales force automation). (3)

MKT 530 Promotional Strategies
Marketing promotion and its application in typical marketing situations. Student is required to demonstrate a conceptual knowledge of marketing promotion including communications theory, advertising, sales promotion, personal selling, and public relations. (3)

MKT 550 Marketing Seminar
Focuses on analytical integration of marketing strategy literature, economic dimensions of marketing analysis, and comprehensive cases. Provides the capstone seminar for Marketing. (3)

MKT 585 Global Marketing
Develops the skills and abilities needed to deal effectively with global marketing issues and problems. The focus is on decision making, not on the basis of speculation, but on the basis of relevant principles and an appropriate conceptual framework. Offered fall semester only. (3)

MKT 589 Marketing High-Technology Products and Services
Dramatic changes in the technology and business environment have fundamental implications for marketing strategies in general, and for marketing high-technology products and services in particular. This course will provide a structure and offer guidelines for the development of marketing programs for high-technology firms. (3)
MKT 590 Internet Marketing
In this course students will learn how they and their employers can use the Internet and related multimedia electronic technologies to market specific products (merchandise and services) and to promote organizational images. Students will learn how marketing on the Internet is being done by businesses of almost every kind to achieve the full range of organizational strategic objectives. Students will come to understand how the Internet allows a 24-hour-a-day marketing presence that can provide an enhanced competitive advantage. Furthermore, students will learn to use a combination of specific technologies and varied techniques to take optimal advantage of the Internet’s potential as an aid to successful strategic marketing. See department chair for course offering schedule. (3)

NU 400 Health Promotion and Risk Reduction in Communities
Presents public health concepts, principles, standards, theory, and intervention modalities in nursing practice. Clinical experience is provided in distributive settings. Client advocacy is promoted and teaching is emphasized. Transportation is the responsibility of the student. Prerequisites: NU 302, NU 361, NU 362, BIO 260, NU 333, and NU 432. (5)

NU 412 Introduction to Leadership, Management, and Advocacy
Focuses on the roles of the professional nurse as a leader in the health care environment, manager of health care clients in a variety of settings, and advocate for social and political reform. Students explore theories of leadership, management, and organizational behavior as well as the social, political, and economic forces affecting health care environments. Students examine and apply legal and ethical accountability and decision making to planning, evaluating, and documenting client outcomes. Prerequisite or corequisite: NU 400. (3)

NU 501 Theoretical and Ethical Foundations of Advanced Nursing Practice
Focuses on the synthesis and integration of theoretical knowledge and principles from nursing and related disciplines to serve as guides for advanced nursing practice. Curriculum concepts are woven throughout course content. Special attention is given to relevant theories and ethical and legal aspects of practice. Includes analysis and evaluation of nursing theory and application of ethical decision-making frameworks. Relevant research findings will be used to promote development of skills in critical analysis of advanced-practice nursing and health care issues. (3)

NU 508 Health and Culture
Examines culturally based value orientations, communication, and patterns of health care beliefs and practices among clients and health care providers. Emphasis is on provision of culturally competent health care. (3)

NU 512 Nursing and Health Care Systems and Organizations
Provides an overview of contemporary U.S. nursing and health care systems and organizations, including historical, social, political, economic, organizational, and cultural forces impacting nursing and health care. Examines the roles of research and health care policy, regulation, and law in shaping organizational structure and health care systems. (3)

NU 550 Advanced Pathophysiology I
Presents advanced pathophysiology of the head and neck, muscular skeletal, pulmonary, cardiovascular, hematologic, and dermatologic systems. Emphasis is given to the interaction of these systems with other body systems. Students analyze data pertinent to clinical disease states and utilize the information in implementing the nursing process as a clinical nursing expert. (3)

NU 551 Advanced Pathophysiology II
A continuation of Advanced Pathophysiology I with primary focus on the endocrine, gastrointestinal, renal, genitourinary, neurologic, and reproductive systems. The interaction of body systems is stressed. Analysis of data pertinent to clinical disease states is continued as a foundation for expert clinical nursing practice. Prerequisite: NU 550 or permission of instructor. (3)

NU 552 Advanced Pharmacology
An in-depth study of clinical pharmacology and toxicology. Drugs affecting the organ systems are discussed with emphasis on mechanisms of drug action, types and mechanism of adverse drug action as well as drug interactions. The nursing implications of each drug classification are emphasized together with the implications surrounding the decision-making process used in prescribing drugs. Drug legislation and regulations affecting the practice of advanced nurse practitioners are studied. Relevant research with implications for nursing practice is presented. (3)
NU 553 Advanced Health Assessment
This course provides the theoretical knowledge and clinical assessment skills requisite for the master's-prepared nurse. Course content is consistent with the core curriculum recommended by the American Association of Colleges of Nursing Essentials of Master's Education for Advanced Practice Nursing. The influence of physiological, psychological, sociocultural, spiritual, and developmental variables on wellness, and the roles and skills of the advanced-practice nurse in supporting wellness, are examined and practiced. Laboratory experiences provide opportunities to expand critical thinking and diagnostic reasoning skills. Prerequisites: NU 550 and NU 551. (3)

NU 590 Health Care Data Analysis
Provides the student with a conceptual understanding of statistical methods in relation to the purpose, design, and methods of health care research. Both descriptive and inferential applications are presented and students are introduced to the use of computers for data storage, retrieval, and statistical analysis. (3)

NU 591 Health Care Research
Provides an in-depth study of the design and conduct of health care research with an emphasis on identifying researchable clinical, educational, and health care delivery problems, matching the research design to the research question, and utilizing new knowledge to analyze health care intervention outcomes. Prerequisite or corequisite: NU 550. (3)

NU 592 Nursing Research Design II
A continuation of the research process in which students implement the research protocol developed in NU 591. Empirical data is collected and analyzed. A written report of the research process and findings is made. Prerequisite: NU 591. (3)

NU 599 Independent Study
Students investigate selected topics in Nursing under the direction of a faculty advisor and/or the dean of the School of Health Professions. Independent Study enables students to pursue specialized interests and contribute to the advancement of knowledge in nursing. (1-6)

NUA 503 Nursing Administration I
Concepts and theories related to nursing and organizational structure, as well as leadership, management, and administration processes are used to examine the domains, roles, and responsibilities of the nurse manager in the context of health care settings: hospitals, nursing homes, ambulatory clinics, and community centers. The influence of professional, environmental, technological, and organizational forces on the structure and function of nursing and health care services and on the role of the nurse manager are explored. Prerequisite: NU 512 or permission of instructor. (3)

NU 504 Nursing Administration II
Focuses on an in-depth study of the knowledge, skills, and abilities needed for effective nursing administration practice. Emphasis is given to executive role development within the context of the changing health care environment. The interdependence and interrelatedness of administrative functioning within the organizational system are explored and analyzed in depth. Prerequisite: NUA 503 or permission of instructor. (3)

NUA 504 Nursing Administration II
Focuses on an in-depth study of the knowledge, skills, and abilities needed for effective nursing administration practice. Emphasis is given to executive role development within the context of the changing health care environment. The interdependence and interrelatedness of administrative functioning within the organizational system are explored and analyzed in depth. Prerequisite: NUA 503 or permission of instructor. (3)

NUA 535 Health Care Policy and Ethics
Using case methods, this course analyzes major health care issues and policy formulation for health care facilities. It covers health care policy, planning, and operations of the health care system. Offered spring semester only. Prerequisites: NUA 503 and NUA 504. (Also listed as HCM 535.) (3)

NUA 540 Health Care Law
Provides students with a review of medical-legal aspects of health care. The course focuses on major legal issues of malpractice, antitrust, insurance law, patient rights, and provider liability. Offered fall semester only. (Also listed as LA 540.) (3)

NUA 550 Health Care Finance
Focuses on the financial management of health care organizations, addressing financial characteristics which are unique to health care organizations. Various tools of financial analysis and decision making used in the management of health care organizations will also be explored. Offered summer semester only. Prerequisites: NUA 503 and NUA 504. (Also listed as HCM 550.) (3)

NUA 590 Nursing Administration Practicum I
Provides students an opportunity to apply theoretical concepts and strategies acquired in previous and concurrent nursing and interdisciplinary courses to develop first-level nursing and health leadership and management role competencies in selected clinical settings. Prerequisite: permission of department chair. (3)

NUA 591 Nursing Administration Practicum II
Provides students an opportunity to apply theoretical concepts and strategies acquired in previous and concurrent nursing and interdisciplinary courses to develop leadership and administrative role competencies in selected health care or health policy settings. Prerequisite: NUA 590. (3)
NUE 503 Nursing Education I
A critical study of the educational process with emphasis on relevant research. The organization and administration of both the educational setting and the health care agency are discussed with attention to the role of the educator within both settings. Role developments are initiated with an analysis of the rights and responsibilities of the educator. (3)

NUE 504 Nursing Education II
Intensive study of learning, the learner, and the environment for learning. Special attention is given to the theoretical base of learning and relevant education research. The special needs and interests of the learner in nursing are analyzed, and unique features of the teaching environment in nursing are discussed. Techniques of measurement and evaluation are presented with opportunities for test construction, analysis, and evaluation. (3)

NUE 505 Nursing Education III
Focuses on role preparation for nursing educators. Curriculum/program planning and development receive major emphasis. The instructional process and teaching principles are studied with attention to application. Prerequisites: NUE 503 and NUE 504. (3)

NUE 590 Nursing Education Practicum
This practicum provides opportunities to apply educational theory to teaching practice. Current issues in nursing education are explored. Leadership and research roles of nursing education are analyzed and opportunities are provided for role development. Experiences are analyzed and evaluated to develop teaching competence. Prerequisites: NUE 503, NUE 504, NUE 505, NU 550, and NU 551. (4)

NUF 501 Professional Role Development of the Family Nurse Practitioner
This course operationalizes the theoretical principles and norms of the professional role of the advanced-practice nurse in the role of the nurse practitioner. Emphasis is placed on demonstrating clear understanding of the nurse practitioner role, including legal responsibilities and state regulation. This course will assist the student in role transition to the advanced-practice nurse. (3)

NUF 502 Advanced Assessment and Health Screening for the Family Nurse Practitioner
Provides the theoretical and clinical foundation for advanced practice in primary care family nursing. It focuses on skills and knowledge necessary for role preparation of the family nurse practitioner who provides care to individuals and families in various communities. Laboratory and clinical experiences provide opportunities for the development of assessment and diagnostic skills. (3)

NUF 503 Primary Care of the Family I
Focuses on the correlates of chronic and acute illnesses throughout the life cycle. Provides role preparation of the primary family nurse practitioner with attention to the assessment, diagnosis, monitoring, coordinating, and management of the health status of clients over time. Clinical experiences develop competency in diagnosis and appropriate medical management or referral. Prerequisites: NUF 501, NUF 502, NU 550, NU 551, and NU 552. (7)

NUF 504 Primary Care of the Family II
An advanced nursing practicum in primary care of the family. Provides opportunities for the student to synthesize and clinically apply the knowledge and skills acquired in previous nursing and cognate courses. Emphasis on demonstrating competency in the assessment, management, and evaluation of client health/illness status. Students are expected to mobilize and coordinate client, health professional, community, and governmental resources in the management of health problems and prevention of illness. Special attention is given to the analysis of the nurse practitioner's autonomous and independent role on an interdisciplinary health care team. Prerequisites: NUF 501, NUF 502, and NUF 503. (6)

ORGANIZATION DEVELOPMENT

OD 521 Organization Development and Change
Focuses on understanding, managing, and facilitating change in organizations. Emphasizes the use of diagnostic models and theories of organization development to identify organizational problems, plan interventions, and develop processes for facilitating planned organizational change. Offered fall and spring semester. (3)

