MARYMOUNT UNIVERSITY
Graduate Catalog

2009-10

HALLMARKS OF A
MARYMOUNT UNIVERSITY EDUCATION

Scholarship
Leadership
Service
Ethics
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 20149

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

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

   DISCOVER Center
   Rowley Academic Center — (703) 284-6478

   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 (Center for Global Education)
   Ballston Center — (703) 284-1677

Enrollment and Student Services
Vice President for 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

   Auxiliary Services
   Rowley Hall — (703) 284-1491

   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

   Commuter Student Services
   The Lodge — (703) 284-1615

   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) 284-1615

   ID and Parking Office
   Ireton Hall — (703) 284-1570

   New Student Services
   Gerard Hall — (703) 284-1611

   Student Activities
   The Lodge — (703) 284-1611

   Student Development
   Gerard Hall — (703) 284-1615

   Student Employment
   Gerard Hall — (703) 284-1615

   Student Health Center
   Berg Hall — (703) 284-1610

Financial Affairs
Vice President for Financial Affairs and Treasurer
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>Academic Calendar</td>
<td>5</td>
</tr>
<tr>
<td>University Profile</td>
<td>6</td>
</tr>
<tr>
<td>Fields of Study</td>
<td>8</td>
</tr>
<tr>
<td>About Marymount University</td>
<td>10</td>
</tr>
<tr>
<td>Admission</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>Financial Information</td>
<td>17</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>20</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>22</td>
</tr>
<tr>
<td>Student Life</td>
<td>25</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>27</td>
</tr>
<tr>
<td>Academic Programs</td>
<td></td>
</tr>
<tr>
<td>Study Abroad</td>
<td>36</td>
</tr>
<tr>
<td>Student Research — DISCOVER</td>
<td>36</td>
</tr>
<tr>
<td>Consortium of Universities of the Washington Metropolitan Area</td>
<td>36</td>
</tr>
<tr>
<td>School of Arts and Sciences</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>46</td>
</tr>
<tr>
<td>Human Resources</td>
<td>48</td>
</tr>
<tr>
<td>Information Technology</td>
<td>50</td>
</tr>
<tr>
<td>Legal Administration/Paralegal Studies</td>
<td>52</td>
</tr>
<tr>
<td>Management</td>
<td>53</td>
</tr>
<tr>
<td>School of Education and Human Services</td>
<td>56</td>
</tr>
<tr>
<td>Counseling</td>
<td>56</td>
</tr>
<tr>
<td>Education</td>
<td>60</td>
</tr>
<tr>
<td>Forensic Psychology</td>
<td>66</td>
</tr>
<tr>
<td>School of Health Professions</td>
<td>68</td>
</tr>
<tr>
<td>Health Promotion Management</td>
<td>68</td>
</tr>
<tr>
<td>Nursing</td>
<td>69</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>72</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>75</td>
</tr>
<tr>
<td>Board of Trustees/Board of Visitors</td>
<td>113</td>
</tr>
<tr>
<td>Administration</td>
<td>114</td>
</tr>
<tr>
<td>Faculty</td>
<td>115</td>
</tr>
<tr>
<td>Notices to Students</td>
<td>119</td>
</tr>
<tr>
<td>Maps and Directions</td>
<td>121</td>
</tr>
<tr>
<td>Index</td>
<td>123</td>
</tr>
</tbody>
</table>
### FALL SEMESTER 2009

- **August 7**: Tuition payment due
- **August 21**: Last day for Final Registration
- **August 24**: Classes begin
- **September 1**: Last day to late register or add a class
- **September 1**: Last day to withdraw from a class with a 100% refund of tuition and fee charges
- **September 2**: Mass of the Holy Spirit
- **September 7**: Labor Day Holiday
- **September 25**: Last day to withdraw from a class without academic record
- **October 12-13**: Fall Break
- **October 17**: Midterm grades due
- **November 1**: Last day to withdraw from a class with a grade of W
- **November 25-29**: Thanksgiving Holidays
- **November 30**: Classes resume
- **December 5**: Last day of classes
- **December 6-12**: Final exam period
- **December 15**: Final grades due by noon to the Registrar’s Office through Marynet

### SPRING SEMESTER 2010

- **January 8**: Tuition payment due
- **January 8**: Final Registration
- **January 11**: Classes begin
- **January 18**: Martin Luther King, Jr. Holiday
- **January 19**: Last day to late register or add a class
- **January 19**: Last day to withdraw from a class with a 100% refund of tuition and fee charges
- **February 5**: Last day to withdraw from a class without academic record
- **February 26**: Midterm grades due
- **March 17**: Spring Recess
- **March 8**: Classes resume
- **March 12**: Last day to withdraw from a class with a grade of W
- **April 15**: Easter Holidays
- **April 6**: Monday schedule of classes observed
- **April 14**: Student Research Conference
- **April 24**: Last day of classes
- **April 26-May 1**: Final exam period
- **May 4**: Final grades due by noon to the Registrar’s Office through Marynet
- **May 8**: Recognition Day, Baccalaureate Mass, and Graduation Reception
- **May 9**: Commencement Day

### SUMMER SEMESTER 2010

Summer Sessions are also referred to as SS.

- **May 3**: Tuition payment due for SS I and SS III
- **May 9**: Last day to withdraw from a SS I or SS III class with a 100% refund of tuition and fee charges
- **May 10**: Summer Sessions I and III begin
- **May 12**: Last day to late register or add a SS I class
- **May 17**: Last day to late register or add a SS III class
- **May 21**: Last day to withdraw from a class without academic record for SS I and SS III
- **May 28**: Tuition payment due for SS IV
- **May 31**: Memorial Day Holiday
- **June 4**: Last day to withdraw from a SS I class with a grade of W
- **June 6**: Last day to withdraw from a SS IV class with a 100% refund of tuition and fee charges
- **June 7**: Summer Session IV begins
- **June 9**: Last day to late register or add a SS IV class
- **June 14**: Tuition payment due for SS II
- **June 18**: Last day to withdraw from a SS III class with a grade of W
- **June 19**: Summer Session I ends
- **June 20**: Last day to withdraw from a SS II class with a 100% refund of tuition and fee charges
- **June 21**: Summer Session II begins
- **June 23**: Last day to late register or add a SS II class
- **June 26**: Last day to withdraw from a SS IV class without academic record
- **July 5**: Independence Day Holiday
- **July 6**: Last day to withdraw from a SS IV class without academic record
- **July 19**: Last day to withdraw from a SS II class with a grade of W
- **August 2**: Summer Sessions II, III, and IV end
- **August 5**: 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](http://www.marymount.edu/registrar/homecal.html)
University Profile

ENROLLMENT

TOTAL ENROLLMENT: 3,548
UNDERGRADUATE ENROLLMENT: 2,193
GRADUATE ENROLLMENT: 1,355

Based on fall 2008 statistics

FACULTY

138 full-time teaching faculty; 227 part-time faculty.
Approximately 88 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, and bachelor's 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).
- The Master of Science in Nursing and the Bachelor of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The B.S.N. program is also approved by the State Board of Nursing of the Commonwealth of Virginia.
- The M.A. in Legal Administration, the B.A. in Paralegal Studies, and the undergraduate and graduate certificate 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 (SHEV).

PROFESSIONAL ASSOCIATION MEMBERSHIPS

Marymount is a member of the following organizations:

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Council on Education
- Association of American Colleges and Universities
- Council for Independent Colleges
- Council of Graduate Schools
- National Association of Graduate Admissions Professionals
- University Continuing Education Association
OFF-SITE LEARNING OPTIONS

RESTON CENTER
Responding to significant residential and commercial growth in the Reston area, Marymount University established the Reston Center. The Center offers a variety of academic programs designed to meet the needs of adult students. Offerings include graduate degree and graduate teacher licensure programs, undergraduate degree completion programs, professional education certificate programs, and professional development 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. More information about Marymount’s Reston Center is available online at www.marymount.edu/reston.

EDUCATIONAL PARTNERSHIPS
Since 1996, Marymount University has been successfully delivering education programs at such places as regional corporations, government agencies, and education institutions. The University works closely with chief learning officers and human resource directors of these organizations to develop an academic strategy to help their client’s employees 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 educational 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 29.

ACADEMIC AND 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, the Learning Resource Center, and Student Activities.

ATHLETICS
Marymount is an NCAA Division III institution and a member of the Capital Athletic Conference. Undergraduate student-athletes participate in the following intercollegiate teams:
- Men’s basketball, cross-country, golf, lacrosse, soccer, swimming
- Women’s basketball, cross-country, lacrosse, soccer, swimming, volleyball
Graduate students are 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 Dual Degree Programs
Business Administration/Human Resource Management (M.B.A./M.A.)
Business Administration/Information Technology (M.B.A./M.S.)
Health Care Management/Business Administration (M.S./M.B.A.)
Health Care Management/Information Technology (M.S./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
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
    Secondary Education
    Special Education, General Curriculum
  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
Nursing (D.N.P.)
  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. A list of past award winners can be found at www.marymount.edu/ethics/award.html.

GEICO LECTURE SERIES IN ETHICS

Beginning in 2010, Marymount University will host the GEICO Lecture Series in Ethics as part of its annual Ethics Week activities. Through the generous support of GEICO, Marymount will host a distinguished scholar in the field of ethics to share his or her expertise with students, faculty, and friends of the University.

SPEAKERS SERIES
THE DISTINGUISHED VISITING PROFESSOR COLLOQUIUM SERIES

The Distinguished Visiting Professor (DVP) 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. A list of past DVPs can be found at www.marymount.edu/speakers/dvp.html.

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. Past lecturers are listed at www.marymount.edu/speakers/lmc.html.
FACILITIES

The Ballston Center at 1000 North Glebe Road houses the School of Business Administration; the Physical Therapy, Forensic Psychology, and Counseling departments; the Office of Graduate Admissions; the Center for Global Education; the Career and Internship Center; the Office of Institutional Effectiveness; the Grants Office; the Ballston Conference Center; Truland Auditorium, which seats 150; 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 café; 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, the Office for Student Leadership and Commuter Services, the Honors Program Office, the Office of Auxiliary Services, meeting rooms, 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, including the Gomatos Reading Room and the Boldt Room, 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, 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, student lounges, and faculty and administrative offices.

The Rowley Academic Center houses the Financial Aid Office, the Registrar’s Office, Student Accounts, the Cashier’s Office, the Academic Success Center, the DISCOVER Center, and the Center for Teaching Excellence on its main floor. The School of Education and Human Services is located 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, Alumni Relations, and University Communications. Lower floors are devoted to classrooms, laboratories, and support services.