OD 522 Organization Development Interventions and Implementation
Focuses on implementing and measuring organization development interventions. Emphasizes the ability to analyze findings, develop solutions, design strategies, and measure results. See department chair for course offering schedule. (3)

OD 523 Organization Development Issues and Trends: Executive Coaching and Consulting
Focuses on leading-edge organization development trends, specifically executive coaching and consulting. Emphasis is on the skill and art of coaching executives in high-performance organizations. Provides approaches and application of dialogue, adult learning, change, and measurement. This course requires a high level of interaction and participation. It also requires practice outside the classroom and journal writing. Students learn to apply skills in leadership, team, and organizational renewal efforts. Offered spring semester. (3)
OD 524 Consulting Skills
Enables student to function responsibly as novice consultant or mid-level practitioner, depending on each student’s entry-level knowledge and skills. Emphasis is placed on practical application of conceptual skills. Students learn to apply consulting skills and strategies to their own work situations. Course content focuses on current consulting theory and practice, building an effective client-consultant relationship, and applying skills and strategies. Offered fall semester. (3)

OD 525 Organization Theory and Design
Explores organizational theories and structures for increased efficiency and results. Provides basic approaches for the design and implementation of high-performance cultures, designs, internal systems, technology, innovation, control, goals, ethics, leadership, decision making, teams, and strategy. Offered fall semester. (3)

OD 526 Advanced Facilitation Skills
Provides a conceptual basis for, and extensive practical application of, group facilitation skills to be used in high-performance groups, teams, and organizations. See department chair for course offering schedule. (3)

PHYSICAL THERAPY

PT 700 Clinical Neuroscience
Provides an in-depth study of the central nervous system, including changes that occur during development as a result of aging and injury. Neuroanatomy, neurophysiology, and their application to the development of human posture and movement are included. Problem-based, patient-centered cases in class, as well as from PT 711, provide early linkages of content across courses. Laboratory work includes human cadaver dissection and use of prospected cadaver materials. Offered spring semester only. Corequisites: PT 710-711. (6)

PT 701 Applied Pathophysiology
Examines the effects of pathological and age-related changes of major organ systems on general health and human movement. Basic pharmacological principles and medical terminology are included in course content. Problem-based, patient-centered cases guide the learning activities, link the content across courses, and link the content to clinical practice. Offered fall semester only. Corequisite: PT 702. (6)

PT 702 Health Care Delivery and Contemporary Society
An overview of the demographic, social, economic, historical, and legislative forces affecting the delivery of health care in the United States and in other countries. The students will develop an understanding of the roles of the consumer as well as the role of the health care provider in the current system. Cultural, sociological, educational, and ethical issues that influence roles and responsibilities of consumers and health professionals are emphasized. Offered fall semester only. (3)

PT 710 Gross Anatomy
Provides an in-depth study of the gross anatomical structures and kinesiological principles underlying movement of the neck, upper extremity, thorax, abdomen, lumbosacral region, lower extremity, head, and face. Problem-based, patient-centered cases from PT 711 provide linkages of content across courses. Laboratory work includes human cadaver dissection and use of prospected cadaver materials. Offered spring semester only. Prerequisites: PT 700-702. Corequisites: PT 711 and PT 712. (6)

PT 711 Foundations of Physical Therapy Examination, Evaluation, and Diagnosis
Includes fundamental patient care skills (safety, patient handling, transfers, etc.), basic kinesiology and muscle physiology as they relate to therapeutic exercise, and basic evaluation and treatment procedures. Problem-based, patient-centered cases guide the learning activities, link content across courses and to clinical practice. One-half day per week is spent in supervised clinical practice. Offered spring semester only. Prerequisites: PT 700-702. Corequisites: PT 711 and PT 712. (6)

PT 712 Critical Assessment of Information
Develops skills in critical examination of information essential for clinical practice and research. These skills assist students in becoming good consumers of physical therapy assessment and research literature, including synthesizing information from a variety of literature sources to begin planning research thesis topics. Students critically examine physical therapy interventions and measurement tools commonly used in practice. Both the processes of clinical decision-making and research evaluation enhance the critical problem solving of students. Offered spring semester only. Prerequisites: PT 700-702. Corequisites: PT 710-711. (2)
PT 720 Evaluation and Management of Patients with Peripheral Musculoskeletal Disorders
Focuses on the management of patients with musculoskeletal disorders particularly affecting the appendicular skeleton. Emphasis is on outpatient rehabilitation to normalize movement and prevent injury recurrence. Problem-based, patient-centered cases guide the learning activities. The theory and practice of manual therapy, proprioceptive neuromuscular facilitation (PNF), and progressive orthopedic rehabilitation are major components of the course. Offered fall semester only. Prerequisites: PT 700-702, 710-712. Corequisite: PT 721. (5)

PT 721 Evaluation and Management of Patients with Spinal Musculoskeletal Disorders
Emphasizes assessment, diagnosis, and management of patients with vertebral joint dysfunction of the axial skeleton. The Maitland approach is emphasized. The laboratory activities focus on the safe and competent application of evaluation procedures and treatment interventions associated with the axial skeletal region, emphasizing orthopedic manual techniques. Offered fall semester only. Prerequisites: PT 700-702, 710-712. Corequisite: PT 720. (5)

PT 722 Physical Agents and Electrotherapeutics
Provides a theoretical foundation and evidence from contemporary literature for selection and application of therapeutic modalities, e.g., heat, cold, massage, and electrical equipment utilized in clinical practice. In addition, electrodiagnostic procedures are introduced as components of patient examination and evaluation. Offered fall semester only. Prerequisites: PT 700-702, 710-712. Corequisites: PT 720-721. (3)

PT 723 Research Principles and Design
Focuses on the development of research questions, designs, and methodology. Emphasis is on the relationships between the component parts and their purpose within a research proposal. This course focuses on the development of skills needed by the physical therapist to effectively fulfill the role of participation in the research process. Ethical considerations in conducting research are stressed. Offered fall semester only. Prerequisites: PT 700-702, 710-712. Corequisites: PT 720-721. (3)

PT 730 Evaluation and Management of Patients in Acute Care
Focuses on PT management of patients with acute medical and surgical conditions, emphasizing PT practice in the acute care hospital, subacute treatment center, and early phase home care. Long-term rehabilitation and preventative aspects of care of patients with cardiac and pulmonary conditions and amputations are included. Offered spring semester only. Prerequisites: PT 700-702, 710-712, 720-722. Corequisite: PT 731. (5)

PT 731 Clinical Application of Physical Therapy Management of Patients in Acute Care
This course includes laboratory activities focusing on the safe and competent application of physical therapy examination procedures and treatment interventions associated with the content of PT 730. Problem-based, patient-centered cases guide the learning activities, as students participate in small-group tutorial sessions twice weekly. One-half day per week is spent in supervised clinical practice. Offered spring semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-722. Corequisite: PT 730. (5)

PT 732 The Physical Therapist as a Manager
In this course, students apply concepts and principles of management in the delivery of physical therapy services to the individual patient, selected health care organizations, and the community. The student also gains exposure to contemporary health care administration practices in representative segments of the health care industry and to the historical basis from which the current system evolved. The course also includes a quality assurance program, concepts of accountability, cost-effectiveness and efficacy of services, organizational behavior, marketing strategies, facility planning, and outcome assessment measurement and utilization. Offered spring semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-721. Corequisites: PT 733 and PT 734. (3)

PT 733 Evidence-Based Clinical Practice
Prepares health care students to apply principles of evidence-based practice (EBP) in making patient-focused decisions in day-to-day clinical practice. The use of “Current Best Evidence” is emphasized as well as the balancing of best scientific evidence with patient preference/values and expert opinion. This course includes the basic principles of epidemiological research, as commonly used in EBP decision-making. Offered spring semester only. Prerequisite: PT 712 or permission of instructor. (2)

PT 734 Thesis Seminar I
The development, implementation, and reporting of the thesis research project occurs over multiple semesters. Students working in small groups will prepare a research proposal to investigate a question within the research expertise of the faculty and pertinent to physical therapy practice. This course guides students through the identification of a researchable question, preparation of a thesis proposal (including methods selection and identification of data analysis), and submission of a completed proposal to the Institutional Review Board. Offered spring semester only. Prerequisite: PT 712. (1)
PT 740 Evaluation and Management of Patients with Neurological Disorders
Supports the development of proficiency in the physical therapy examination and management of patients with neurological dysfunction. Emphasis is on post-acute or rehab management of the patient, which typically occurs in a rehabilitation setting, long-term care facility/skilled nursing facility, home care environment, school setting, or adult day care/community re-entry setting. Utilization of a consistent framework for examining and evaluating patients and justification of intervention/evidence-based practice will be emphasized throughout the course. Offered fall semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-724. Corequisite: PT 741. (5)

PT 741 Clinical Applications of Physical Therapy Management of Patients with Neurological Disorders
An applications and laboratory course focusing on safe and competent examination and treatment techniques used in the management of the adult or child patient with neurological dysfunction. The lecture component of this course follows the organization of PT 740. Visiting patients and clinical opportunities will allow students to apply knowledge and skills to actual patients. Offered fall semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-724. Corequisite: PT 740. (5)

PT 742 Special Populations in Physical Therapy
Focuses on specialized patient assessment and intervention activities frequently encountered in geriatrics, home care, and school system PT. Students practice the consultative and screening role of PT for older adults and for children. Emphasis is on effective patient management for these special populations. Offered fall semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-724. Corequisite: PT 740. (5)

PT 743 Thesis Seminar II
The development, implementation, and reporting of the thesis research project occurs over multiple semesters. This course guides students through the data collection, reduction, and analysis aspects of the group thesis project. Offered fall semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-724, PT 730-734. (1)

PT 750 Sport Physical Therapy
Physical therapists have particular roles to play in the specialized area of sports medicine. This role involves not only analysis of the causes and effects of injuries occurring in athletes, but also an overall understanding of the management of different types of injury. This course will focus on the evidence-based application of appropriate assessment and treatment techniques used in the management of soft tissue and musculoskeletal disorders suffered by this specialist client group. The course will further develop the student's understanding of the effects of physical training with regard to preparation before and after training, and the importance of appropriate rehabilitative exercise. Offered spring semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-724, PT 730-734, PT 740-743, PT 800. (4)

PT 751 Geriatric Physical Therapy
This elective course prepares graduates for practice settings that focus primarily on geriatrics. This course emphasizes PT management of the well-elder, the older athlete, and the frail and near-frail elder. Evidence-based application of the patient/client management model is emphasized. Offered spring semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-724, PT 730-734, PT 740-743, PT 800. (4)

PT 752 Neurological Physical Therapy
This elective course prepares students for clinical practice in an environment that specializes in neurological physical therapy. The general Physical Therapy curriculum provides a foundation in neurological physical therapy. This course content is considered beyond entry-level knowledge with a focus on understanding the complexities associated with neurological patients with motor-control problems. Students will delve more deeply into both the physical and psychological/emotional aspects of neurological disability. Students will become familiar with the repertoire of standardized assessment tools available for neurological patients and some of the specialized equipment designed to enhance the mobility and lifestyle of neurological patients. Offered spring semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-724, PT 730-734, PT 740-743, PT 800. (4)
PT 753 Pediatric Physical Therapy
This elective course provides an in-depth study of pediatric practice in physical therapy. This course will advance concepts regarding development of motor control within infants and children with abnormally developing nervous systems. Both habilitation and rehabilitation techniques of infants and children with congenital and acquired central nervous system disorders will be compared and critically analyzed. Classroom conversations will be enhanced through student-directed discussions on selected relevant journal articles read and analyzed by students prior to class. Offered spring semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-724, PT 730-734, PT 740-743, PT 800. (4)