26th Street Project: A future academic building and residence hall are currently under construction on Marymount’s Main Campus. These facilities are slated to open in fall 2010. The academic building, Caruthers Hall, will feature state-of-the-art classrooms, laboratories, and faculty offices for the sciences and health sciences. The residence hall, Rose Bente Lee Ostapenko Hall, will provide attractive suite-style housing for 239 students. The project also includes an underground parking garage.
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 Educational Partnerships program, 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;
• for students attending schools within the United States, one official transcript, released directly from the college or university attended;
• for students attending schools outside the United States, two copies of the applicant’s transcript as follows:
  1. An authenticated copy of the college or university transcript. Transcripts must be certified as a true copy by a notary public, an official of the institution in which the applicant is enrolled, or a United States consular official.
  2. A course-by-course evaluation of the applicant’s transcript. 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 33649; AACRAO (American Association of Collegiate Registrars), 1 Dupont Circle, N.W., Suite 520, Washington, DC 20036; and Josef Silney and Associates, Inc., 7101 SW 102nd Avenue, Miami, FL 33173;
• 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** have the option of submitting a score from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). To be considered for admission, those who submit a TOEFL score must have a minimum of 600 on the paper-based test, 250 on the computer-based test, or a range of 96 to 100 on the Internet test. Those who submit an IELTS score must achieve a minimum of 6.5 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 successful completion of at least a bachelor's degree from an accredited college or university (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 student 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 or 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 Educational Partnerships program 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. A request for a deferral of enrollment must be in writing. Updated transcripts must be provided prior to enrollment.
Financial Information

The following financial information applies to the 2009-10 academic year.

**TUITION**

**GRADUATE STUDENT RATE**
- $725 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*
- $26,600 per year, for those entering in fall 2009 (Class of 2012), for a total of $79,800 for the three-year program. This sum includes all PT courses, lab fees, and summer courses.

*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.

Refunds and credits to accounts for consortium courses follow the Marymount refund schedule.

**TUITION PAYMENT**

**Due Dates**
- Fall Semester: August 7, 2009
- Spring Semester: January 8, 2010
- Summer Sessions I and III: May 3, 2010
- Summer Session IV: May 28, 2010
- Summer Session II: June 14, 2010

Monthly late payment fees of $65 will be assessed to all delinquent accounts. All payments must be made in U.S. currency and drawn on U.S. banks. Marymount University accepts cash, checks, money orders, credit cards (American Express, MasterCard, or Visa only), and ACH (Automated Clearing House) electronic transfers. Do not mail cash. Checks and money orders must be made payable to Marymount University.

All checks and money orders must include the student’s ID number, address, and phone number on the face of the check. All returned checks are subject to a $45 service fee.

If, for any reason, a parent, a guardian, an employer, or an embassy does not honor their financial obligation to the University on behalf of the student, the student will be held responsible for those financial obligations.

A student’s pending class registration is subject to cancellation if there is a prior-term unpaid balance on the student’s account.

In the event a student has a question about charges on his or her account, the student should bring the amount in question to the attention of the Student Accounts Office. The student does not have to pay that amount while it is being reviewed. However, the student is obligated to pay all parts of the bill that are not in question no later than the due date.

**ADDRESS CHANGES**

It is each student’s responsibility to keep the Registrar’s Office informed about any changes in his or her home, local residence and/or billing address; phone number; and/or e-mail address.

Students may submit a change in one of three ways:
- online at www.marymount.edu/registrar/changeofaddress.html.
- by mail to Marymount University, Office of the Registrar, 2807 N. Glebe Road, Arlington, VA 22207
- by fax to (703) 516-4505.

When submitting the change by mail or fax, the student should include his or her full name, student ID number, the former address; the new address for home, local residence, and billing purposes; a current e-mail address; and his or her signature.

**WAIVERS**

*Catholic School Employees*

Employees of Catholic schools specified by the University are eligible for a 50-percent tuition waiver on the regular rate for undergraduate and graduate Education programs and the graduate School Counseling program (waiver does not apply to reduced-tuition programs) under the following conditions:
- The individual must be employed on a full-time basis in a position in teaching, senior administration, and/or school counseling.
- The individual must be employed by a diocesan school in the Diocese of Arlington, Virginia, or Archdiocese of Washington, DC. To learn about other Catholic schools specified for eligibility under this program, contact the School of Education and Human Services.
FINANCIAL INFORMATION

- Requests for additional courses and/or programs covered under this waiver after the first degree is obtained will be considered on an individual basis.
- Verification from the employee's school, written by the principal on school letterhead, attesting to the eligibility for a waiver must be provided at the beginning of the program and each year thereafter at the beginning of the fall semester. This verification must be sent to Marymount's Student Accounts Office.

See the Undergraduate Catalog for details about this policy regarding the University's undergraduate programs.

Senior Citizens
As a service to senior citizens, 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:

- $445 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
- $240 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 $40 new student fee is charged to all graduate students to cover such items as student ID cards and new student programs.

TECHNOLOGY FEE
Students will be assessed a Technology Fee each fall, spring, and summer semester of $7.50 per credit up to a maximum of $90 per semester. This fee supports technologies that enrich the learning environment. The following are some examples of services and initiatives funded by this fee: computer labs, updates to the course management system (Blackboard), expanded on-campus wireless access, and help desk services. In addition, some courses require that students purchase stand-alone computer software and/or textbook software packages.

<table>
<thead>
<tr>
<th>COURSE/PROGRAM FEES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>$90 per course</td>
</tr>
<tr>
<td>CE 510, 513</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>$65 per course</td>
</tr>
<tr>
<td>CJ 508, 509</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>$90</td>
</tr>
<tr>
<td>ED 511</td>
<td></td>
</tr>
<tr>
<td>Interior Design</td>
<td>$65 per course</td>
</tr>
<tr>
<td>Legal Administration program admission</td>
<td>$70</td>
</tr>
<tr>
<td>Nursing Lab Fees</td>
<td></td>
</tr>
<tr>
<td>NU 553</td>
<td>$100</td>
</tr>
<tr>
<td>NU 800</td>
<td>$250</td>
</tr>
<tr>
<td>NU 801</td>
<td>$175</td>
</tr>
<tr>
<td>NUF 502</td>
<td>$400</td>
</tr>
<tr>
<td>NUF 503</td>
<td>$200</td>
</tr>
<tr>
<td>NUF 504</td>
<td>$180</td>
</tr>
<tr>
<td>Paralegal Studies program admission</td>
<td>$70</td>
</tr>
<tr>
<td>Student teaching application</td>
<td>$115</td>
</tr>
<tr>
<td>Counseling and Forensic Psychology internship application</td>
<td>$65</td>
</tr>
</tbody>
</table>

LATE REGISTRATION FEE
A $65 fee is charged if registration is not completed prior to the last day of Final Registration.

CONTINUOUS REGISTRATION FEE
A Continuous Registration fee of $45 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 $45 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 $210 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.

EDUCATION COHORT
A $200 nonrefundable deposit is required from students enrolling in the Master of Education cohort program offered through the Reston Center. This is due within 30 days of notification of acceptance.

HUMAN RESOURCE MANAGEMENT COHORT
A $300 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 enrolling in the Interior Design program within 30 days of notification of acceptance.

NURSING – D.N.P. PROGRAM
A $300 nonrefundable deposit is required from students enrolling in the Doctor of Nursing Practice 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, offered through a commercial underwriter. (Any graduate student taking fewer than 9 credit hours who wishes to participate in the plan must get approval from his or her School’s dean.) 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, Physical Therapy students, Nursing students, NCAA student-athletes, and cheerleaders. These students will be required to obtain the University-approved policy and will automatically be charged the insurance premium.

F1 visa students and Nursing and Physical Therapy students who already have adequate medical insurance may waive the plan if they produce acceptable documentation of coverage in Virginia.

Please refer to the plan information, available at the beginning of the academic year, regarding enrollment dates.

COLLECTION POLICY
A student who fails to pay in full as scheduled 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 or 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 or separating from the University, please see page 28.

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 initial payment, must be completed at least one week prior to the payment due date. Students may set up pay plans on an annual basis for the academic year (fall and spring) or by the semester. Whether selecting either the annual or by-semester plan, payments are made as follows:

- For the fall semester, payments may begin as early as June 1 and must be paid in full by October 1.
- For the spring semester, payments may begin as early as November 1 and must be paid in full by March 1.
- For the summer semester, plans are for two months. Payments for Summer Sessions I and III are due May 1 and June 1. Payments for Summer Sessions II and IV are due June 1 and July 1.

All or part of each semester's costs may be budgeted with no interest rate assessed. A nonrefundable enrollment fee of $55 is required to apply for the annual plan. Individual semester plans require a nonrefundable enrollment fee of $35. Applications are available from TuitionPay at 800-635-0120 or online at tuitionpay.salliemae.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

Marymount has a number of need-based and merit scholarships funded by generous donors to the University. Students deserving consideration for such scholarships are typically identified by a School or department within the University. Such students are provided with criteria for the awarding of the scholarship as well as procedural information to apply for the award. Contact the Office of Graduate Admissions for further information about scholarships.

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 and the last day of each month worked. 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).

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. It offers

- a collection of more than 237,000 volumes in print or electronic form
- access to more than 19,000 journals in print or electronic form
- more than 140 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 through class-based presentations, workshop, or individual appointments
- reference assistance in person, by phone, via instant messaging, or by e-mail
- Internet access on more than 70 public computers, which includes PCs and Macs; access to many software packages on most public computers
- group study rooms throughout the Library, including an electronic viewing room equipped for students to practice group presentations and a video viewing room
- a color photocopier, black and white photocopiers, and public scanners, and 7 printers
- microform readers
- laptops that can be checked out for use in the Library
- 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 the Library’s 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 borrow also 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 and administrative functions of the University. Computer labs are located on the fourth floor of the Ballston Center, in St. Joseph and Gaillhac 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 Information Systems.

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.
**STUDENT SUPPORT SERVICES**

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.

Information Systems 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, all residence halls, the Ballston Center, and the Reston Center.

**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.

**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.

**CAREER AND INTERNSHIP SERVICES**

Career advisors provide individual guidance, career advising and coaching, and vocational assessments. The Career and Internship Center (CIC) offers frequent workshops 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 and interviews. Students are also invited to participate in area career programs sponsored by The Consortium of Universities of the Washington Metropolitan Area.

The CIC, located at the Ballston Center, 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. Hundreds of 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. The Center offers the tools to equip students with the search and identification process.

Faculty advisors and academic internship mentors 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 a variety of business and human services 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, in the CIC’s resource library, and from department chairs or program directors.

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 faculty, staff, and coaches 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, referrals, and advising. 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

COMMUNITY CONDUCT CODE

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

A student may be subject to disciplinary action for behavior in violation of the Community Conduct Code or other University regulations. Students should be thoroughly familiar with the Student Handbook, which describes in detail policies and procedures relating to the Community Conduct Code. The Student Handbook is available through the Office of Student Development, the Registrar’s Office, School offices, and the Academic Success Center.

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.

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.

In addition, student development services are available to all students in accord with provisions in the Student Handbook. During the fall and spring semesters, upcoming student activities are listed on the Marymount University Web site under Student Life and in FYI, the weekly events publication. All students are encouraged to attend Marymount-sponsored events and activities.

The Office of Commuter Student Services (CSS), located in The Lodge, is a resource available specifically for all commuter students. In conjunction with the Commuter Advisory Board, CSS works to help commuter students find the information they need to be successful, advocate on their behalf, and sponsor events at commuter-friendly times. Its overarching goal is to improve the education and social experience of commuter students and the entire Marymount community.

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.

Mass is celebrated daily on Main Campus; one Mass is celebrated at the Ballston Center Chapel each week. Retreats, prayer services, Bible studies, small faith groups, sacramental preparation, faith-formation programs, and additional activities are sponsored by the Campus Ministry Office each semester. A twilight retreat is offered in the spring semester specifically for graduate students, planned with their needs in mind. 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 a multi-option casual dining facility.

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.

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.

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 ID and Parking Office in Ireton Hall.

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.
Academic Policies

The provost and vice president for Academic Affairs 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 provost and vice president for Academic Affairs, 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 are readmitted.

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 provost and vice president for Academic Affairs 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 Provost and Vice President for Academic Affairs and Office of the Registrar.

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 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.

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 Marymount Orientation programs 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.

Students are responsible for maintaining a current U.S. address on file with the University. Students should advise the Registrar's Office of any address changes. (See page 17 for information about address change notification.)

COURSE LOAD

A course load of 9 credits per semester is considered full time for graduate students. Registration for more than 18 credits requires permission from the student's advisor, the associate dean, and the associate vice president for Academic Affairs.

LATE REGISTRATION AND ADD/WITHDRAWAL PERIOD

During the first nine days of the fall or spring semester, unregistered students may enroll, but are subject to a Late Registration fee. During a summer session, a student must add before the second class meeting. Unregistered students adding a summer class are also subject to a Late Registration fee. (See page 18 for Late Registration fee.) Registered students may add classes during this period without a Late Registration fee. Classes may not be added after the Late Registration and Add/Withdrawal period has ended unless approved by the appropriate School dean and the associate vice president for Academic Affairs.

ADDITION OR WITHDRAWING FROM COURSES/SEPARATING FROM THE UNIVERSITY

Students can add or withdraw from courses online or in person up to the last day specified in the Academic Calendar.

To withdraw from a class or classes, a student should complete an “Add/Drop” form at the Registrar's Office or access his or her class schedule via Marynet.

To withdraw from all classes in a semester and maintain matriculation for the next semester, a student should complete a “Continuous Registration” form available at the Academic Success Center. The date on which either form is received at the Registrar's Office becomes the official date of withdrawal.

Any graduate student contemplating discontinuing his or 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.

The date of withdrawal from classes online or in person is considered the official date used to determine the student's financial responsibility to the University. Any tuition refund will be calculated based on the withdrawal/separation date recorded by the Registrar's Office.

Students who stop attending courses without officially withdrawing from the course or separating from the University will receive an F.

CONTINUOUS REGISTRATION

All degree candidates must maintain active status at the University until all requirements are satisfied. Typically, students do so by enrolling in classes each semester. However, a student who intends to temporarily discontinue studies and not enroll for a semester must file for Continuous Registration. Continuous Registration may be maintained for a maximum of two consecutive semesters, not including the summer semester.

Continuous Registration requires payment of a fee and submission of a written request, including the student's signature and may be provided via U.S. mail, by fax, or in person. For more information about the process, contact the Office of the Registrar. See page 18 for fees associated with Continuous Registration.

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

If a student does not file for Continuous Registration, the student breaks registration and must reapply for admission to the University. A nondegree student who discontinues studies for one semester or more must reapply for admission to the University.
STUDENTS ENROLLING AT CONSORTIUM INSTITUTIONS

All Marymount 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.

Enrollment at Marymount does not guarantee enrollment at a visited school.

Students enrolled in consortium courses follow the registration, withdrawal, and grading policies of the host institution.

Consortium courses fulfill the minimum-credits requirement for residency.

Registering for Consortium Classes

For registration procedures and deadlines, please visit www.marymount.edu/registrar/FAQ/consortium.html.

A completed Consortium Registration Form must be received by Marymount's Registrar's Office at least one week prior to the start of the Marymount semester.

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 or 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.

FINAL SEMESTER ENROLLMENT

In the final semester before graduation, a student should not be enrolled in a study abroad, transfer, or consortium course. Grades from these courses cannot be guaranteed to arrive before the deadline for certifying graduates.

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 contin-
uous 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

All courses are expected to include a final exam or comparable culminating experience. Final examinations are scheduled during a final examination week, which is part of the required contact time for every course. Students should not make travel arrangements prior to determining their final examination schedule because instructors may not schedule alternative or individual examinations in place of the course final exam. The final exam 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 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.

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 permitted to be 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

*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. Eligibility is determined in early October for the fall induction ceremony. Graduate students must have completed at least 75 percent of their Marymount University M.B.A. program and have a cumulative grade point average of 3.8 in their M.B.A. courses. An additional ceremony is held in May 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. In order to participate in graduation ceremonies, a student must be receiving a degree. Please see General Requirements that follow 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. Certificate students do not participate in graduation ceremonies. Please see General Requirements, which follow, as well.

GENERAL REQUIREMENTS

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.

Program requirements: The total number of credits required to earn a degree varies by program. Please consult individual program sections in this catalog. 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/studentservices.html or in the Registrar’s Office) and submit a $45 diploma fee by the posted deadline. Deadlines for submitting a graduation petition can be found on the Registrar’s Office Web page.

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 $165 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 will automatically have his or her petition moved to the next semester. For any delays beyond one semester, the student 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 and the $45 diploma fee have 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 and the diploma fee have been submitted in a timely manner.

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 $85 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 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 $5 per copy, payable in advance. Same-day service is available for $10 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 current students via Marynet.

STUDENTS CALLED TO MILITARY DUTY

In accordance with the Higher Education Opportunity Act, Marymount University will readmit students who take a leave of absence to perform active military service and also meet the requirements defined in the act.

Furthermore, 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 to accommodate 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 or her classes;
- seek an Incomplete, outlined on pages 30-31 of this catalog; or
- earn a grade.

Under the withdrawal option, the student will receive a complete refund of tuition and fees if he or 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 or 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 or she is enrolled.

A student who is called to active duty must provide documentation of his or her orders to the Office of the Provost and Vice President for Academic Affairs. A student who intends to return to the University should submit a Continuous Registration written request 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, DISMISSAL, AND SUSPENSION

ACADEMIC PROBATION

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 Provost and Vice President for Academic Affairs, 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.
- To be removed from academic probation, the student must bring his or her cumulative GPA to 3.0 or higher within nine graduate credit hours or be dismissed.
- 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.

ACADEMIC DISMISSAL

Students dismissed from the University due to academic performance are notified by the Academic Success Center.

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 chair or director of the program in which the student is enrolled.

2. Appeals are due to the chair or program director 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 program chair/director or designated faculty reviews all materials related to the student's appeal and renders a decision that will be communicated to the student.

5. A student who wishes to further appeal the decision may appeal in writing to the dean of the School in which the student is enrolled. The Office of the Dean will communicate the dean's decision to the student. A student who wishes to appeal the decision of the dean may appeal to the provost and vice president for Academic Affairs.

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

**ACADEMIC SUSPENSION**

A student who is found responsible, after due process, for a serious breach of academic regulations may be assigned the academic standing of suspension.

A student suspended for an academic reason cannot attend the next fall or spring semester. A student on suspension may not attend any intervening summer or interim semester.

A suspended student returns to the University without a reinstatement process.

- While on suspension, a student may not
  - have a Marymount ID card
  - have a Marymount e-mail account
  - use University support services
  - participate in University activities
  - receive academic advising
  - participate in registration for a future semester

**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 first 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 associate vice president for Academic Affairs in the Academic Success Center. Appeals of the decision made by the associate vice president for Academic Affairs may be brought to the vice president for Academic Affairs and provost. The decision of the provost and vice president for Academic Affairs 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 nonacademic complaints.
Academic Programs

**SUPPLEMENTAL OPPORTUNITIES**

**STUDY ABROAD**

The Center for Global Education administers, supports, and coordinates all University programs taking place outside the United States.

**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 Center for Global Education 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 consult the Center for Global Education 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.

**STUDENT RESEARCH — DISCOVER**

Marymount University's DISCOVER Center coordinates an annual Student Research Day, where both graduate and undergraduate students may present research projects. The Center also offers a small travel stipend to graduate and undergraduate students who are presenting at professional conferences in their fields of study.

**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 29.

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 I. 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.

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.

HUMANITIES

HUMANITIES (M.A.)

Marymount’s Master of Arts in Humanities program focuses on Humanities and The City, and offers courses that investigate The City as a pivotal point of intersection — and often tension — between individual achievement and communal needs and aspirations. The program also strives to immerse its students in the unique cultural resources and opportunities offered by the Washington, DC, region.

Humanistic inquiry engages students with the world of ideas through close textual study, individual research, and class discussion; at the same time, it enhances students’ ability to make words do their bidding to achieve their personal and professional goals. Humanistic study enhances one’s historical consciousness, fosters mental flexibility by encouraging consideration of multiple and divergent perspectives, and explores ethical issues.

The study of the interrelationship of ideas from art, history, literature, philosophy, and politics serves not only to develop personal intellectual growth, but also sharpens judgment in professional, civic, and interpersonal decision making. The student may shape a curricular program that offers experiences in many different disciplines or concentrate study within a particular discipline, as might be required for a postsecondary teaching career.

By making students more knowledgeable and effective communicators, the program provides intellectual enrichment and career enhancement for professionals in such areas as teaching, the arts, government service, and the nonprofit sector. The program also prepares students for further academic study, and is open to qualified individuals who wish to expand their horizons and deepen their knowledge by pursuing a stimulating program of study at an advanced level.

As part of this program, students will complete Foundation Courses, Program Courses, a Capstone Seminar, and a Final Project in the form of a Master's Thesis or Internship.

Foundation Courses discuss the theoretical and methodological frameworks for exploring the Humanities from a different disciplinary perspective, and present the unique opportunities and resources that the Washington, DC, region offers to Humanities students in a specific discipline. Degree candidates must take Foundation Courses in 3 of the 4 disciplines represented in the program (Art History, Literature, History, and Philosophy), and must take all 3 Foundation Courses during the first 15 credits of enrollment in the program.

Program Courses pursue the wider theme of The City through a study of broad historical and cultural contexts and in-depth examinations of significant movements, themes, and figures. Many Program Courses continue to utilize the unique opportunities and resources that the Washington, DC, area presents to students of the Humanities. Program Courses are presented in 3 thematic groups, each approaching The City in a different context:

• Courses relating to “The Individual in The City” focus on the work of individual figures and their interrelationships with the urban environment that fostered, structured, or constrained their creativity.

• “The City as Text” courses often focus on particular cities, and relate to cities as the breeding ground for creative movements and cultural innovation: the city’s role in inspiring and defining creative endeavors or in bringing groups of people together.

• Courses in “Beyond the City” address broad motifs of regional, national, multinational, or global significance, or themes of perennial human concern.

The Capstone Seminar returns to a focus on Washington, DC, requiring the student to synthesize his or her knowledge and experience from the Foundation and Program Courses. Each Capstone Seminar will take advantage of current events in the region (such as temporary art or historical exhibits, seasonal theater programs, election year events), and will challenge students to synthesize their knowledge, skills, and experiences by addressing issues raised by these unique opportunities from an interdisciplinary perspective. Students present their written findings in a public forum.