PT 754 Capstone Seminar
Students apply and synthesize evidence-based clinical practice principles and demonstrate their role as a professional and scholarly practitioner. It prepares the students for the role of a physical therapist as a primary care practitioner in a "doctoring" profession. Current practice, professional issues, and the changing role of the physical therapist will be emphasized. Students present a poster of their thesis research and are introduced to the concept of case reports. A comprehensive examination, aimed at preparedness for general, entry-level practice, is included in this course. Students must successfully pass this exam to graduate. Offered spring semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-724, PT 730-734, PT 740-743, PT 800. (3)

PT 770 Screening for Medical Disorders
This course in the transitional D.P.T. program addresses the PT's role, responsibilities, and decision-making processes regarding appropriate referral of a patient to a physician for emergency or nonemergency evaluation of medical conditions outside the scope of physical therapy. A well-developed examination scheme guides structured decision-making processes to efficiently and effectively collect and evaluate examination data for an informed differential diagnosis and subsequent referral decision. Proficient communication with the patient and other health care professionals will be emphasized. A series of patient cases are presented as a means of applying differential diagnostic principles and promoting clinical decision-making. Prerequisite: Physical therapy licensure in U.S. (2)

PT 771 Medical Imaging and Rehabilitation
This course in the transitional D.P.T. program provides the PT clinical doctoral learner with the tools needed to interpret and apply specialized medical imaging information to the rehabilitation patient. Musculoskeletal imaging is emphasized. A basic introduction of imaging techniques for other physiological systems (CNS, heart, lung, vascular tree) will also be incorporated (Doppler ultrasound, V/Q scan, echocardiography, radioisotope testing, etc.). This course strengthens physical therapist clinical expertise in comprehensive patient evaluation, diagnosis, treatment planning, and physician interaction. Prerequisite: Physical therapy licensure in U.S. (2)

PT 772 Pharmacology in Rehabilitation
This course in the transitional D.P.T. program will provide the PT clinical doctoral learner with the primary drug classes and the physiologic basis of their action. Drugs will be grouped according to their general effects and the type of disorders they are routinely used to treat. Special emphasis will be placed on drugs that are commonly used to treat people receiving physical therapy. This course will, likewise, address how drug therapy interacts with physical therapy, and how drugs can exert beneficial effects as well as adverse side effects that impact on rehabilitation. A specific area of focus will include geriatric pharmacology. Prerequisite: Physical therapy licensure in U.S. (2)

PT 773 Medical Imaging and Rehabilitation
This course in the transitional D.P.T. program provides the PT clinical doctoral learner with foundational information regarding legal, ethical, and administrative decision-making processes often facing physical therapists in clinical practice. Specific topics include medical malpractice, employment law, the legal aspects of documentation; informed consent; sexual conduct and sexual harassment; professional responsibility; preparation for a deposition; and managed care issues. Utilizing theoretical frameworks, case-based decision-making situations are presented. Analysis and application of the ethical/legal responsibilities of the PT as an autonomous practitioner are covered in depth. Prerequisite: Physical therapy licensure in U.S. (2)
PT 774 Clinical Decision Making: Guide to PT Practice
This course in the transitional D.P.T. program will provide the PT clinical doctoral learner ways to utilize of the Guide to PT Practice for effective and efficient clinical decision making. The Guide to PT Practice is an organizational tool that summarizes physical therapist rights, roles, and responsibilities in treating patients/clients and in providing the PT a framework for clinical decision making. The patient/client management model utilizing examination methods, evaluation, diagnosis, prognosis, intervention, length of visits/stay, outcome measures, and discharge planning are covered. Prerequisite: Physical therapy licensure in U.S. (1)

PT 775 Business and Marketing
This course in the transitional D.P.T. program is designed to enhance the PT clinical doctoral learner’s appreciation of business and management practices needed to succeed within the current health care landscape. Students will examine physical therapy as a health care business that is becoming increasingly autonomous. Applying general business principles to this evolving practice environment will include: finance, productivity, reimbursement, business planning, marketing, human resources, leadership, flexibility, and corporate compliance. This content will assist the therapist and the profession in preparing for the future. Prerequisite: Physical therapy licensure in U.S. (1)

PT 776 Coding and Reimbursement
This course in the transitional D.P.T. program is designed to educate the PT clinical doctoral learner in analyzing reimbursement of current billing, accounts receivable, collection procedures, and use of proper coding. Documentation, coding, review of current payor’s contracts, and billing audits necessary to succeed in today’s health care landscape. The material will assist the therapist and the profession in preparing for the future. Prerequisite: Physical therapy licensure in U.S. (1)

PT 777 Professionalism: the Doctoring Profession
This seminar course in the transitional D.P.T. program provides the PT clinical doctoral learner the opportunity to analyze and discuss the roles/responsibilities and challenges/opportunities inherent in doctoral-level physical therapy practice. Development of practitioners who view their education as a route to engaged professionalism is emphasized. The components of a doctoring profession in PT are examined: autonomous practice, direct access, evidence-based practice, practitioner of choice, and professionalism. Professionalism, articulated in the Guide to PT Practice, is grounded in seven core professional values: accountability, altruism, excellence, compassion/caring, social responsibility, integrity, and professional duty. Each of these values will be explored in this seminar. Prerequisite: Physical therapy licensure in U.S. (2)

PT 778 Critical Assessment and Application of Best Evidence
This course in the transitional D.P.T. program develops skills in the application of evidence-based practice (EBP) as a model for effective clinical decision making. The critical assessment of scientific information, an essential element of evidence-based practice, is included in this course. PT clinical doctoral learners apply principles of evidence-based practice in the use of current “best evidence” to make patient-focused decisions in day-to-day clinical practice. The course includes an analysis and application of secondary literature sources for time-efficient, valid, and reliable tools for engaging in EBP. Basic principles of epidemiological research commonly used in EBP decision making are included. Prerequisite: Physical therapy licensure in U.S. (1)

PT 779 Capstone Project Proposal
This course in the transitional D.P.T. program focuses on the development of the skills needed by physical therapists to fulfill their role as effective participants in the research process. This course requires the student to carefully review the “case reports” that are provided as study samples. The samples will help the students prepare themselves for their own capstone project. After selecting a topic for their capstone project the students will prepare a basic “case report” outline that will require the approval of a faculty advisor. Following advisor approval of the outline, a thorough literature review (using APTA guidelines for publication) is required and must be approved by a faculty advisor. A basic case description including examination, evaluation, diagnosis, intervention, and outcome measure(s) that are proposed should also be included in the final document. This course runs concurrently with “Evidence-Based Practice.” Prerequisite: Physical therapy licensure in U.S. Corequisite: PT 778. (1)

PT 780 Capstone Project
This course in the transitional D.P.T. program guides students through the capstone project completion process. Students complete the written “case report” document using established guidelines. Prerequisites: PT 778, PT 780, and physical therapy licensure in U.S. (3)

PT 781 Capstone Project Completion
Should a student not complete his/her “case report” in the Capstone Project course, enrollment in this course is required. This course guides students through the capstone project completion process. Students complete the written “case report” document using established guidelines. Prerequisites: PT 778, PT 780, PT 781, and physical therapy licensure in U.S. (1)
PT 799 Independent Study
Allows a PT student to investigate — under the direction of a faculty member — a topic of interest, relevance, and importance to his/her own professional development as a physical therapist. Prerequisite: approval of department chair. (1-4)

PT 800 Clinical Practicum I
Provides 8 weeks of full-time supervised clinical education. It takes place between the second and third academic years. This course will provide in-depth exposure and hands-on experience in the clinical setting. The clinical sites will include acute care medical centers, subacute centers, home health agencies, and outpatient clinics. Offered summer semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-724, PT 730-734. (3)

PT 801A-801B Clinical Practicum II
Provides 12 weeks of full-time supervised clinical education. It takes place during the third academic year, after completion of the fall semester. This course will provide in-depth exposure and hands-on experience in the clinical setting. The clinical sites will include acute-care medical centers, subacute centers, home health agencies, and outpatient clinics. Prerequisites: PT 700-702, PT 710-712, PT 720-724, PT 730-734, PT 740-743, PT 800. (2x2)

PT 802 Clinical Practicum III
The final, 12-week, full-time supervised clinical education experience, this course takes place during the third academic year. This course will provide in-depth exposure and hands-on experience in the clinical setting. Students may have the opportunity to develop areas of special interest, such as pediatrics in the school system, hand therapy, burns, or sports medicine. The clinical sites will include acute care medical centers, subacute centers, home health agencies, and specialized practice centers. Offered summer semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-724, PT 730-734, PT 740. (4)

PT 803 Clinical Case Reports
Builds upon information learned in the specialty electives, PT 750-PT 753. For this course students write and present, in journal article format, a patient case report, using APTA guidelines for publication. Offered summer semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-724, PT 730-734, PT 740-743, PT 800. Corequisites: PT 801-802. (1)

PSYCHOLOGY

PS 500 Research and Evaluation
Provides an overview of various research approaches, methods and techniques, with an emphasis on interpretation of published research data. Topics include methods of data analysis, research designs, data collection techniques, and writing research reports. (3)

PS 501 Bases of Psychopathology
Examines various contemporary views of abnormal behavior such as the medical, behavioral, and humanistic models, and theories of personality. Disorders are examined in terms of individual, biological, and socially causative factors. Must be completed prior to or concurrent with any clinical and professional skills courses. Special sections of this course are offered for students in the Counseling programs. (3)

PS 507 Applied Social Psychology
Focusing on how social and individual factors influence behavior, the course addresses topics such as attitudes, conformity, prejudice, relationship formation, sex roles, age, and cultural and ethnic influences. (3)

PS 517 Neuropsychological Issues, Treatments, and Assessments
The impact of biological and physiological factors on human psychological functioning is investigated with primary focus on how these factors impact on the etiology of psychiatric disorders. Assessment of neurophysiological factors and available treatment options also are discussed. (3)

PS 529 Psychopathology of Childhood and Adolescence
A systematic study of behavioral and emotional disorders in children and adolescents including identification of factors impacting on deviance: genetic, biological, cognitive, familial, and social. A field experience is required. (3)

PS 580 Foundations of Forensic Psychology
Introduces the students to the field of forensic psychology. Basic areas covered are an overview of the American legal system; an overview of the American mental health system; legal research and writing; psychological research and writing; academic integrity and ethical issues in forensic psychology; legal ethics; locating and applying for an internship; security clearances, career issues, and networking; understanding the Forensic Psychology Student Handbook; issues in the Marymount Forensic Psychology program; and various specific topics in the field. (3)
PS 581 Psychology and the Law
This course provides an introductory understanding of the interrelationships between psychology and the law in criminal, civil, juvenile, and family law settings. Particular attention is given to issues of insanity and incompetence in criminal proceedings, civil commitment, rights of mental patients, ethical issues for forensic psychologists, and legal regulation of mental health practice. (3)

PS 582 Advanced Issues in Forensic Psychology
Assumes knowledge of the basic concepts and research in the field. The primary purpose is to give the student greater comfort and familiarity with the American legal system and the opportunity to participate in various role simulations or a mock trial. With the help of a group of attorney advisors, students will examine the role of the judge, the jury, the attorney, and the psychologist/mental health expert witness as well as various other participants in a trial. (3)