The Final Project can be in the form of an independently researched interdisciplinary Thesis that demonstrates the student’s ability to integrate materials from different disciplines.
disciplines, support independent conclusions, communicate the results in writing, and defend the ideas orally. Alternatively, the Final Project can be an Internship in a Washington, DC, humanities-related organization, leading to an essay or project that draws from different disciplinary perspectives and relates to that organization's mission. Any Final Project must demonstrate an ability to relate material from at least three fields of study, and is undertaken in consultation with, and under the supervision of, a faculty advisor.

Admission Requirements: In addition to the Universitywide requirements for graduate admission (see page 14), the applicant must also 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;
- an undergraduate major or minor in one of the Humanities disciplines represented in the master's degree program, or an interdisciplinary Humanities major or minor;
- 2 letters of recommendation from educators or employers who can attest to the applicant's potential for graduate work;
- a sample critical research paper in the Humanities;
- a personal essay describing the benefits expected from the graduate Humanities program; and
- an interview with a representative of the Humanities master's degree program.

Nondegree Admission: An individual wishing to enroll in limited coursework may do so as a nondegree student. It is restricted to a total of 9 credits and two consecutive semesters. A nondegree student may apply for degree candidacy, and must fulfill all of the admission requirements outlined. See page 15 for further information on nondegree studies.

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

33 credits (See Course Distribution Requirements for guidance in course selections)

Three (3) Foundation Courses, chosen from the following:
- HUM 501 Building Textual Interpretation (Literature);
- HUM 502 Art in the City: Sources and Materials (Art History);
- HUM 503 Foundations of the City: History (History);
- HUM 504 The Structure of Philosophy (Philosophy)

Six (6) Program Courses, which must distribute across all three thematic groups and chosen from the following:

The Individual in the City
- HUM 512 Socrates in Athens (Philosophy);
- HUM 518 St. Augustine and the Fall of Rome (History);
- HUM 525 King Arthur and Camelot: Interdisciplinary Perspectives (History);
- HUM 527 Dante's Florence and the Divine Comedy (Literature);
- HUM 533 Shakespeare: Text and Performance (Literature)

The City as Text
- HUM 542 Origins of the "Novel": Text, Context, and Critique (Literature);
- HUM 545 Social Upheaval and Dramatic Structure (Literature);
- HUM 549 Topics in Counter-Cultural Literary Movements (Literature);
- HUM 554 Renaissance Art and Humanist Society (Art History);
- HUM 560 Lies and Secrets (Philosophy);
- HUM 563 Revolutionary Philosophy: The City and Text Change (Philosophy)

Beyond the City
- HUM 572 Canterbury Tales and the Late Medieval World (Literature);
- HUM 574 Gender, Race, and Empire in 19th Century British Literature and Culture (Literature);
- HUM 576 Literary Proponents of Culture in the 19th and 20th Centuries (Literature);
- HUM 580 Europe and the Barbarians (History);
- HUM 585 Art and Culture in Early Modern Northern Europe (Art History);
- HUM 591 Philosophy of Time and Culture (Philosophy);
- HUM 593 Metaphysics: The World Is Neither City nor Text (Philosophy)

HUM 610 Capstone Seminar: The Washington Scene

Final Project, chosen from the following: HUM 690 Final Project: Internship or HUM 695 Final Project: Thesis

Course Distribution Requirements

Foundation Courses (9 credits): Selections must represent 3 of the 4 disciplines in the program — Art History, Literature, History, and Philosophy. (See Degree Requirements and Course Descriptions for the disciplinary focus.) If a student has no previous collegiate experience in 3 of these 4 disciplines, he/she must take Foundation Courses in the missing disciplines.
Program Courses (18 credits): Selections must distribute across all 3 thematic groups, and must represent 3 of the 4 disciplines in the program. No more than 4 Program Courses may be taken from any single discipline. Students who plan to pursue a career in postsecondary teaching, however, are advised to take 4 Program Courses from a single discipline.

Capstone Seminar (3 credits): Before enrolling in the Capstone Seminar, the student must have taken all 3 Foundation Courses and at least 4 Program Courses.

Final Project (3 credits): The Final Project is begun upon completion of all Humanities master's degree coursework or concurrent with enrollment in the final 6 credits of coursework.

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.

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. Completed applications must be received a minimum of 60 days prior to the start of classes to be considered for the forthcoming semester.

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 15 for test options and score requirements. 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 562 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 from the student’s advisor 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. Completed applications must be received a minimum of 60 days prior to the start of classes to be considered for the forthcoming semester.

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:

• 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. No graduate studio courses (500-level) can be taken before completion of the
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**

18 credits

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

**Master of Arts Elective Courses**

9 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.)**

The study of literature and language deepens students' understanding of the human condition by engaging with and analyzing texts from a variety of theoretical perspectives. Literary study enhances cultural awareness and aesthetic appreciation, fosters sensitivity and mental suppleness through consideration of multiple viewpoints, and encourages critical thinking. Linguistic and rhetorical study heightens understanding of the theoretical and practical aspects of language and perfects students' abilities to critique and improve their own writing in light of its purpose and audience.

This program prepares students for further advanced study; for career development or advancement in secondary and community college teaching; or for careers in research, writing, and editing for business, government, and nonprofit organizations. The program is also open to qualified individuals who seek intellectual enrichment through stimulating study and ongoing dialogue with engaged adults from a variety of backgrounds about topics of ongoing human interest.

Students may choose from two program options:

- A 30-credit option, recommended for students planning to pursue advanced work in a doctoral program. This option requires a foreign language (intermediate proficiency established either by transcript or credit on a standardized test, such as CLEP) and a 3-credit independent research project;
- A 36-credit option, recommended for students seeking professional enhancement and/or a career change. This option has no language requirement, but has a 3-credit practicum requirement.

**Admission Requirements:** In addition to meeting 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 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 8- to 10-page critical paper.
Nondegree Admission: Applicants wishing to enroll for limited coursework may do so as nondegree students for a maximum of 9 credits and two consecutive semesters. See page 15 for further information on nondegree studies.

International Students: See page 15 for test options and score requirements. Students who hold a baccalaureate degree from an accredited postsecondary institution where the language of instruction is English are exempt from this requirement.

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.

Degree Requirements

Foundational Courses (6 credits), as follows:
EN 501 Building Textual Interpretation
EN 502 The Transformation of Literary Study

Program Courses (21-27 credits), as follows:
Six (6) credits in designated language courses. These courses focus on the theoretical and/or practical aspects of language and include classes in linguistics, rhetoric, and writing. Students may choose from the following: EN 524 Myth, Symbol, and Language; EN 550 General Linguistics; EN 551 Composition: Theory and Practice; EN 552 Applied Phonology; EN 554 Applied Grammar: Syntactic Structures; EN 558 History of the English Language; EN 559 Studies in Creative Writing

Nine (9) credits in designated literature courses. These courses focus on placing textual study in historical, cultural, or theoretical contexts. Students may choose from the following: EN 552 Out of the ‘30s*; EN 527 Dante’s Florence and the Divine Comedy; EN 528 Visions of Freedom in the Modern World; EN 533 Shakespeare: Text and Performance*; EN 542 Origins of the Novel: Text, Context, and Critique*; EN 545 Social Upheaval and Dramatic Structure*; EN 549 Topics in Counter-Cultural Literary Movements*; EN 572 The Canterbury Tales and the Late Medieval World*; EN 574 Gender, Race, and Empire in 19th Century British Culture*; EN 576 Literary Proponents of Culture in the 19th and 20th Century*; EN 590 Major Author(s)

Six (6) to twelve (12) credits in either language or literature courses and selected to fulfill the student’s goals and interests. Students in the 30-credit program take six (6) credits and may take three (3) of these credits in non-literature Humanities courses. Students in the 36-credit program take 12 credits and may take six (6) of these credits in Humanities (HUM) or approved Education (ED) courses.

Capstone Course (3 credits), as follows:
EN 695 Master’s Project (for students in the 30-credit program) or
EN 690 Practicum (for students in the 36-credit program)

*These courses are cross-listed as Humanities (HUM) 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
• the recognition of the importance of excellence in teaching and learning;
• the confirmation of scholarly and professional development that strengthens teaching and learning; and
• the affirmation of 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 post-baccalaureate work experience that demonstrates career progression may apply for a waiver of the standardized test requirement.

In addition, the School of Business Administration strongly recommends that candidates have at least two years of work experience before applying. (This recommendation differs for applicants for the programs under Management. Please see information beginning on page 53 for further information.) Degree-seeking applicants also should check individual program descriptions for additional requirements.

Students seeking admission to a dual degree program must meet admission requirements for both programs. Those who wish to pursue a dual degree must apply to the dual degree program on or before completing two-thirds of their initial degree.

Deadlines:
Completed applications must be received by the following priority deadlines for admission to graduate degree programs in the School of Business Administration:
July 15 fall semester
November 15 spring semester
April 15 summer semester

Applications received after these deadlines will be considered on a space-available basis.

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. Additional information is available from the Office of Graduate Admissions or the program director. 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. Students will be notified about the date and time of their orientation session.

Minimum Grade Requirements: All graduate students in the School of Business Administration must maintain a cumulative grade point average (GPA) of 3.0 or higher. This requirement applies to all degree, dual degree, and certificate programs. See individual programs for additional requirements.

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 management responsibilities in today’s competitive global business environment by integrating the theory and practice of management. Its graduates will

- identify and solve complex business problems using multiple business disciplines;
- work and communicate effectively with others; and
- identify and resolve ethical issues in business.

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

Minimum Grade Requirements: A minimum grade of C is needed to receive credit for a course in the M.B.A. program.

Degree Requirements

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

MBA 512 Accounting for Managers
MBA 513 Business 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 521 Marketing Concepts and Practice
MBA 522 Corporate Finance
MBA 526 Strategic Management Seminar

One (1) international course from the following: ECO 585 International Trade and Global Markets, FIN 585 International Finance, HRM 585 Global Human Resource Issues, MGT 585 Global Business Management, MKT 585 Global Marketing, MSC 585 Global Operations Strategy. (A track may require a specific international course.)

Two (2) School of Business Administration 500/600-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 courses build on or extend knowledge and skills addressed in MBA core requirements. Track requirements may be substituted for the two electives. All track courses are expected to be completed at Marymount.

Finance Track

Students in this track should complete MBA 520 Macroeconomics as part of their program of study.

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

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 Global 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 Management, 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 550 Law Office Management  
LA 590 Supervising Legal Research and Writing  
LA 591 Advanced Legal Research and Writing/Computerized Legal Research  
MGT 585 Global Business Management (to fulfill the international course requirement)

Marketing Track  
MKT 525 Strategic Marketing Management  
MKT 585 Global Marketing (to fulfill the international course requirement)  
Two (2) additional 500/600-level Marketing courses

BUSINESS ADMINISTRATION/HUMAN RESOURCE MANAGEMENT DUAL DEGREE (M.B.A./M.A.)  
The M.B.A./M.A. in Human Resource Management dual degree program is designed to meet the needs of those students desiring a strong business and human resource management background. A dual degree will prepare students for executive-level responsibilities in human resource departments by better enabling them to understand the business context within which human resource decisions are made. Its graduates will

- identify and solve complex human resource problems using integrative business knowledge
- resolve ethical human resource issues
- communicate and work effectively with others.