PS 584 Psychology of Criminal Behavior
Provides basic understanding of the origins and consequences of criminal behavior including biological, cognitive, behavioral, psychosocial, and developmental perspectives. (3)

PS 585 Forensic Assessment
This course will develop the capacity and competence of students to analyze and understand the psychological assessments most frequently required in forensic settings. Students will become familiar with test administration and interpretation as well as test design, methodology, and standardization data on a variety of assessment tools. (3)

PS 586 Field Experience in Criminal Court
Offers the student an opportunity to spend a significant amount of time observing in criminal court under the mentorship of a judge. Students will study trial advocacy (the parts of the trial; effective advocacy; and the role of the lawyers, judges, parties, and witnesses) and critically evaluate the court system. Students who take this course should be prepared for multiple readings and additional hours undertaking course activities. Students will have the opportunity to talk with judges and attorneys on a regular basis. (3)

PS 587 Psychology, Social Policy, and Law
Introduces the student to issues in the development and implementation of public policy in the legal system, with special emphasis on the role of psychological knowledge. The course will acquaint the student with theoretical issues of policy development and the basics of the legislative process, as well as provide an opportunity to work on a selected policy issue. (3)

PS 588 Police Psychology
Provides the student with a foundation in the field of police psychology, specifically the role of the psychologist and the use of psychological principles and concepts in the police department. Traditional roles of the psychologist, as well as new and emerging functions, will be addressed. (3)

PS 589 Behavioral Criminology
This elective is an introduction to behavioral criminology, the analysis of criminal behavior and its underlying motivations from an investigative as well as a psychological perspective. The techniques involved in this field can be used to help solve crimes and identify offenders. (3)

PS 590 Issues in Criminal Assessment and Investigation
This team-taught course offers an in-depth analysis of several important areas of forensic psychology: false confessions, investigative interviewing and the polygraph, and violence risk assessment. Combining both theoretical knowledge and practical application of current research in these fields, it demonstrates the appropriate use of the polygraph and other techniques used in assessment and interrogation, paying special attention to the complex ethical issues in this area of forensic psychology. (3)

PS 592 Foundations of Political Psychology
This elective offers the students a foundation in the field of political psychology, an interdisciplinary behavioral science that provides psychological profiling and assessment of political leaders and group behavior. In addition, this course covers aspects of the field of psychological operations and the role of culture in political personality profiling. (3)

PS 598 Project
Individually arranged seminar to explore in greater depth an area of interest to the student. May only be taken after 75 percent of the program requirements are fulfilled. Prerequisite: permission of the dean of the School of Education and Human Services. (3)

PS 599F Internship: Forensic Psychology
Designed to give the student supervised experience working in a forensic setting. The internship requires a total of 300 hours, including attending a seminar at Marymount. Internship sites will be selected in conjunction with the Forensic Psychology faculty. In order to be admitted to the internship, the student must have completed the internship application process that includes a review of the student's progress, submission of appropriate paperwork, documentation of student professional liability insurance, and permission of the faculty. (3)
SOCIOMETRY

(See also Criminal Justice)

SOC 507 Juvenile Justice
An advanced examination of the history and purpose of the juvenile justice system that includes the role of the U.S. Supreme Court. The course also evaluates the extent and nature of juvenile delinquency in contemporary America; examines theoretical explanations of juvenile delinquency; and addresses the physical, emotional, and societal problems faced by juveniles today. Students will also study the treatment and punishment of juvenile offenders using cutting-edge research. (Also listed as CJ 507) (3)

SOC 510 Theories of Social Deviance
Presents a theoretical overview of the nature and meaning of social deviance. It examines how sociologists, social psychologists, and criminologists analyze deviant behavior. Topics include anomie and conflict theories, violence, labeling and learning theory, drug use, economic and political deviance, sexual deviance, suicide and mental disorders, and physical disabilities. (3)
BOARD OF TRUSTEES
Barry J. Fitzpatrick, Chair
Marlene Malek ’79, Vice Chair
Rose Ann Benté Lee, Secretary

Stephen E. Allis
Kazuko Bach
James E. Bundschuh
Nicholas Carosi, III
William L. Collins, III
Kathleen Connell, RSHM
Martina Crowley, RSHM
Maria Coakley David ’79
John N. Delahay, M.D.
Thomas J. Donohue
Brigid Driscoll, RSHM
Kathleen Fagan, RSHM
Robert Fitcho
John Gioia
Michael Hegarty
Virginia I. Laytham
Stephen J. McKenna, Esq.
Olza M. Nicely
Robert P. Nirschl, M.D.
Michaeline O’Dwyer, RSHM
Justine D’Andrea Pope ’83
Lola C. Reinsch [Pierce]
Robert J. Smith, Esq.
Carmelita H. Treacy ’60
Robert W. Truland
Robert L. Wright, Jr.
Stephen G. Yeonas, Jr.

SCHOOL OF BUSINESS ADMINISTRATION
BOARD OF VISITORS
Joseph Maurelli, Chair

Stephen Alexander
Lawrence M. Alleva
Dan R. Bannister
Holly Cannon, Esq.
Mary Smith Carson’90
James Cole
C. Michael Ferraro
Louis E. Font
John Gioia
Priscilla Guthrie
John T. Harper
William Hoover
Yong Kim
Charles J. Lewis
Steve O’Keeffe
Walter “Pete” Phillips, III
Rebecca L. Shambaugh
Deborah Shore
Administrative Officers
James E. Bundschuh, President and Chief Executive Officer
Loretta A. Seigley, Vice President for Academic Affairs and Provost
Chris E. Domes, Vice President for Enrollment and Student Services
Shelley Dutton, Vice President for Communications and Marketing
Ralph D. Kidder, Vice President for Financial Affairs
Emily Mahony, Vice President for Development

Academic Affairs
Robert M. Otten, Associate Vice President for Academic Affairs
Donald Shandler, Assistant Vice President for Graduate and Adult Education
Theresa Cappello, Dean, School of Health Professions
Wayne Lesko, Dean, School of Education and Human Services
Zary Mostashari, Dean, Library and Learning Services
Teresa I. Reed, Dean, School of Arts and Sciences
James F. Ryerson, Dean, School of Business Administration
Victor Betancourt, Director, Office of Study Abroad
David Fersch, Director, Administrative Information Services
Doris Lyons, Grants Consultant
Claudia O’Connor, Executive Director, Information Technology Services
Michael Schuchert, Executive Director, Institutional Effectiveness
Scott Spencer, University Registrar
Stuart Werner, Director, Office of Corporate Outreach

Communications and Marketing
Laurie Callahan, Director, Public Relations
Matt Dunham, Art Director
Terry Lowe-Edwards, Editorial Director

Development
Denis Brosnan, Director, Development Services
Margaret Frondorf, Executive Director, Alumni Relations
Summer Parrish, Director, Marymount Fund
Kathleen Zeifang, Executive Director, Development and Alumni Relations

Enrollment and Student Services
Frank Rizzo, Associate Vice President and Dean for Student Development
Tracey Florence, Assistant Dean for Student Development and Coordinator for New Student Transition Services
Upen Malani, Assistant Dean for Auxiliary Services
Michael Canfield, Director, Undergraduate Admissions
Kelly DeSenti, Director, Disability Support Services
Orlando Wright, General Manager, Dining Services
Bill Finney, Director, Athletics
Eric Hols, Director, Campus Safety and Transportation
Silvestro Menzano, Director, Counseling Center
Aline Orfali, Director, International Student Services
Fr. Jack Peterson, Y.A., Director, Campus Ministry
Debbie Raines, Director, Financial Aid
Francesca Reed, Director, Graduate Admissions
Vincent Stovall, Director, Student Activities
Pam Theodore, Director, Enrollment Information Systems
Kevin Wade, Director, Residence Life
Diane White, Director, Student Health Services