Admission Requirements: Individuals interested in this dual degree program are encouraged to enroll in it when first applying to the University. However, students can elect to enroll in the dual program after they have already begun their studies in either the M.B.A. or M.A. in Human Resource Management. Such students must apply to the dual degree program on or before completing two-thirds of their initial program. The Office of Graduate Admissions will assist students with application procedures.

Minimum Grade Requirements: For students in dual degree programs, the minimum grade requirement for each degree remains in effect. For students in the Business Administration/Human Resource Management dual degree program, all course requirements drawn from the M.A. in Human Resource Management must be completed with a B- or better. Courses drawn from the M.B.A. program must be completed with a C or better. See GPA requirements on page 44.

Dual Degree Requirements  
57 credits  
MBA 512 Accounting for Managers  
MBA 513 Business Communication  
MBA 514 Quantitative Methods for Management (This course should be taken before all other even-numbered MBA courses)  
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 521 Marketing Concepts and Practice  
MBA 526 Strategic Management Seminar  
HRM 585 International Human Resource Issues  
MGT 515 Leading and Managing Teams  
OD 521 Organization Development and Change Management  
HRM 533 Strategic Human Resource Management  
HRM 534 Total Pay Perspective  
HRM 538 Human Resource Selection and Recruitment  
HRM 539 Performance Management
BUSINESS ADMINISTRATION/INFORMATION TECHNOLOGY DUAL DEGREE (M.B.A./M.S.)

The M.B.A./M.S. in Information Technology dual degree program is designed to meet the needs of those students desiring a strong business background with an emphasis in information technology. A dual degree will prepare students for management responsibilities in today’s IT industry in a global and competitive business environment. Its graduates will

- identify and solve complex IT problems using technical and integrative management decision-making tools
- employ ethical awareness
- communicate and work effectively with others, both in technical areas and in business

Admission Requirements: Individuals interested in this dual degree program are encouraged to enroll in it when first applying to the University. However, students can elect to enroll in the dual program after they have already begun their studies in either the M.B.A. or M.S. in Information Technology. Such students must apply to the dual degree program on or before completing two-thirds of their initial program. The Office of Graduate Admissions will assist students with application procedures.

Minimum Grade Requirements: A minimum grade of C is needed to receive credit for a course in this dual degree program. See GPA requirements on page 44.

Dual Degree Requirements

57 credits

- MBA 512 Accounting for Managers
- MBA 513 Business Communication
- MBA 514 Quantitative Methods for Management (This course should be taken before all other even-numbered M.B.A. courses)
- 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 521 Marketing Concepts and Practice
- MBA 526 Strategic Management Seminar
- One (1) International Business course
- IT 510 Systems Engineering

HEALTH CARE MANAGEMENT/BUSINESS ADMINISTRATION DUAL DEGREE (M.S./M.B.A.)

See dual degree program under Health Care Management on page 47.

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).

**Minimum Grade Requirements:** A minimum grade of B- is needed to receive credit for a course in the Health Care Management program. See GPA requirements on page 44.

**Degree Requirements**

42 credits

HCM 510 Health Care Management
HCM 520 Health Care Reimbursement Systems
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 560 Health Care Operations Management
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/BUSINESS ADMINISTRATION DUAL DEGREE (M.S./M.B.A.)**

The M.S. in Health Care Management/M.B.A. dual degree program is designed to meet the needs of those students desiring a strong business background with a prominent emphasis on the U.S. health care industry. A dual degree will prepare students for middle- or senior-level management positions in hospitals or other health care organizations. Its graduates will

• identify and solve complex and integrative health care management problems
• resolve ethical health care issues
• communicate and work effectively with others.

**Admission Requirements:** Individuals interested in this dual degree program are encouraged to enroll in it when first applying to the University. However, students can elect to enroll in the dual program after they have already begun their studies in either the M.S. in Health Care Management or M.B.A. Such students must apply to the dual degree program on or before completing two-thirds of their initial program. The Office of Graduate Admissions will assist students with application procedures.

**Minimum Grade Requirements:** For students in dual degree programs, the minimum grade requirement for each degree remains in effect. For students in the Health Care Management/Business Administration dual degree program, all course requirements drawn from the M.S. in Health Care Management must be completed with a B- or better. Courses drawn from the M.B.A. program must be completed with a grade of C or better. See GPA requirements on page 44.

**Dual Degree Requirements**

57 credits

HCM 510 Health Care Management
HCM 520 Health Care Reimbursement Systems
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 560 Health Care Operations Management
HCM 565 Health Care Cases and Project
LA 540 Health Care Law
ECO 590 Health Care Economics
MBA 515 Organizational Behavior
IT 503 Managing Information Technology
NU 590 Health Care Data Analysis
NU 591 Health Care Research
MBA 513 Business Communication
MBA 522 Corporate Finance
MBA 521 Marketing Concepts and Practice
MBA 526 Strategic Management Seminar
One (1) International Business course

**HEALTH CARE MANAGEMENT/INFORMATION TECHNOLOGY DUAL DEGREE (M.S./M.S.)**

The M.S. in Health Care Management/M.S. in Information Technology dual degree program is designed to meet the needs of those students who wish to work in the growing field of health care information technology. Students will develop strategies for implementing information technology systems specifically designed to aid health care professionals in manag-
ing patient records, payments, and other financial data, among other things. Its graduates will
• identify and solve complex IT problems in the health care industry using technical and integrative decision-making tools and techniques
• resolve ethical issues relating to health care and patient-specific data
• communicate and work effectively with others, ranging from doctors to business managers to engineers.

Admission Requirements: Individuals interested in this dual degree program are encouraged to enroll in it when first applying to the University. However, students can elect to enroll in the dual program after they have already begun their studies in either the M.S. in Health Care Management or M.S. in Information Technology. Such students must apply to the dual degree program on or before completing two-thirds of their initial program. The Office of Graduate Admissions will assist students with application procedures.

Minimum Grade Requirements: For students in dual degree programs, the minimum grade requirement for each program remains in effect. For students in the Health Care Management/Information Technology dual degree program, all course requirements drawn from the M.S. in Health Care Management must be completed with a grade of B- or better. Courses drawn from the M.S. in Information Technology must be completed with a grade of C or better. See GPA requirements on page 44.

Dual Degree Requirements
60 credits
- HCM 510 Health Care Management
- HCM 520 Health Care Reimbursement Systems
- 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 560 Health Care Operations Management
- 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 or HRM 505 Research and Analysis
- IT 510 Systems Engineering
- IT 520 Enterprise Infrastructure and Networks
- IT 530 Computer Security
- IT 540 Enterprise Data Management and Analysis
- IT 610 IT Governance and Strategy
- IT 680 IT Master's Project

HEALTH CARE MANAGEMENT TRACK UNDER THE M.B.A
See Business Administration (M.B.A.) beginning on page 44.

HEALTH CARE INFORMATICS (GRADUATE CERTIFICATE)
See program under Information Technology section on page 51.

HUMAN RESOURCES

HUMAN RESOURCE MANAGEMENT (M.A.)
This program prepares students to excel as specialists 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.
This program is certified by the Society for Human Resource Management (SHRM) to be in alignment with SHRM-designated competencies.
Minimum Grade and Course Completion Requirements:
Students in the Human Resource Management program must meet the University's academic standards for graduate students and achieve a minimum grade of B- for each course required in the degree. No course may be repeated more than once.

Degree Requirements
36 credits
- MGT 511 Business Essentials
- MGT 515 Leading and Managing Teams
- HRM 505 Research and Evaluation
- OD 521 Organization Development and Change Management
- 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

BUSINESS ADMINISTRATION/HUMAN RESOURCE MANAGEMENT DUAL DEGREE (M.B.A./M.A.)
See dual degree program under Business Administration section on page 45.

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.

Minimum Grade and Course Completion Requirements:
Students in this certificate program must meet the University's academic standards for graduate students and achieve a minimum grade of B- for each course required in the certificate. No course may be repeated more than once.

Certificate Requirements
18 credits
- HRM 505 Research and Evaluation
- HRM 534 Total Pay Perspective
- OD 521 Organization Development and Change Management
- 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.

Minimum Grade and Course Completion Requirements:
Students in this certificate program must meet the University's academic standards for graduate students and achieve a minimum grade of B- for each course required in the certificate. No course may be repeated more than once.

Certificate Requirements
15 credits
- OD 521 Organization Development and Change Management
- HRM 503 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.

Minimum Grade and Course Completion Requirements:
Students in this certificate program must meet the University's academic standards for graduate students and achieve a minimum grade of B- for each course required in the certificate. No course may be repeated more than once.

Certificate Requirements
18 credits
- MGT 515 Leading and Managing Teams
- OD 521 Organization Development and Change Management
- 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 conduct research in information security, data management, open source software, technology for health care, and other areas. Adjunct faculty work in the field in areas such as requirements analysis, computer crime information, hardware design, software development, database management, information assurance, and operations management.

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 governance, ethical awareness, and current technical knowledge; and
• using specialized IT knowledge and skills 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.

Minimum Grade Requirements: A minimum grade of C is needed to receive credit for a course in the Information Technology program. See GPA requirements on page 44.

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 630 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: IT 503 Managing Information Technology, IT 525 Knowledge Management, IT 585 Managing Technical People, IT 555 E-Business, MSC 550 Procurement and Contracting

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

BUSINESS ADMINISTRATION/INFORMATION TECHNOLOGY DUAL DEGREE (M.B.A./M.S.)
See dual degree program under Business Administration on page 46.

HEALTH CARE MANAGEMENT/INFORMATION TECHNOLOGY DUAL DEGREE (M.S./M.S.)
See dual degree program under Health Care Management on page 47.

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 Substitution 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.

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 520 Enterprise Infrastructure and Networking
IT 530 Computer Security
IT 540 Enterprise Data Management and Analysis
IT 545 Health Care Informatics
One (1) course from the following: IT 510 Systems Engineering, 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.

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 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 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.

Minimum Grade and Course Completion Requirements: Students in the Legal Administration program must meet the University's academic standards for graduate students and achieve a minimum grade of B- in all Legal Administration (LA) courses. No course may be repeated more than once. See GPA requirements on page 44.

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
Legal Administration

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 512 Accounting for Managers
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

Minimum Grade and Course Completion Requirements:

Students in this certificate program must meet the University's academic standards for graduate students and achieve a minimum grade of B- for each course required in the degree. No course may be repeated more than once. See GPA requirements on page 44.

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 590 Supervising Legal Research and Writing
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 managers focused on the effective practice of organization management. Coursework is designed to

- enable students to acquire knowledge and develop 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 relationships, and managing effective work groups and teams.

Admission Requirements: The School of Business Administration requires candidates to have at least three years of managerial experience (or equivalent).

In addition to meeting Universitywide graduate admission requirements (see page 14) and School of Business Administration requirements (see page 43), applicants will be required to submit an essay on a provided topic.

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.
Minimum Grade and Course Completion Requirements:
Students in the Management program must meet the University's academic standards for graduate students and achieve a minimum grade of B- for each course required in the degree. No course may be repeated more than once. See GPA requirements on page 44.

Degree Requirements
36 credits
MGT 502 Managing Innovation
MGT 507 Leadership
MGT 560 Ethical Issues in Business and Society
MBA 515 Organizational Behavior
HRM 539 Performance Management
OD 521 Organization Development and Change Management
MSC 545 Project Management
FIN 500 Introduction to Financial Management
MGT 590 Organization Policy and Strategy
Three (3) School of Business Administration 500-level elective courses or track requirements as follows:

Leadership Track
MGT 515 Leading and Managing Teams
MGT 585 Global Business Management
OD 523 Executive Coaching

Organization Development and Change Management Track
MGT 515 Leading and Managing Teams
OD 523 Executive Coaching
OD 524 Consulting Skills

Project Management Track
MGT 551 Negotiation Skills and Mediation
MSC 555 Program Management
IT 503 Managing Information Technology

Leadership (Graduate Certificate)
This program prepares students to deliver effective and innovative leadership practices in changing organization environments.

Admission Requirements: The School of Business Administration requires candidates to have at least three years of managerial experience (or equivalent).

Minimum Grade and Course Completion Requirements:
Students in this certificate program must meet the University's academic standards for graduate students and achieve a minimum grade of B- for each course required in the certificate. No course may be repeated more than once. See GPA requirements on page 44.

Certificate Requirements
18 credits
MGT 502 Managing Innovation
MGT 507 Leadership
MGT 515 Leading and Managing Teams
MGT 560 Ethical Issues in Business and Society
MBA 515 Organizational Behavior
One (1) course from the following: MGT 585 Global Business Management, OD 521 Organization Development and Change Management, OD 523 Executive Coaching, LA 561 Law and the Business Environment

Management Studies (Graduate Certificate)
This program is coordinated by Marymount's Educational Partnerships program 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.
PROJECT MANAGEMENT
(GRADUATE CERTIFICATE)

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

Admission Requirements: The School of Business Administration requires candidates to have at least three years of managerial experience (or equivalent).

Minimum Grade and Course Completion Requirements:
Students in this certificate program must meet the University’s academic standards for graduate students and achieve a minimum grade of B- for each course required in the certificate. No course may be repeated more than once. See GPA requirements on page 44.

Certificate Requirements
18 credits

MSC 545 Project Management
MSC 555 Program Management
IT 503 Managing Information Technology
MGT 502 Managing Innovation
MGT 551 Negotiation Skills and Mediation

One (1) course from the following: LA 561 Law and the Business Environment, OD 521 Organization Development and Change Management, 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, Pastoral 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, then complete 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 register for the following courses only: CE 500, CE 501, CE 502, CE 503, CE 505, CE 508, CE 520, CE 529, CE 532, CE 540, CE 541, CE 542, CE 549, CE 551.

**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 résumé
- 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.

**Enrollment Policies and Application Deadlines:**

**Community Counseling, Pastoral and Spiritual Care, and the Pastoral Counseling programs:** Students are admitted for the fall, spring, or summer semester. Completed applications must be received by January 15 or May 3 for fall and summer enrollment, and by October 5 for spring semester enrollment. Applications received after these deadlines will be considered for a future academic year.

**School Counseling program:** Students are admitted for the fall semester only. Completed applications must be received by January 15 or May 3. Applications received after these deadlines 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 postmaster’s certificate-seeking students (see 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 597C, CE 597P, CE 597S, CE 599C, CE 599P, and CE 599S 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 Requirements:

School Counseling program: CE 520, CE 522S, CE 523S, CE 560, CE 561, CE 597S, and CE 599S 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 $65 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 597C, CE 597P, or CE 597S Practicum. The Practicum 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 522C or CE 522S; CE 523C, CE 523P, or CE 523S; CE 597C, CE 597P, or CE 597S; CE 599C, CE 599P, or CE 599S) must be taken at Marymount.

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

Transfer Policies: Students in the Counseling programs requesting course substitutions or course transfer from other institutions are required to submit paperwork for required courses for review to the Department of Counseling’s Course Review Committee. Upon approval by the department, students may transfer a maximum of 12 credits. After admission into a program, students may transfer a maximum of 6 credits.

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 and, upon completion of the degree, begin an additional 12 credit hours of coursework needed for licensure as a professional counselor (LPC). Such individuals are then 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
CE 501 Bases of Psychopathology
CE 502 Foundations, Ethics, and Professional Issues in Community Counseling
CE 509 Advanced Human Growth and Development
CE 510 Survey of Testing and Assessment
CE 520 Theories of Counseling
CE 522C Counseling for Individuals
CE 523C Group Counseling Techniques
CE 530C Career Development Counseling
CE 536 Advanced Counseling: Theories and Techniques
CE 551 Multicultural Counseling
CE 597C Community Counseling Practicum
CE 599C Internship: 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, CE 529
Psychopathology of Childhood and Adolescence, CE 534
Counseling Children and Adolescents, CE 540
Contemporary and Historical Religious Perspectives, CE 541
Pastoral Counseling Integration, CE 542
Grief and Loss. 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)
This program is for individuals who have earned a master's in Counseling at an accredited institution other than Marymount. Those who are working toward national certification or licensure as a professional counselor may enroll in this program, which consists of a minimum of 18 semester credits of graduate coursework. All 18 credits must be taken at Marymount. No transfer courses are permitted. Courses must be selected in conjunction with a faculty advisor. Special permission of the Counseling faculty is required to take clinical courses. Certificate students may not take any section of CE 597 or CE 599 as part of their certificate program.

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 66.)

The Community Counseling program provides an opportunity to earn a degree in 48 credit hours and, upon completion of the degree, begin an additional 12 credit hours of coursework needed for licensure as a professional counselor (LPCI). Such individuals are then 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.

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 57), 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

CE 501 Bases of Psychopathology
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 522C  Counseling for Individuals  
CE 523P or CE 523C 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 549 Moral and Spiritual Development and Ethical Issues in Counseling  
CE 551 Multicultural Counseling  
CE 597C Community Counseling Practicum or CE 597P Pastoral Counseling Practicum  
One (1) 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 501 Bases of Psychopathology  
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 522C Counseling for Individuals  
CE 523C or CE 523P Group Counseling Techniques  
CE 524 Theories and Techniques of Family Counseling  
CE 530C 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  
CE 551 Multicultural Counseling  
CE 597C Community Counseling Practicum or CE 597P Pastoral Counseling Practicum  
CE 599C Internship: Community Counseling or CE 599P Internship: Pastoral 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 students may not take any section of CE 597 or CE 599 as part of their certificate program.  

Certificate Requirements  
18 credits  
All 18 credits must be taken at Marymount. No transfer courses are permitted. 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 be eligible for licensure as a school counselor (grades PK-12) in the Commonwealth of Virginia. 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 experiences 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 522S Counseling for Individuals
CE 523S Group Counseling Techniques
CE 524 Theories and Techniques of Family Counseling
CE 529 Psychopathology of Childhood and Adolescence
CE 530S Career Development Counseling
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
CE 599S Internship*

*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 teaching licensure in Virginia are 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 Special Education, General Curriculum (grades K-12). The Catholic School Leadership program offers an add-on endorsement for Virginia licensure in Administration and Supervision (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 beginning on page 59.

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 61.

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.

PROFESSIONAL DEVELOPMENT EVALUATION

The goal of all Marymount University Education programs is to prepare students for a variety of educational positions in PK-12 school settings. The Education Department believes that becoming an educator who embodies the characteristics of a “critical thinker,” “effective practitioner,” and “caring professional” requires many things, including solid academic knowledge, up-to-date teaching skills, ethical behavior, professional demeanor, and appropriate personal characteristics.

Periodic Progress Review

Each semester, the Education faculty meets to evaluate all students’ academic progress and professional development. The Education faculty consider not only academic performance, but also personal characteristics, such as maturity, judgment, emotional stability, sensitivity to others, and self-awareness, that affect one’s ability to be a teacher or administrator. If the faculty identifies a problem during the periodic review or evidence of personal difficulty that has the potential to negatively affect the student’s capacity to function as a future teacher or administrator, the student will first be required to meet with his or her advisor. If needed, the student may be
referred to the School of Education and Human Services’ Teacher Education Committee. Failure to meet academic and professional standards may result in dismissal from the Marymount University Education program. If the faculty identifies an outstanding candidate during the periodic review, the faculty may decide to send a letter of commendation to the student to recognize outstanding achievement.

GRADUATE PROGRAMS IN EDUCATION

Admission Requirements for Degree Programs: Formal application for admission to the teacher education program 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. All scores should reflect testing within the last five years or be subject to review by the Graduate Admissions Committee. This requirement is waived if the student has earned a master's degree from an accredited college or university or presents a minimum 3.25 cumulative undergraduate GPA or 3.5 in the last 60 credits of undergraduate coursework; and
- present passing scores, as set by the Virginia Department of Education, for the Praxis I exam, as outlined, or the SAT/ACT. These scores are required for admission to the Catholic School Leadership or Professional Studies programs. (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 (Applicants who have an aggregated Praxis I score between 527 and 531 may appeal to the Graduate Admissions Committee and ask to be considered for admission through remediation. This appeal must be in writing by the student to the Education Department chair at least 45 days prior to the start of a new semester. Admission through remediation is not automatic and a prospective student's entire academic profile will be considered. Remediation may involve – but not be limited to – tutoring, coursework, or workshop attendance.)

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 in field experiences or 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 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 must apply for student teaching at the beginning of the semester prior to their anticipated 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 and must have approval from the chair of the Education Department. 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 October 15 for spring student teaching and by April 30 for fall student teaching. All licensure exams (Praxis II, VRA, and VCLA) must be passed before submitting an application. Please note that when applying for fall semester student-teaching placements, the last test dates for the Praxis II, VRA, and VCLA are in March. When applying for spring student-teaching placements, the last test dates are in September. Please see an advisor for exact dates. 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: In order to register for student teaching, 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 Special Education 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 are required to take the School Leaders Licensure Assessment (SLLA) during their second year. Students who complete the program, including the internship, and pass the SLLA are eligible for Virginia endorsement in Administration and Supervision (PK-12).

Degree Requirements

36 credits

ED 582 Building a Faith Community
ED 581 Foundations of American Education for School Leadership
ED 583 Administration in the Schools
ED 584 Advanced Curriculum and Instruction for Educational Leadership
ED 586 Current Issues in Education
ED 587 School Law
ED 588 Educational Leadership and Supervision
ED 589 Fostering Moral and Ethical Development
ED 591 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.

The M.Ed. in Elementary Education is available at Marymount's Arlington locations with classes held on the Main Campus and some classes offered at the Ballston Center. The program is also available through Marymount's Reston Center, which offers a weekend cohort format, and through Marymount's Professional Development Schools (PDS) partnership with Arlington and Fairfax county public schools.
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 and the Expressive Arts
ED 558 Elementary Math Methods
ED 559 Elementary Science Methods
ED 552 Effective Classroom Management
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 Special Education 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 and the Expressive Arts
ED 558 Elementary Math Methods
ED 559 Elementary Science Methods

Students in the Special Education program

ED 555 Reading and Language Arts: Grades PK-2
ED 556 Reading and Language Arts: Grades 3-6
ED 557 Social Studies and the Expressive Arts
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 552 Effective Classroom Management
ED 553 Teaching English as a Second Language
ED 554 Computers and Technology in the Classroom
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
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

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.