Financial Affairs
Christine Edwards, Assistant Vice President for Human Resource Services
Peggy Axelrod, Director, Budget and Risk Management
Donna Groat, University Bursar
Robert Rush, Interim Director, Physical Plant
Ronald Somervell, Controller
TBA, Manager, Barnes & Noble Bookstore
### FULL-TIME FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Department</th>
<th>Educational Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annette Ruth Ames</td>
<td>Associate Professor of Fine and Applied Arts.</td>
<td>B.S., University of California; M.F.A., Yale School of Drama</td>
</tr>
<tr>
<td>Mary Rose Amidijaya</td>
<td>Associate Professor of Nursing</td>
<td>B.A., Michigan State University; M.A., University of Denver. Other study: Rock Valley College</td>
</tr>
<tr>
<td>Judy Marsha Bass</td>
<td>Coordinator, Barry Art Gallery; Professor of Fine and Applied Arts.</td>
<td>B.A., University of Maryland; M.F.A., The George Washington University</td>
</tr>
<tr>
<td>Robert A. Bernstein</td>
<td>Professor of Psychology</td>
<td>B.A., Brooklyn College; M.Ed., Columbia University; Ph.D., University of Texas</td>
</tr>
<tr>
<td>Virginia E. Bianco Mathis</td>
<td>Professor of Human Resources</td>
<td>B.A., University of Chicago; Ph.D., The Catholic University of America</td>
</tr>
<tr>
<td>Alice Susan Bidwell</td>
<td>Chair, Graduate Nursing Program; Professor of Nursing</td>
<td>B.S.N., Georgetown University; M.S.N., The Catholic University of America; Ed.D., Virginia Polytechnic Institute and State University</td>
</tr>
<tr>
<td>Lillian Perrault Bisson</td>
<td>Associate Professor of English</td>
<td>B.A., College of Our Lady of the Elms; M.A., University of Massachusetts; Ph.D., Florida State University</td>
</tr>
<tr>
<td>Jacquelyn Furman Black</td>
<td>Associate Professor of Science</td>
<td>B.A., M.S., University of Chicago; Ph.D., The Catholic University of America</td>
</tr>
<tr>
<td>Michael James Bolton</td>
<td>Associate Professor of Criminal Justice</td>
<td>B.S., American University; M.S., The George Washington University; Ph.D., Virginia Commonwealth University</td>
</tr>
<tr>
<td>Michael Andrew Boylan</td>
<td>Chair, Department of Philosophy, Theology, and Religious Studies; Professor of Philosophy</td>
<td>B.A., Carleton College; M.S., Ph.D., University of Chicago</td>
</tr>
<tr>
<td>Charles Frederick Brand</td>
<td>Associate Professor of Education</td>
<td>B.S., West Liberty State College; M.Ed., Ph.D., Kent State University</td>
</tr>
<tr>
<td>Jeffrey R. Breese</td>
<td>Associate Dean, School of Education and Human Services; Associate Professor of Sociology</td>
<td>B.A., Youngstown State University; M.A., Ohio University; Ph.D., University of Akron</td>
</tr>
<tr>
<td>Camille E. Buckner</td>
<td>Associate Professor of Psychology</td>
<td>B.A., Rice University; Ph.D., University of Texas at Austin</td>
</tr>
<tr>
<td>Paul Heed Byers</td>
<td>Chair, Department of Communications and Graphic Design; Director, Center for Ethical Concerns; Associate Professor of Communications</td>
<td>B.A., American University; M.S., Columbia University</td>
</tr>
<tr>
<td>Edward P. Cannon</td>
<td>Assistant Professor of Psychology</td>
<td>B.A., M.Ed, Ph.D., The College of William and Mary</td>
</tr>
<tr>
<td>Theresa R. Perfetta Cappello</td>
<td>Dean, School of Health Professions; Professor of Nursing</td>
<td>B.S.N., M.S.N., Marymount College of Virginia; Ph.D., University of Maryland. Other study: Virginia Polytechnic Institute and State University</td>
</tr>
<tr>
<td>Nyla Gilkerson Carney</td>
<td>Associate Dean, School of Arts and Sciences; Professor of Language and Literature</td>
<td>B.A., University of Kansas; M.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Georgetown University</td>
</tr>
<tr>
<td>Michael Francis Cassidy</td>
<td>Professor of Human Resources</td>
<td>B.A., Manhattan College; B.F.A., California Institute of the Arts; M.S., University of Southern California; Ph.D., Indiana University</td>
</tr>
<tr>
<td>Maureen Maher Christian</td>
<td>Chair, Department of Forensic Psychology; Assistant Professor of Psychology</td>
<td>B.A., Trinity College; M.A., Ph.D., American University</td>
</tr>
<tr>
<td>Judith Miller Clear</td>
<td>Professor of Nursing</td>
<td>B.S.N., Villanova University; M.S.N., The Catholic University of America; Ph.D., American University</td>
</tr>
<tr>
<td>Michael Aden Clump</td>
<td>Chair, Department of Undergraduate Psychology; Associate Professor of Psychology</td>
<td>B.A., Washington College; M.A., Ph.D., Southern Illinois University</td>
</tr>
<tr>
<td>Joseph Benton Cooper</td>
<td>Assistant Professor of Psychology</td>
<td>B.S., M.A., Appalachian State University; Ph.D., University of North Carolina at Charlotte</td>
</tr>
<tr>
<td>Lorri Elizabeth Cooper</td>
<td>Assistant Professor of Human Resources</td>
<td>B.S., University of Tennessee; M.Ed., Vanderbilt University; Ed.D., University of Virginia. Other study: The University of the South</td>
</tr>
<tr>
<td>Jason Alexander Craig</td>
<td>Associate Professor of Physical Therapy</td>
<td>B.S., D. Phil., University of Ulster (Ireland)</td>
</tr>
<tr>
<td>Robert A. Bernstein</td>
<td>Professor of Psychology</td>
<td>B.A., Brooklyn College; M.Ed., Columbia University; Ph.D., University of Texas</td>
</tr>
<tr>
<td>Virginia E. Bianco Mathis</td>
<td>Professor of Human Resources</td>
<td>B.A., University of Chicago; Ph.D., The Catholic University of America</td>
</tr>
<tr>
<td>Alice Susan Bidwell</td>
<td>Chair, Graduate Nursing Program; Professor of Nursing</td>
<td>B.S.N., Georgetown University; M.S.N., The Catholic University of America; Ed.D., Virginia Polytechnic Institute and State University</td>
</tr>
<tr>
<td>Janine DeWitt</td>
<td>Associate Professor of Sociology</td>
<td>B.Ph., Miami University; M.A., Ph.D., Duke University</td>
</tr>
<tr>
<td>Pamela Sue Diener</td>
<td>Associate Professor of Physical Therapy</td>
<td>B.S., Tufts University; M.S., Boston University; Ph.D., Georgetown University</td>
</tr>
<tr>
<td>Jef E. Dolan</td>
<td>Assistant Professor of Communications</td>
<td>B.A., Marquette University; M.A., Northwestern University</td>
</tr>
<tr>
<td>Jason Flemming Doll</td>
<td>Assistant Professor of Psychology</td>
<td>B.S., University of South Dakota; M.A., Ph.D., Alliant International University</td>
</tr>
<tr>
<td>Brian Michael Doyle</td>
<td>Associate Professor of Theology</td>
<td>B.A., Xavier University; M.T.S., Weston Jesuit School of Theology; Ph.D., The Catholic University of America</td>
</tr>
<tr>
<td>Marcia Dursi</td>
<td>Librarian (Assistant Professor)</td>
<td>B.S., M.S., La Salle University; M.S.L.S., The Catholic University of America</td>
</tr>
<tr>
<td>Sr. Patricia Helene Earl</td>
<td>Coordinator, Catholic School Leadership Program; Assistant Professor of Education</td>
<td>B.A., Dunbarton of Holy Cross; M.A., Villanova University; Ph.D., George Mason University</td>
</tr>
<tr>
<td>Janice G. Ellinwood</td>
<td>Chair, Department of Fine and Applied Arts; Professor of Fine and Applied Arts</td>
<td>B.S., Skidmore College; M.F.A., The George Washington University. Other study: University of Massachusetts, Syracuse University</td>
</tr>
<tr>
<td>Stephanie K. Ellis</td>
<td>Assistant Professor of Criminal Justice</td>
<td>B.A., Marymount University; M.A., Ph.D., American University</td>
</tr>
<tr>
<td>Catherine Schrader Elrod</td>
<td>Associate Professor of Physical Therapy</td>
<td>B.S., Virginia Polytechnic Institute and State University; M.S., Virginia Commonwealth University; Ph.D., George Mason University</td>
</tr>
<tr>
<td>Catherine England</td>
<td>Associate Dean, School of Business Administration; Associate Professor of Finance</td>
<td>B.S., University of Maryland; M.F.A., The George Washington University</td>
</tr>
<tr>
<td>Barry Charles Erdeljon</td>
<td>Associate Professor of Fine and Applied Arts</td>
<td>B.S., University of Maryland; M.F.A., The George Washington University</td>
</tr>
<tr>
<td>Janet L. Fallon</td>
<td>Professor of Communications</td>
<td>B.A., Albertus Magnus College; M.A., Ph.D., Ohio State University</td>
</tr>
<tr>
<td>Brenda E. Fawcett</td>
<td>Associate Professor of Psychology</td>
<td>B.A., University of Pennsylvania; Ph.D., Northwestern University</td>
</tr>
<tr>
<td>Susan B. Fay</td>
<td>Chair, Department of Literature and Language</td>
<td>Professor of English; B.A., Fordham University; M.A., University of Michigan; Ph.D., The George Washington University</td>
</tr>
</tbody>
</table>
Issa Feghali, 1986, Professor of Mathematics and Computer Science. B.S., California State Polytechnic University; M.S., American University; M.S., Baylor University; Ed.D., University of British Columbia. Other study: Lebanese University. University of Texas

Gail Eileen Flannery, 1994, Librarian (Associate Professor). B.A., University of Washington; M.S., University of Illinois. Other study: Georgetown University

Ralph L. Frasca, 1999, Associate Professor of Communications. B.A., Utica College of Syracuse University; M.A., Indiana University; Ph.D., University of Iowa

Jean Parker Freeman, 1987, Professor of Interior Design. B.S., M.S., Florida State University; ASID, IDEC

Nancy E. Turlow, 2004, Assistant Professor of Management and Marketing. B.S., B.A., Louisiana Tech University; M.J., Louisiana State University; Ph.D., University of Southern Mississippi

Ana Gabrea-Todor, 2006, Assistant Professor of Biochemistry. B.S., Marymount University; Ph.D., Medical College of Pennsylvania and Hahnemann University

Christine M. Galante, 2000, Associate Professor of Nursing. B.S., Niagara University; M.A., Pepperdine University; M.S., The Catholic University of America; Ph.D., George Mason University

Kathleen Marie Garces Toley, 2006, Assistant Professor of Religious Studies. B.A., University of Notre Dame; M.A., Graduate Theological Union/Jesuit School of Theology at Berkeley; Ph.D. University of California at Santa Barbara

Michele C. Garofalo, 1988, Assistant Chair, Department of Counseling; Associate Professor of Psychology. B.A., West Virginia University; M.A., Ed.D., The George Washington University

Jennifer Anne Gelman, 2006, Assistant Professor of Education. B.A., University of California, Santa Barbara; M.A., San Diego State University; Ph.D., University of Virginia. Other study: California State University, Fullerton

Rajamma V. George, 1976, Associate Professor of Nursing. B.S.N., Christian College of Nursing (India); M.S.N., Delhi University (India); Ed.D., Virginia Polytechnic Institute and State University

Judy Green, 1989, Professor of Mathematics. A.B., Cornell University; M.A., Yale University; Ph.D., University of Maryland

Sharron Elaine Guillett, 2000, Chair, Undergraduate Nursing Program; Associate Professor of Nursing. B.S.N., M.S.N., Madonna University; Ph.D., George Mason University

Linda Marie Gulyn, 1994, Associate Professor of Psychology. B.A., Boston University; M.S.Ed., Ph.D., University of Pennsylvania


Jaya Halepete, 2006 Assistant Professor of Fashion Merchandising. B.S., University of Agricultural Sciences, College of Home Science (India); M.S., Shrimati Nathibai Damodar Thackersay University (India); M.S., University of Georgia; Ph.D., Iowa State University

Charles Stanley Harris, 1992, Professor of Sociology. B.A., Syracuse University; M.A., Ph.D., Duke University

Carla Michele Haser, 2002, Chair, Department of Education; Associate Professor of Education. B.S., West Virginia University; M.Ed., The College of William and Mary; Ph.D., The Catholic University of America

Ellen Herbert, 2005, Assistant Professor of Literature and Languages. B.S., East Carolina University; M.F.A., George Mason University

Carl H. Hess, 1984, Professor of Business. A.B., Princeton University; A.M., M.S., Ph.D., The University of Michigan

Susan V. Heumann, 1977, Assistant Dean, School of Arts and Sciences; Associate Professor of Literature and Language. B.S., M.A.T., Ph.D., Georgetown University

Sean Hoare, 1980, Professor of English. B.A., The Catholic University of America; Ph.D., Stanford University

William T. Hodson, 1999, Professor of Information Management. B.S., U.S. Air Force Academy; M.S., University of Colorado; Ph.D., Arizona State University

Tonya Marie Locke Howe, 2006, Assistant Professor of Literature and Language. B.A., James Madison University; M.A., Ph.D., University of Michigan

Rosemary McCarthy Hubbard, 1968, Professor of Science. B.A., Notre Dame College of Staten Island; M.S., University of Pittsburgh; Ph.D., Georgetown University. Other study: University of Heidelberg, Duke University, Stanford University

Ronald P. Hudak, 2000, John J. McDonnell, Jr., Endowed Chair in Ethics; Professor of Legal Administration and Health Care Management. B.S., United States Military Academy; M.H.A., Baylor University; J.D., Ph.D., The George Washington University

Charles G. Hurst, 1991, Professor of Business. B.B.A., M.B.A., Ph.D., Wayne State University

Lisa Jackson Cherry, 2000, Chair, Department of Counseling; Associate Professor of Psychology. B.A., College of Notre Dame of Maryland; M.C.J., Ed.S., Ph.D., University of South Carolina

Carolyn McKinnell Jacobson, 1992, Professor of Business. B.A., Oberlin College; M.A., Ph.D., Ohio University. Other study: University of Minnesota, Indiana University

Shirley Ann Jarecki, 2003, Professor of Nursing. B.A., George Mason University; M.S.N., The Catholic University of America; Ph.D., University of Maryland

Kristi Planck Johnson, 1995, Professor of Education. B.A., Dana College; M.A., University of Minnesota; Ph.D., University of Maryland. Other study: University of Copenhagen, The Royal Danish School of Educational Studies

Christine M. Keenan, 2005, Assistant Professor of Nursing. A.A.S., Marymount University; B.S., University of Kansas; M.S.N., Georgetown University

Julie Elizabeth Kirsch, 2006, Assistant Professor of Philosophy. B.A., State University of New York College at Buffalo; Ph.D., University of Toronto

Cynthia L. Knott, 2005, Assistant Professor of Management Science. B.A., James Madison University; M.B.A., Ph.D., The George Washington University

Adam Akos Kovach, 2004, Assistant Professor of Philosophy. B.A., University of Kansas; M.A., Ph.D., Indiana University