2009-10 GRADUATE CATALOG
 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 552 Effective Classroom Management
ED 555 Reading and Language Arts: Grades PK-2
ED 556 Reading and Language Arts: Grades 3-6
ED 557 Social Studies and the Expressive Arts
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 509 Special Education: Foundations and Characteristics
ED 523 Diagnostic and Creative Literacy Instruction
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 529 Collaboration and Consultation in Special Education Settings

ED 516 Adolescent Psychology
ED 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 551 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, History and Social Science, Mathematics, or Physics.

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.

The M.Ed. in Secondary Education is available at Marymount’s Arlington locations with classes held on the Main Campus and some offered at the Ballston Center. The program is also available in a weekend cohort format through Marymount’s Reston Center.

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 556 Cross-cultural/International Curricula or
ED 565 Cross-cultural Education and the Language Arts
ED 550 Research Methods
ED 552 Effective Classroom Management
ED 568 Teaching English and Social Studies in Middle/Secondary School or ED 569 Teaching Science, Mathematics, and Computer Science in Middle/Secondary School
ED 516 Adolescent Psychology
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.

SPECIAL EDUCATION, GENERAL CURRICULUM, K-12 (M.ED.)
This program is designed for those who wish to earn licensure and teach children with special education needs in a K-12 classroom setting. Three credit hours in human growth and development are required for licensure in addition to the graduate program requirements.

The M.Ed. in Special Education, General Curriculum, is available at Marymount's Arlington locations with classes held on the Main Campus and some classes offered at the Ballston Center. The program is also available through Marymount's Professional Development Schools (PDS) partnership with Arlington and Fairfax county public schools.

Additional Endorsement Options: An additional endorsement in Elementary Education is available to students in this program. See information under “Teaching Licensure Additional Endorsement” in Elementary Education (PK-6) on page 63 for requirements.

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

(ED 509 and ED 503 are required as the first courses in this program, as they provide the foundation for all other courses.)

ED 509 Special Education: Foundations and Characteristics
ED 503 Curriculum: Theory and Practice
ED 523 Diagnostic and Corrective Literacy Instruction
ED 529 Collaboration and Consultation in Special Education Settings
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 539 Instructional Implementation of the Individualized Education Program
ED 549 Assessments, Techniques, and Interventions in Behavior Management
ED 511 Psychoeducational Assessment and Instructional Programming
ED 558 Elementary Math Methods
ED 570SE Student Teaching: Special Education General Curriculum (K-12)
*A course in Human Growth and Development for Kindergarten-age students through adolescents is required before enrolling in ED 509.

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 56 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 Special Education, General Curriculum (K-12) program; or a dual specialization in Special Education/Elementary Education (PK-6). 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; however, there may be additional supervising and/or mentorship fees. Candidates are responsible for transportation and housing expenses.
Other Partnerships

Opportunities for graduate students to work in year-long internships are also available with 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;
- a current résumé; 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 16. Applications received after February 16 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 $65 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 will 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: Forensic Psychology
SOC 510 Theories of Social Deviance

Two (2) courses from the following: CE 508 Crisis Intervention; CE 509 Substance Abuse Assessment and Intervention; CE 524 Theories and Techniques of Family Counseling; CE 551 Multicultural Counseling; PS 519 Personality Theories; PS 529 Psychopathology of Childhood and Adolescence; 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 Foundations 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 or PS 584 Psychology of Criminal Behavior can be chosen as an elective if not taken as part of the core requirements.

*Students pursuing the M.A. in Forensic Psychology and M.A. in Community Counseling should select either CE 509 or CE 524 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 57.

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 66), 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 522C Counseling for Individuals
CE 523C Group Counseling Techniques
CE 524 Theories and Techniques of Family Counseling*
CE 530C Career Development Counseling
CE 536 Advanced Counseling: Theories and Techniques
CE 551 Multicultural Counseling
CE 597C Practicum in Community Counseling
CE 599C Internship: Community Counseling

(instead of PS 599F) — 6 credits

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

Graduate 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;
• implementing behavior change through health education programs;
• 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 Doctor of Nursing Practice (D.N.P.), as well as the Master of Science in Nursing (M.S.N.) with two concentrations:
- Family Nurse Practitioner
- Nursing Education
Two post-master's certificates in these areas are available also. Marymount's M.S.N. program is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, Suite 530, Washington, DC 20036.

PROGRAMS
Admission Requirements for the M.S.N.: 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 or another compact state 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 before beginning practicum courses.

Admission Requirements for the D.N.P.: In addition to Universitywide graduate admission requirements (see page 14), applicants must
- have graduated from an accredited B.S.N. and/or M.S.N program;
- hold R.N. licensure in Virginia or another compact state and DC prior to placement in clinical courses;
- hold liability/malpractice insurance;
- provide two letters of recommendation from an educator or employer who can attest to the applicant's potential for graduate work;
- submit a current résumé;
- interview with the Graduate Nursing chair; and
- applicants entering with a B.S.N. as their highest credential must have a minimum GPA of 3.3 on a 4.0 scale;
- applicants entering with an M.S.N. as their highest credential must have a minimum graduate GPA of 3.5

D.N.P. Program Enrollment: This is a part-time program with students admitted in the fall semester only.

D.N.P. Transfer Credit Policy: Up to 12 credit hours of equivalent M.S.N. coursework will be reviewed for acceptance as transfer credit.

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 Nursing 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:
- written verification of PPD testing for tuberculosis (required annually). If PPD is positive, an initial chest X-ray is required;
- written verification of CPR certification from the American Heart Association (BLS for Healthcare Provider) or the American Red Cross (Professional Rescuer);
- 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 advanced practice licensure in a specific state should be directed to that state’s Board of Nursing. Applicants for advanced practice 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 minimum grade of B. 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 Academy 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 Academy 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 credits that comprise the Liberal Arts Core and University requirements. (See the University’s Undergraduate Catalog for more information about these requirements.) 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.

NURSING (D.N.P.)
Marymount’s Doctor of Nursing Practice (D.N.P.) program provides the knowledge, skills, and abilities needed to negotiate the health care system as an advanced practice nurse.

Acquired skills include those needed to diagnose and treat client health problems, develop evidence-based practice protocols, develop and utilize databases, and apply epidemiological methods. Students will endeavor to develop new models of care delivery and to become expert in a specific area of nursing. Further, students will expand their knowledge of health care policy and economics so as to better negotiate and influence the health care delivery system and to advocate for improved care for individuals and aggregates.

Students who hold a B.S.N. or non-clinical M.S.N. as their highest credential will complete 42 credits of M.S.N. coursework, in addition to the 30-32 credits for the D.N.P. program. Students entering with an M.S.N. and an APN credential as a clinical nurse specialist (CNS) will earn the D.N.P. after successful completion of the 30-32 credits needed for the degree.

Doctoral Project: This is a clinical doctorate; therefore, no dissertation is required. Rather, the program will assist the student in developing expertise on a clinical problem in which he or she has identified an interest. To complete NU 800 Doctoral Project, students will be expected to prepare a manuscript for publication in a refereed journal or present a project at an appropriate regional or national conference.

Degree Requirements
For those entering with a B.S.N. or non-clinical M.S.N.

72 - 74 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 Primary Care of the Family I*  
NUF 504 Primary Care of the Family II*  
ECO 590 Health Care Economics  
HCM 535 Health Care Policy  
NU 700 Evidence-Based Practice  
NU 701 Innovative Models of Care Delivery  
NU 702 Epidemiology  
NU 703 Research Methods and Applications  
NU 704 Diversity in Health and Illness  
NU 705 Multivariate Analysis  
NU 800 Doctoral Project**
NU 801 Residency*

*Students must complete a total of 1,000 supervised clinical hours to fulfill program requirements. Residency hours are established in this course.

"If more than one semester is required for completion of NU 800, students may register multiple times for a maximum of 3 credits

Degree Requirements

For those entering with a clinical M.S.N.

30 - 32 credits

ECO 590 Health Care Economics
HCM 535 Health Care Policy
NU 700 Evidence-Based Practice
NU 701 Innovative Models of Care Delivery
NU 702 Epidemiology
NU 703 Research Methods and Applications
NU 704 Diversity in Health and Illness
NU 705 Multivariate Analysis
NU 800 Doctoral Project**
NU 801 Residency*

*Students must complete a total of 1,000 supervised clinical hours to fulfill program requirements. Residency hours are established in this course.

**If more than one semester is required for completion of NU 800, students may register multiple times for a maximum of 3 credits

PHYSICAL THERAPY

PHYSICAL THERAPY (D.P.T.)

This program utilizes a modified problem-based curriculum unique to the region. The mission of the Physical Therapy program is to prepare doctors of physical therapy, grounded in evidence-based practice, who are health care practitioners of choice for individuals with conditions affecting movement and function. The program's goals are to

• prepare autonomous physical therapists for various professional roles including clinician, manager, educator, advocate, researcher, and 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 35 students. Marymount University participates in the Physical Therapy Centralized Application Service (PTCAS), offered through the American Physical Therapy Association. With this system, one central application is completed. Materials are then forwarded to all programs to which the individual applied through PTCAS. The PTCAS Web site (www.ptcas.org) provides further information and instructions about the application process. The deadline to submit a completed application is December 1. Applications submitted after December 1 will be considered on a space-available basis.

In order to be considered for admission, 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 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 PTCAS Web site. A complete application includes

• the PTCAS application form;
• an autobiographical essay, as described in the application packet;
• 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;
Office by mid-August.

For these courses (if applicable) must be submitted to the PT.

For those students admitted to the program, final transcripts remain incomplete at the time of application to the program.

No more than 12 credits from this group of courses may

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)
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 options and score requirements on page 15.

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, required by 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 courses and clinical experi-
ences. 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 when retaken.