Margaret M. Krassy, 2006, Associate Professor of Nursing. B.A., Marymount Manhattan College; B.S., Bloomfield College; M.P.H., Ed.D., Columbia University

Ana Luiza Lado, 1992, Associate Professor of Education. B.S., M.S., Ph.D., Georgetown University

Carol Susan Lang, 2006, Assistant Professor of Nursing. B.S., Florida State University; M.S., California State University; Ph.D. (candidate) King's College. University of London

Donald F. Lavanty, 1979, Professor of Business. B.A., J.D., The George Washington University

Teresa H. LaMonica, 2006, Assistant Professor of Nursing. B.S.N., East Carolina University; M.S.N., D.N.Sc. (candidate), The Catholic University of America

Thomas K. Lee, 1999, Associate Professor of Finance. B.A., Yonsei University (Korea); M.A., Ph.D., The Catholic University of America
Laurie Lenz, 2005, Associate Professor of Mathematics. B.S., M.S., Ph.D., State University of New York at Albany

Wayne Andrew Lesko, 1981, Dean, School of Education and Human Services; Professor of Psychology. B.A., King's College; M.A., Ph.D., University of Windsor

Rhett Leverett, 2002, Assistant Professor of History. B.S., University of Alabama; M.A., University of Illinois. Other study: The Catholic University of America, George Mason University, University of Southern California

Mary W. Lindahl, 2001, Professor of Psychology. B.A., Wellesley College; M.S.W., Simmons College School of Social Work; Ph.D., University of Chicago. Other study: Georgetown University

Teresa Marie Long, 1981, Professor of Economics. B.A., Coe College; M.S., Ph.D., Iowa State University

Alice S. Mandanis, 1971, Provost Emerita; Chair, Liberal Studies Program; Professor of English. B.A., University of Richmond; M.A., Ph.D., The Catholic University of America. Other study: University of North Carolina

Louise Marshall, 1976, Interim Chair, Department of Accounting, Economics, and Finance; Professor of Business. B.A., M.A., Rice University; Ph.D., University of Maryland

Bridge Ann May, 1992, Professor of Interior Design. B.F.A., Louisiana Tech University; M.A., Louisiana State University; Ph.D., University of Georgia

Diann W. McCants, 2006, Assistant Professor of Psychology. B.A., The University of New Mexico; Ph.D; Stanford University

Nina McGarry, 2004, Assistant Professor of Information Management. B.S., Strayer College; M.S., Ph.D, The George Washington University

Sr. Virginia McKenna, RSHM, 1997, Assistant Dean, Library and Learning Services; Librarian (Professor). B.A., Marymount College; M.A.L.S., Rosary College

Linda Ruth McMahon, 1965, Chair, Department of History and Politics; Professor of History and Politics. B.A., Marymount College; M.A., The Catholic University of America; AIA, ASID

Laura Jane Medhurst, 1993, Associate Professor of Chemistry. B.A., University of Colorado; Ph.D., University of California. Other study: St. John's College


Shannon Melideo, 2004, Assistant Professor of Education. B.S., Lock Haven University; M.Ed., Kutztown University; Ph.D., American University

Elizabeth Messman, 1977, Director, Learning Resource Center; Associate Professor in Developmental Studies. B.A., Cornell College; M.A.T, Trinity College; M.A, The George Washington University. Other study: Georgetown University


William Schaffner Miller, Jr., 1986, Professor of Politics. A.B., Gettysburg College; M.A., J.D, Ph.D., University of Notre Dame. Other study: Georgetown Law Center, University of Indiana

Amy Rider Minton, 2006, Assistant Professor of History. B.A., Princeton University; M.A., Ph.D., University of Virginia

Louise Benjamin Montgomery, 1990, Associate Professor of Biology. B.A., Randolph-Macon Woman's College; M.S., Ph.D, Virginia Commonwealth University

Pamela Barto Moreno, 2004, Assistant Professor of Nursing. B.S., Incarnate Word College; M.S.N., University of Texas Health Science Center; Ph.D. (candidate), University of Northern Colorado

Zary Mostashari, 2002, Dean, Library and Learning Services; Librarian (Professor). B.A., University of Tehran; M.A.T, Oklahoma City University; M.B.A., Long Island University; M.L.S., Ph.D, Texas Woman's University

Bridget Murphy, 2001, Assistant Chair, Department of Communications and Graphic Design; Associate Professor of Graphic Design. B.F.A., St. Mary's College; M.F.A., Rochester Institute of Technology

Diane R. Murphy, 2002, Chair, Department of Information Technology and Management Science; Associate Professor of Information Management. B.S., University of Wales; M.S., Ph.D., University of Sheffield, England

Elizabeth Anne Myhill, 2004, Assistant Professor of Science. B.S., Texas A&M University; M.S., Ph.D., University of California at Los Angeles

Raja T. Nasr, 1990, Professor of Education. B.B.A., American University of Beirut; M.A., Ed.D., University of Michigan

Susanne Bruno Ninassi, 2005, Assistant Professor of Legal Administration. B.A., King's College; J.D., University of Baltimore School of Law. Other study: University of Bridgeport School of Law

Margaret Kanof Norden, 1988, Librarian (Associate Professor). B.A., Wellesley College; S.M., Simmons School of Library Science; M.A., Marymount University. Other study: University of Pittsburgh, Case Western Reserve University School of Library Science

Michael Paul Nordvall, 1998, Chair, Department of Health and Human Performance; Associate Professor of Health Fitness Management. B.S., Ithaca College; M.S., Southern Connecticut State University; Ed.D., University of Northern Colorado

Linda L. Ohler, 2005, Assistant Professor of Nursing. B.S.N., Marymount University; M.S.N., The Catholic University of America

Hanora Marie O'Sullivan, 1987, Professor of Business Administration. B.A., Marymount Manhattan; M.A., Ohio State University; M.B.A., University of Baltimore; Ph.D., University of Michigan

Robert M. Otten, 1995, Associate Vice President for Academic Affairs; Professor of English. B.A., St. John's University; Ph.D., University of Notre Dame

Carolyn Bevill Oxenford, 1989, Professor of Psychology. B.A., The College of William and Mary; M.A., Ph.D, Emory University

Edward B. Parks, 1982, Professor of Business. B.A., University of Massachusetts; M.A. California State University; M.A., Chapman College; M.P.A., Golden Gate University; Ph.D, St. Louis University

Alice E. Petillo, 2005, Assistant Professor of Mathematics. B.A., M.Ed., University of Maryland; M.A.R., Westminster Theological Seminary

Sr. Jacquelyn Porter, RSHM, 1988, Professor of Religion. B.A., Marymount College, Tarrytown; M.A., Columbia University; Ph.D., The Catholic University of America. Other study: Loyola University

Behnaz Z. Quigley, 2002, Professor of Accounting. B.A., University of Tehran; M.B.A., The Federal City College; Ph.D., University of Maryland

Pramila Rao, 2005, Assistant Professor of Human Resource Management. B.A., Women's Christian College (India); M.B.A., Grand Valley State University; Ph.D., The George Washington University

Teresa I. Reed, 2005, Dean, School of Arts and Sciences; Professor of Philosophy. B.A., Seattle University; Ph.D., University of Notre Dame

Julie Deanne Ries, 1996, Assistant Professor of Physical Therapy, B.S., Quinipiack College; M.A, The George Washington University. Other study: Nova Southeastern University
Todd Alan Rimkus, 1996, Chair, Department of Biological and Physical Sciences; Professor of Biology. B.S., University of Illinois; M.S., Ph.D., Iowa State University
Marguerite H. Rippy, 1999, Associate Professor of English. B.A., Brown University; M.A., Vanderbilt University; Ph.D., Indiana University
Monica L. P. Robbers, 1999, Chair, Department of Sociology and Criminal Justice; Associate Professor of Criminal Justice. B.A., M.A., East Tennessee State University; Ph.D., American University
James Francis Ryerson, 1982, Dean, School of Business Administration; Chair, Department of Management and Marketing; Associate Professor of Business. B.S., St. Lawrence University; M.B.A., Clarkson University. Other study: The George Washington University
Elsa Jann Newman Schaefer, 1996, Chair, Department of Mathematics and Computer Science; Associate Professor of Mathematics. B.A., Agnes Scott College; Ph.D., Emory University
Kathleen Ann Peck Schaefer, 2001, Assistant Professor of Nursing. B.S.N., University of Colorado; M.Ed., Whitworth College; M.S.N., Marymount University. Other study: George Mason University
Donna M. Schaefer, 2005, Associate Professor of Information Management. B.S., M.B.A., Florida International University; Ph.D., Claremont Graduate University
Susan Dorothea Scott Fundling, 1994, Associate Professor of Interior Design. B.F.A., M.Arch., University of Texas
Loretta A. Seigley, 2002, Vice President for Academic Affairs and Provost; Professor of Nursing. B.S.N., Villa Maria College; M.S.N., Edinboro University of Pennsylvania; Ph.D., Case Western Reserve University
Kate Ruth Sheehan, 1981, Professor of Mathematics. B.A., M.Ed., Marymount College of Virginia; Ph.D., American University
Barbara Siller, 1992, Librarian (Assistant Professor). B.S., Northwest Missouri State University; M.L.I.S., University of Texas
Charles Roger Smith, 1987, Professor of History and Politics. B.A., St. Francis College; M.A., Ph.D., The Catholic University of America
Ellen I. Smith, 2002, Reference Librarian (Assistant Professor). B.A., Michigan State University; M.L.S., Indiana University
Christopher Allen Snyder, 1996, Professor of History. B.A., West Virginia University; M.A., Ph.D., Emory University
Pamela B. Stoessell, 1975, Professor of Fine and Applied Arts. B.F.A., Rhode Island School of Design; M.F.A., The George Washington University; Ph.D., The Union for Experimenting Colleges and Universities. Allied Member. ASID
Kristie G. Stover, 2006, Assistant Professor of Health Care Management. B.S., Miami University at Ohio; M.B.A., M.S., Marymount University; Ph.D., Virginia Commonwealth University
Karen Teresa Sullivan, 1989, Associate Professor of Health Fitness Management. B.A., George Mason University; M.A., Ph.D., University of Maryland
Liane M. Summerfield, 1980, Associate Dean. School of Health Professions; Professor of Health and Human Performance. B.S., Northeastern University; M.A., The George Washington University; Ph.D., University of Maryland
Margaret C. Thomas, 2006, Assistant Professor of Interior Design. B.A., The College of William and Mary; M.F.A., The Academy of Art College
Mark Trowbridge, 2005, Associate Professor of Art History. B.A., Portland State University; M.A., Ph.D., Institute of Fine Arts, New York University
Margaret Tseng, 2004, Assistant Professor of History and Politics. B.A., University of California at Los Angeles; M.A., Ph.D., Georgetown University
Jane Uebelhoer, 1992, Associate Professor of Business. B.A., Marquette University; M.A., Ph.D., University of Missouri
Laura C. Valdez Pagliaro, 2006, Assistant Professor of Literature and Language. B.A., Brandeis University; M.A., Boston College; Ph.D., State University of New York at Stony Brook
Diana Gilroy Venskus, 1999, Associate Professor of Physical Therapy. B.S., George Mason University; Physical Therapy Certificate, University of Pennsylvania; M.A., The George Washington University; Ph.D., Virginia Commonwealth University
Allison M. Vorderstrasse, 2006, Assistant Professor of Nursing. B.S.N., Mount Saint Mary College; M.S.N., D.N.Sc., Yale University School of Nursing
Gwen D. Vredevoogd, 1997, Librarian (Associate Professor). B.A., Edinboro College; M.A., Ohio University; M.L.S., University of Pittsburgh
Robin Judy Wagner, 1997, Assistant Chair, Department of Interior Design; Assistant Professor of Interior Design. A.A., Art Institute of Atlanta; B.A., M.A., Marymount University. Other study: Northern Virginia Community College
Michelle Walters Edwards, 2005, Assistant Professor of Exercise and Health Sciences. B.S.c., Staffordshire University (England); Ph.D., University of Wales
Karen Volland Waters, 1984, Coordinator, Writing Program; Professor of English. B.A., Ph.D., University of Maryland; M.A., The George Washington University
Kathleen Weil, 2005, Assistant Professor of Nursing. B.S.N., Georgetown University; M.S.N., Marymount University; Ph.D., George Mason University
Michelle R. Wolfe, 2002, Assistant Professor of Nursing. B.S.N., Trenton State University; M.S.N., University of Virginia. Other study: University of Virginia
Rita Anne Wong, 1995, Chair, Department of Physical Therapy; Professor of Physical Therapy. B.S., Northeastern University; M.S., Boston University; Ed.D., Clark University
Alice Lemira Young, 1999, Assistant Chair, Department of Education; Associate Professor of Education. B.S., West Virginia State College; M.S., University of Kentucky; Ph.D., Southern Illinois University
Fatma Ahmed Youssef, 1986, Professor of Nursing. B.N., M.P.H., Alexandria University (Egypt); D.N.Sc., The Catholic University of America
Kenneth P. Yusko, 2002, Associate Professor of Human Resources. B.S., Georgetown University; M.A., Ph.D., University of Maryland

EMERITUS FACULTY
Peggy Thomas Bakken, 1967-1981, Associate Professor of Speech and Drama
Michael Didoha, 1961-2005, Professor of Philosophy
Boyd Frederick Hagey, 1966-2005, Professor of English
Edward Maurice Katz, 1987-1997, Professor of Business
Denise Kaydouh, 1966-1981, Assistant Professor of Education
James Dan Knifong, 1985-2003, Professor of Mathematics
Sr. Noël Loughlin, RSHM, 1976-1999, Professor of Nursing
Karen Lynn Medsker, 1988-2005, Professor of Human Resources
Janet Spirer, 1984-2000, Professor of Business
Phillipa Brady Stevens, 1973-1999, Professor of Education and Psychology
Marjorie A. Willard, 1954-1981, Professor of Physical Education
NOTICES TO STUDENTS

• By a February 9, 1965, resolution of its Board of Directors, Marymount College of Virginia, now Marymount University, assured compliance with Department of Health, Education, and Welfare Title VI of the Civil Rights Act of 1964, with compliance registered as of April 2, 1965.

• Marymount University is an Affirmative Action and Equal Employment Opportunity employer.

• Marymount University reserves the right to change without notice its fees and charges, course offerings, academic policies, calendar, and other regulations.

• Marymount University reserves the right to publish photographs of current and past students engaged in classes or other officially sponsored University activities.

ANNUAL NOTICE TO STUDENTS

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Those rights are the following:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

   Students should submit to the registrar or appropriate dean, vice president, or other official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

   Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

   If Marymount decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the requests for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, Marymount discloses education records without consent to officials of another school in which a student seeks enrollment or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Marymount University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605

Public Notice Designating Directory Information

Marymount designates the following information contained in students' education records as “directory information.” Directory information may be disclosed by the University without the student's prior consent pursuant to the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). However, the University is not required to disclose directory information and, therefore, carefully evaluates requests for information. At Marymount University, directory information includes: the student's name, address, telephone number, e-mail address, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (undergraduate or graduate; full time or part time), participation in officially recognized activities or sports, height and weight of student-athletes, degrees, honors (including Dean's List) and awards received, and the most recent educational agency or institution attended.
Currently enrolled students may withhold disclosure of directory information under FERPA. To withhold disclosure, students must meet with the University registrar. Marymount University assumes that failure on the part of any student to specifically restrict the disclosure of directory information indicates individual approval for disclosure. Former students may not place a new request to restrict disclosure of directory information on their education records, but they may request removal of a previous request for nondisclosure.

NONDISCRIMINATION

Marymount University does not discriminate on the basis of race, color, national origin, sex, age, disability, religion, sexual orientation, or other protected class in any of its educational programs or activities.

Inquiries regarding nondiscrimination may be directed to the vice president for Enrollment and Student Services (703) 284-1511; Marymount University, 2807 North Glebe Road, Arlington, Virginia 22207-4299.

A nondiscrimination complaint is defined as a violation or misapplication of the policy stated above.

Student complaints should be filed with the appropriate office of the University as follows:

- Educational Policies: vice president for Academic Affairs and provost
- Admissions, Scholarships, Loan Programs, and Disability Services: vice president for Enrollment and Student Services

Initially, a student should seek to resolve a complaint informally through a meeting with the appropriate officer.

If the student does not believe the complaint is resolved through this meeting, the student may file a formal complaint in writing within 10 working days with the proposed dates for a hearing.

If the complaint is not resolved in the formal hearing, within five working days after the formal hearing, the student may request in writing a meeting with the president. The president will meet with the student within 10 working days and make the final decision on the student's complaint.
Marymount University, Main Campus. 2807 North Glebe Road, is located at the intersection of North Glebe Road and Old Dominion Drive.

Ballston Center. 1000 North Glebe Road, is located at the intersection of North Glebe Road and Fairfax Drive.

From north of Washington, DC: Take Interstate 95 South to I-495 West. Continue past Maryland exits to Virginia. Take exit 43 (George Washington Parkway, South) to Rt. 123 North, Chain Bridge Road (second exit). Turn right at light onto Glebe Road (Rt. 120 South) and follow for three miles; Main Campus is on the left. Continue two miles, and the Ballston Center is on the right.

From south of Washington, DC: Take Interstate 95 North, which becomes I-395 inside the Beltway. Exit Glebe Road (Rt. 120 North), marked “Marymount University.” Continue on Glebe Road four miles. Ballston Center is on the left. Continue for two miles, and Main Campus is on the right.

From Interstate 66 (either direction): From I-66 West, exit at Glebe Road and drive north 1.5 miles for the Main Campus. Drive a half mile south for the Ballston Center. From I-66 East, exit at Glebe Road (Rt. 120) and the Ballston Center is immediately on the left. Turn left on Glebe Road and continue north two miles for the Main Campus, which is on the right.

From Rt. 50 Arlington Blvd. (either direction): Exit Glebe Road (Rt. 120 North). Drive half a mile. Ballston Center is on the left. Drive another two miles; Main Campus is on the right.
1. Main House
2. Undergraduate Admissions
3. Rose Benté Lee Center
4. Sacred Heart of Mary Chapel
5. Butler Hall
6. St. Joseph Hall
7. Gailhac Hall
8. Majella Berg Hall
9. Gerard Phelan Hall
10. Ireton Hall
11. The Lodge
12. Security Station
13. Emerson G. Reinsch Library
14. Playing Field
15. Parking Garage
16. Parking Lot (Faculty)
17. Parking Lot (General)
18. Main Lot (General)
19. Rowley Academic Center
20. Rowley Hall

Directions to the Reston Center:

From the Dulles Toll Road (VA 267): If traveling west on the Toll Road, take Exit 13, the Wiehle Avenue exit, and turn right onto Wiehle. If traveling east on the Toll Road, take exit 13, the Wiehle Avenue exit, and turn left onto Wiehle. Marymount's Reston Center, at 1861 Wiehle Avenue, will be the first building on the right (between the Toll Road and Sunset Hills Road).

From Route 7: Turn onto Baron Cameron Avenue (left if traveling west; right if traveling east). Turn left onto Wiehle Avenue. Continue straight and cross Sunset Hills Road. Marymount's Reston Center, at 1861 Wiehle Avenue, will be on the left just past Sunset Hills Road and before the Toll Road.

Of the two identical buildings, it is the one closest to the Toll Road. Marymount’s Reston Center is on the first floor.

If you or any of your guests require special consideration because of physical disabilities, please notify the Office of Campus Safety at (703) 284-1601 at least 48 hours prior to your visit.
INDEX

A
Academic advising, 29–30
Academic Affairs
  office location, 13
Academic calendar, 5
Academic complaints, 35
Academic divisions, 6
Academic honors, 31–32
Academic Integrity Policy, 27
Academic outreach, 7
Academic policies, 27–35. See also Notices to students
Academic probation, 34
Academic responsibility, 27
Academic scholarships, 21
Academic Success Center, 13, 24
Academic year, 28
Accounting
  course descriptions, 73
Accreditation of the University, 6
Adding courses, 28
Administrators of the University, 110
Admissions. See also specific Schools and programs
certificate-seeking students, 15
deferral of enrollment, 16
degree-seeking students, 14
  graduate student criteria, 14
  international students, 14–15
nondegree students, 15
  notification, 16
  office location, 13
  off-site students enrolled in special programs, 16
readmission following dismissal, 35
Affirmative Action Office, 13
Alumni Relations Office, 13
Appealing dismissals, 34–35
Application to the University. See Admissions
Art gallery, 13
Arts and Sciences, School of. See also specific programs
  academic programs, 37–42
  fields of study, 8
  office location, 13
Assistantships, graduate, 20
Athletics, 7, 25
Attendance policies, 29
Auditing courses, 30–31
  alumni course audit fee, 18

B
Board of Trustees and Board of Visitors, 109
Bookstore, 13
Business Administration (Master of Business Administration)
  academic program, 44–45
  course descriptions, 73–74
  honor society, 31
  M.B.A. track options, 44–45
Business Administration, School of. See also specific programs
  academic programs, 43–52
  admission requirements, 43
Board of Visitors, 109
executives-in-residence, 43
fields of study, 8
  office location, 13
  scholarship, 21

C
Calendar, 5
Campus
  location, 11
  map, 124
  transportation services, 11, 26
Campus Ministry, 25
  office location, 13
Campus safety, 26
  office location, 13
Career and Internship Center (CIC), 23
  office location, 13
Cashier’s Office, 13
Catholic School Leadership program
  academic program, 59
  certificate program, 59
Catholic tradition of the University, 10
Celtic Studies Lecture Series, 12
Center for Ethical Concerns, 12
Certificate of Eligibility (I-20), 15
Certificate programs, 8, 15, 32. See also specific programs
Change of program, 32
Code of Conduct, 27–28
Collection policy, 19
Commencement exercises, 33. See also Graduation
Community Conduct Code, 27–28
Community Counseling
  academic program, 54–55
  Forensic Psychology option, 55
  honor society, 31
Completion requirements, 32
Computer labs, 13, 22
Computer Science. See Information Technology
Computer Security and Information Assurance
  certificate program, 48–49
  scholarship, 21
Consortium of Universities of the Washington Metropolitan Area, 7, 36
  course registration, 28–29
  grading and credit, 31
  tuition, 17
Contact information, 3
Continuous registration, 28
  fee, 18
Corporate outreach, 7, 16
Counseling programs
academic programs, 53–57
Community Counseling, 54–55
Pastoral Counseling, 55–56
School Counseling, 56–57
certificate programs
Counseling, 55
Pastoral Counseling, 56
course descriptions, 74–77
course fees, 18
deposit requirements, 18
honor society, 31
internship application fee, 18
legal limitations of practice, 54
post-master's certificates, 55, 56
practicum and internship prerequisite, 54
Counseling Center, 24
office location, 13
Credits. See also Transfer credits
Study Abroad program, transferring, 36
Criminal Justice. See also Sociology
course descriptions, 77
course fees, 18

D
Deferral of enrollment, 16
Degrees and fields of study. See also specific areas of study
change of, 32
dual, 32
list of, 8
program planning, 30
Deposit requirements, 18–19
Dining services, 25
locations, 13
Diplomas, 33–34
Directions to Marymount, 117–118
Disability Support Services (DSS), 24
Disclosure, rights of, 115–116
Discrimination complaints, 116
Dismissal
academic policies, 34–35
appeals, 34–35
readmission following, 35
Distinguished Visiting Professor Colloquium Series, 12
Doctoral degree
requirements for graduation, 32
Dropping (withdrawal from) courses, 28
grading, 30
refunds, 19–20
Dual programs and degrees, 32

E
Economics
course descriptions, 77–78
Education programs
academic programs, 57–62
Catholic School Leadership, 59
course descriptions, 78–81
honor society, 32
Professional Studies, 61–62
School Counseling, 56–57
deposit requirements, 18
honor society, 31
student teaching, 58–59, 62
teaching licensure programs
additional endorsement in Elementary Education, 60
Elementary Education (PK-6), 59–60
English as a Second Language, 60
Learning Disabilities, 60–61
pass rates, 58, 65
Secondary Education, 62
Secondary English, 38–39
Education and Human Services, School of. See also specific programs
academic programs, 53–55
fields of study, 8
Higher Education Act (HEA) reporting requirements, 65
E-Learning Services, 22–23
center location, 13
Emerson G. Reinsch Library, 13, 22
Employment, student, 21, 24
English
course descriptions, 82–83
honor society, 32
English as a Second Language (ESL)
teaching licensure program, 60
Enrollment data, 6
Ethics
Center for Ethical Concerns, 12
John J. McDonnell Jr. Endowed Chair in Ethics, 12
Marymount Ethics Award, 12
Evaluation of students, 30–31
Executives-in-residence, 43

F
F–1 visa students
admissions, 14–15
insurance requirements, 19
Facilities, 13
Faculty, 6, 111–114
FATSA, See Free Application for Federal Student Aid (FATSA)
Family Education Rights and Privacy Act (FERPA), 115–116
Family Nurse Practitioner
graduate and certificate programs, 68
Federal Work-Study Program (FWS), 21
Fees. See also Tuition
alumni course audit fee, 18
application, 14, 15
continuous registration, 18
course and laboratory fees, 18
diploma fee, 33
late payments, 17
late registration, 18
meal plans, 18
new student, 18

2007-08 GRADUATE CATALOG
INDEX

H
Health and Human Performance
course descriptions, 83-84
Health Care Informatics
certificate program, 49
Health Care Management
academic program, 45-46
course descriptions, 85
honor society, 32
track under M.B.A. program, 44
Health insurance, 19
Health Professions, School of. See also specific programs
academic programs, 66-72
fields of study, 8
office location, 13
Health Promotion Management
academic program, 66
Higher Education Act (HEA) reporting requirements, 65
History of the University, 11
Honor Societies, 31-32
Human Resource programs
academic programs, 46-47
certificate program, 47
cohort program, deposit requirements, 18
course descriptions, 85-87
scholarship, 21
tack under M.B.A. program, 45
Human Resource Services Office, 20
office location, 13
Human Services. See Education and Human Services, School of
Humanities program
academic program, 37-39
course descriptions, 87-88
nondegree admission, 38
scholarship, 21
teaching licensure program in Secondary English, 38-39

I
I-20 forms, 14-15
Incomplete work, 30
Information Assurance. See Computer Security and Information Assurance
Information Technology programs
academic programs, 47-49
certificate programs, 49
course descriptions, 88-91
track under M.B.A. program, 45
Information Technology Services (ITS), 22-23
Instructional Design
certificate program, 47
Insurance requirements, 19
Interior Design
academic program, 39-41
course descriptions, 91-94
course fees, 18
deposit requirements, 19
first professional degree, 40-41
post-professional degree, 39-40

G
Grade point average (GPA)
academic probation and dismissal policy, 34
cumulative, 31
graduation requirements, 33
minimum grades, 31, 33
Grading policies, 30-31
Graduate Admissions
office location, 13
Graduation
Commencement exercises, 33
petition form, 33
requirements for, 32-34
Grants, 20
Grievance process, 35

returned checks, 17
technology, 18
transcripts, 34
FERPA. See Family Education Rights and Privacy Act (FERPA)
Field experiences, 23
Fields of study, 8
Final examinations, 30
Finance
course descriptions, 83
track under M.B.A. program, 44
Financial aid
application procedure, 21
assistantships, graduate, 20
grants, 20
loans, 20-21
office location, 13
refund policy for course withdrawals, 19
scholarships, 21
student employment, 21, 24
Financial information. See also Financial aid
collection policy, 19
credit for tuition and fee charges, 19
deposits, 18-19
fees, 18
financial obligations, graduation and, 33
insurance requirements, 19
payment plans, 20
refunds and credits, 19-20
student loans, 20-21
tuition, 17-18
veterans, 20
waivers, 17-18
Fitness center, 13
Forensic Psychology
academic program, 63-64
Community Counseling option, 64
deposit requirements, 18
Free Application for Federal Student Aid (FAFSA), 21

2007-08 GRADUATE CATALOG
International Business
   track under M.B.A. program, 45
International Student Services, 24
International Student Supplemental Information (ISSI) form, 14
International Student Teaching program, 62
International students
   admissions, 14–15
   insurance requirements, 19
   Test of English as a Foreign Language, 14, 40, 70
Internships
   application fees, 18
   Career and Internship Center, 23
   center location, 13
   field experiences, 23
IT Project Management and Technology Leadership
   certificate program, 49

K
   K-12 Education
      English as a Second Language (ESL), 60
      Learning Disabilities, 60–61

L
   Late registration, 18, 28
Leadership
   certificate program, 52
Leading and Managing Change
   certificate program, 52
Learning Disabilities
   teaching licensure program, 60–61
Learning Resource Center (LRC), 22
   center location, 13
Legal Administration
   academic program, 50
   course descriptions, 94–95
   track under M.B.A. program, 45
Library and Learning Services, 22
Literature and Language
   academic program, 41–42
Loans, student, 20–21. See also Financial aid
Location of the University, 11

M
   Management
      academic programs, 51–52
      course descriptions, 95–96
   Management Science
      course descriptions, 96–97
   Management Studies
      certificate program, 52
Maps, 123–124
Marketing
   course descriptions, 97–98
   track under M.B.A. program, 45
Master's degree
   list of, 8
   requirements for graduation, 32
Meal plans, 18, 20
Military duty, 34
Minimum grades, 31, 33
Mission statement, 10, 11

N
   National Collegiate Athletic Association (NCAA), 7, 25
New students
   fees, 18
   orientation program, 28, 43
Nondegree students, 15
Nondiscrimination policy, 116
Notices to students, 115–116. See also Academic policies
Nursing
   academic programs, 67–69
   clinical requirements, 67
   course descriptions, 98–100
   Family Nurse Practitioner, graduate and certificate programs, 68
   honor society, 32
   insurance requirements, 19
   laboratory fees, 18
   legal limitations of licensure, 67
   Nursing Education, graduate and certificate programs, 68
   R.N.-to-M.S.N. program, 69
Nursing Education
   graduate and certificate programs, 68

O
   Off-site students, 16
Organization Development
   certificate program, 47
   course descriptions, 100–101
Orientation program, 28, 43

P
   Paralegal Studies
      certificate program, 51
      course descriptions, 94–95
      course fees, 18
      paralegals moving into Paralegal Administration, 50
Parking, 26
Pass/Fail grade option, 31
Pastoral Counseling
   academic programs, 55–56
   deposit requirements, 18
   honor society, 31
   post-master's certificate, 56
Payment plans, 20
Payments. See Financial information
Petition form for graduation, 33
Physical Therapy  
- academic programs, 69–72  
- academic progression requirements, 70–71, 72  
- admission requirements, 14, 69–70, 72  
- clinical requirements, 70  
- course descriptions, 101–106  
- deposit requirements, 19  
- insurance requirements, 19  
- minimum grade requirements, 70–71, 72  
- office location, 13  
- scholarship, 21  
- transitional D.P.T. program, 17, 71–72  
- tuition, 17  

PK-6 Education. See Education programs  

Post-master's certificate programs  
- admissions requirements, 15  
- Counseling, 55  
- Family Nurse Practitioner, 68  
- Nursing Education, 68  
- Pastoral Counseling, 56  
- requirements for graduation, 32  

Praxis I scores, 14, 58  

President's Office, 13  

Probation, academic, 34  

Professional association memberships, 6  

Professional Studies  
- graduate program in Education, 61–62  

Project Management  
- certificate program, 52  

Psychology  
- course descriptions, 106–107  
- honor society, 32  
- internship application fee, 18  

R  

Readmission to the University, 35  

Records  
- directory information, 115–116  
- education, 121  

Refunds, 19–20  

Registrar's Office  
- location, 13  

Registration  
- adding or withdrawing from courses, 28  
- Consortium students, 28–29  
- continuous, 18, 28  
- late, 18, 28  
- requirements, 28  

Reinsch Library, 13, 22  

Religious of the Sacred Heart of Mary, 10  

Religious services. See Campus Ministry  

Religious tradition of the University, 10  

Repeating courses, 31  

Replacement diplomas, 33  

Residency requirements, 32. See also specific programs  

Reston Center, 7, 13  

S  

Safety, 26  
- office location, 13  

Scholarships, 21  

School Counseling  
- academic program, 56–57  
- deposit requirements, 18  
- honor society, 31  

Secondary Education  
- academic program, 62  
- Humanities teaching licensure program, 38–39  

Separation from the University, 28, 35  

Shuttle service, 11, 26  

Sociology. See also Criminal Justice  
- course descriptions, 108  

Sports arena, 13  

Stafford Loan, 20–21  

Standardized test scores, 14  

Student Accounts  
- office location, 13  

Student activities, 25  
- office location, 13  

Student employment, 21, 24  
- campus employment office location, 13  

Student Health Center  
- center location, 13  

Student life, 25–26  

Student loans, 20–21. See also Financial aid  

Student support services, 7, 22–24  

Student teaching  
- application fee, 18  
- application process, 59  
- international program, 62  
- Professional Development School Partnership programs, 62  

Study Abroad, 36  
- office location, 13  

Suspension. See Dismissal  

Swimming pool, 13  

T  

TAG. See Tuition Assistance Grant (TAG) Program  

Teaching licensure programs. See Education programs  

Technology fees, 18  

Technology services, 22–23  

Test of English as a Foreign Language (TOEFL), 14, 40, 70  

Traditions of the University, 10  

Transcripts  
- admissions requirements  
  - graduate students, 14, 15  
  - international students, 14  
- fee for, 34  
- requests for, 34  

Transfer credits. See also specific Schools and programs  
- policy, 29  

2007–08 GRADUATE CATALOG
Study Abroad programs, 36
Transportation services, 11, 26
Tuition, 17
  payment plans, 20
  refunds, 19–20
  special programs, 17
  waivers, 17–18
Tuition Assistance Grant (TAG) Program, 20

U
University contact information, 3
University history, 11
University mission, 10
University profile, 6–7

V
Veterans' benefits, 20
Virginia Tuition Assistance Grant (TAG) Program, 20
Visiting students, 15, 29, 31

W
Washington Consortium. See Consortium of Universities of the Washington Metropolitan Area
Wireless access, 23
Withdrawal
  from courses, 19–20, 28, 30
  for military duty, 34
  refunds, 19–20
  from the University, 35
Work-study program, 21