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 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**

*96 credits*

**Year One**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 700 Clinical Neuroscience</td>
<td>HPR 500 Exercise Physiology</td>
</tr>
<tr>
<td>PT 701 Applied Pathophysiology</td>
<td>PT 710 Gross Anatomy</td>
</tr>
<tr>
<td>PT 702 Health Care Delivery and Contemporary Society</td>
<td>PT 711 Foundations of PT Examination, Evaluation, and Diagnosis</td>
</tr>
<tr>
<td></td>
<td>PT 712 Evidence-Based Practice I: Critical Assessment of Information</td>
</tr>
</tbody>
</table>

**Year Two**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 720 Evaluation and Management of Patients with Peripheral Musculoskeletal Disorders</td>
<td>PT 730 Evaluation and Management of Patients in Acute Care</td>
</tr>
<tr>
<td>PT 721 Evaluation and Management of Patients with Spinal Musculoskeletal Disorders</td>
<td>PT 731 Clinical Application of PT Management of Patients in Acute Care</td>
</tr>
<tr>
<td>PT 722 Physical Agents and Electrotherapeutics</td>
<td>PT 732 The PT as a Manager</td>
</tr>
<tr>
<td>PT 723 Research Principles and Design</td>
<td>PT 733 Evidence-Based Practice II: Applying Evidence in the Clinical Environment</td>
</tr>
</tbody>
</table>

**Year Three**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 740 Evaluation and Management of Patients with Neurological Disorders</td>
<td>PT 801B Clinical Practicum II</td>
</tr>
<tr>
<td>PT 741 Clinical Applications of PT Management of Patients with Neurological Disorders</td>
<td>PT 754 Capstone Seminar</td>
</tr>
<tr>
<td>PT 744 Case Report I: Foundations</td>
<td>PT 755 Topics in Specialty Practice</td>
</tr>
<tr>
<td>PT 745 Clinical Practice Synthesis</td>
<td>PT 803 Case Report II</td>
</tr>
<tr>
<td>PT 804A Clinical Practicum II</td>
<td></td>
</tr>
</tbody>
</table>

**Summer**

| PT 800 Clinical Practicum I                     |                                                  |
|                                                  |                                                  |

**Spring**

| PT 801B Clinical Practicum II                    |                                                  |
|                                                  |                                                  |

**Summer**

| PT 802 Clinical Practicum III                    |                                                  |
|                                                  |                                                  |
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. (3)

**ACT 516 Accounting Seminar**
Examines management control systems and their impact on managerial decision making. Includes topics in managerial, human resource, and ethical accounting. Prerequisite: MBA 512. (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 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. (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 perpetrated 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. (3)

BUSINESS ADMINISTRATION

**MBA 512 Accounting for Managers**
Examines the accounting cycle and the preparation, analysis, and use of financial statements for managerial decision making. (3)

**MBA 513 Business Communication**
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 518 Managerial Economics**
A rigorous treatment of microeconomic analysis and its applications. Examines quantitative techniques appropriate to demand forecasting, price determination, 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 521 Marketing Concepts and Practice**
This course is a comprehensive study of the concepts and practices of marketing. The course includes an in-depth investigation of the interacting marketing systems and activities that deliver goods and services and that create value for existing and new customers. This inquiry involves the application of several disciplines of business management to a decision-oriented marketing process involving considerations of product, price, place, and promotion in a global environment. (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. (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 514, MBA 518 or MBA 520, MBA 521, and MBA 522. (3)

**MBA 600 Practicum**

Independent research under the direction of a faculty sponsor on a topic of business management theory or application. (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 501 Bases of Psychopathology**

Examines various contemporary views of abnormal behavior such as the medical, behavioristic, and humanistic models, and theories of personality. Disorders are examined in terms of individual, biological, and socially causative factors. A minimum grade of B is required to advance in the program. (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. A minimum grade of B is required to advance in the program. (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 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 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. A minimum grade of B is required to advance in the program. (3)

CE 522C Counseling for Individuals (Counseling section)
Focuses on skills necessary for effective interaction and communication in a variety of situations, with the emphasis on individual counseling. A minimum grade of B is required to advance in the program. (3)

CE 522S Counseling for Individuals (School Counseling section)
Addresses the skills necessary to carry out individual counseling in the school setting. A minimum grade of B is required to advance in the program. (3)

CE 523C Group Counseling Techniques (Community Counseling section)
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 minimum grade of B is required to advance in the program. Prerequisite: CE 522C. (3)

CE 523P Group Counseling Techniques (Pastoral Counseling section)
By combining discussion of various techniques of group counseling with in-class experiences in group dynamics, this section for Pastoral Counseling students addresses the skills necessary to carry out group counseling in settings appropriate for the practice of pastoral counselors. A minimum grade of B is required to advance in the program. Prerequisite: CE 522C. (3)

CE 523S Group Counseling Techniques (School Counseling section)
By combining discussions of various techniques of group counseling with in-class experiences in group dynamics, this 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 to advance in the program. Prerequisite: CE 522S. (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 522C or CE 522S. (3)

CE 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. (3)

CE 530C Career Development Counseling (Community Counseling section)
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. (3)

CE 530S Career Development Counseling (School Counseling section)
Addresses the skills necessary to carry out career counseling in the school setting. (3)

CE 532 Human Sexuality Issues in Counseling
The purpose of this course is to increase students' awareness, knowledge, and skills regarding the broad range of issues in the field of counseling when addressing human sexuality issues. Students will develop competence and comfort in addressing sexuality issues in counseling with clients across the developmental spectrum. (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 522C or CE 522S, and CE 529. (3)
CE 536 Advanced Counseling: Theories and Techniques
This course will emphasize the clinical issues that arise in counseling, including issues of alienation, 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 522C or CE 522S; CE 523C, CE 523P, or CE 523S; and CE 597C, CE 597P, or CE 597S. (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. (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. (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. A minimum grade of B is required to advance in the program. 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. A minimum grade of B is required to advance in the program. Offered spring semester only. Prerequisites: CE 560 and CE 522S. Corequisite: CE 597S. (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 on-site 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 to advance in the program. Prerequisites: CE 501, CE 502, CE 520, CE 522C, CE 551, completion of 24 credits, and permission of the graduate Counseling faculty. Corequisite: CE 523C or CE 523P. (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 to advance in the program. Prerequisites: CE 501, CE 502, CE 520, CE 522C, 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 to advance in the program. Prerequisites: CE 522S, CE 560, 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 599C 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 to advance in the program. Prerequisites: successful completion of CE 597C or CE 597P, 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 to advance in the program. Prerequisites: successful completion of CE 597P or CE 597C, 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 to advance in the program. Prerequisites: CE 522S, CE 523S, CE 560, CE 561, and CE 597S, 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 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)

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. See department chair for course offering schedule. 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)

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 course 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 509 Special Education: Foundations and Characteristics
This course is designed for students to become knowledgeable in foundations of special education in relation to students with disabilities. This includes historical perspectives, models, theories, philosophies, ethical issues, and trends that provide the basis for educational implications in school and home settings. The course also covers developmental characteristics of children and youth in high-incidence and low-incidence cognitive, linguistic, physical, psychomotor, social, and emotional functions. Medical aspects in relation to the 13 federal disabilities categories are included. Field experience: 10 hours. Prerequisite: a Human Growth and Development course that encompasses kindergarten-age students through adolescents. (3)

ED 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)
**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 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)

**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 523 Diagnostic and Corrective Literacy Instruction**
This course teaches students who are preparing to be special education teachers language acquisition and the causes of literacy and reading disabilities. Also addressed are prevention of reading failure and strategies for the collection and analysis of reading behavior. Students will learn the process of developing instructional reading programs for individualized correction. Field experience: 20 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 529 Collaboration and Consultation in Special Education Settings**
This course is designed for students to become knowledgeable in collaboration and communication skills and models within special education settings, which includes families, community service agencies, and nondisabled peers. Assistive and instructional technology that is used to gain access into the general curriculum is also addressed. Field experience: 10 hours. (3)

**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 539 Instructional Implementation of the Individualized Education Program
This course is designed for students to become knowledgeable about individualized education program (IEP) implementation in a K-12 setting. This includes demonstrating the use of assessment tools to make decisions about student progress within the general education curriculum; teaching remediate deficits in academic areas; understanding the scope and sequence of the SOLs; promoting high academic, social, and behavioral standards; and implementing and monitoring IEP-specified accommodations within the general education classroom. Field experience: 10 hours. (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 549 Assessments, Techniques, and Interventions in Behavior Management
This course teaches behavior management assessments, techniques, and intervention for special educators within school-wide, classroom, and individual settings. Functional behavior assessment is included. Field experience: 20 hours. (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 552 Effective Classroom Management
This course is designed for students to become knowledgeable in principles and best practices of effective classroom management techniques, individual intervention strategies, and classroom community building in developmentally appropriate ways within the PK-12 setting. Additionally, students will analyze diverse approaches for effective classroom management based upon behavioral, cognitive, affective, social, and ecological theory and practice. Field experience: 10 hours. (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 preservice 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
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 examining diagnostic tools used to assess, evaluate, and group students for instruction. Field experience: 20 hours. Prerequisites: ED 502 or ED 509, 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 examining diagnostic tools used to assess, evaluate, and group students for instruction. Field experience: 20 hours. Prerequisites: ED 502 or ED 509, ED 503, and ED 555. (3)
ED 557 Social Studies and the Expressive Arts
This course provides an understanding of the knowledge, skills, and processes of history and the social science disciplines as defined by state and national standards. It provides experiences and strategies for teaching and integrating the expressive arts across the curriculum. One emphasis is placed on the development of planning and assessment strategies that help teachers differentiate instruction through the use of multiple instructional models. A second emphasis of the course is to develop strategies to help children understand their world through literature, art, music, drama, and dance. Field experience: 20 hours. Prerequisites: ED 502 or ED 509, 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 or ED 509, 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 or ED 509, 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 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 596, 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 570SE Student Teaching: Special Education General Curriculum K-12
Supervised clinical experiences in special education, general curriculum K-12 school sites. Prerequisites: ED 503, ED 509, ED 511, ED 519, ED 522, ED 523, ED 529, ED 539, ED 549, ED 558, 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 Foundations of American Education for School Leadership
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 in the 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 Current Issues in 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 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 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. Some of the following courses are cross-listed as Humanities courses and may be taken as requirements or electives in the M.A. in Humanities program.

EN 501 Building Textual Interpretation
This course familiarizes students with the processes of critical analysis and scholarly research at the graduate level by examining texts – both the read and the written – as constructed texts. It emphasizes two skill sets necessary for graduate-level work in literature and cultural studies: the first set focuses on the key building blocks of critical and textual analysis; the second relates to bibliographic and research methodologies, drawing – where possible – on the wealth of resources in the Washington, DC, metropolitan area. (Also listed as HUM 501.) (3)

EN 502 The Transformation of Literary Study
This course involves a study of the major contributions to modern literary theory in Europe and the United States. (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
This course involves 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 527 Dante’s Florence and the Divine Comedy
The Comedy masterfully treats the enduring issues of sin and retribution, worthy and unworthy love, forgiveness and redemption, but it emerged out of Dante’s deep involvement with the problems of political and ecclesiastical corruption that beset his own time and place. Through an intensive study of Dante’s major text in its political and cultural contexts, this Literature course seeks to heighten students’ ability to use close textual analysis as ways both of responding to the rich complexities of Dante’s poem and of gaining historical insight into the medieval world. (Also listed as HUM 527.) (3)

EN 528 Visions of Freedom in the Modern World
This course 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. (3)

EN 533 Shakespeare: Text and Performance
This course conducts an intensive study of several Shakespearean plays in both text and performance. Each play will be considered as representative of a specific genre (comedy, tragedy, history), and will be examined from both Renaissance/Early Modern and contemporary perspectives. In addition, there will be consideration for the staging and producing of plays through an experiential frame, examining the different methods for dramatic production, whether for stage, film, or television. (Also listed as HUM 533.) (3)

EN 538 Origins of the “Novel”: Text, Context, and Critique
The 18th century, which saw the proliferation of print culture, the inauguration of Enlightenment thought, and the expansion of the British empire, also witnessed the emergence of a new literary form to figure that modern world. This literature course examines the earliest British “novels,” the historical and cultural contexts from which they developed in the 18th century, and important critical thought about the form both before and after Ian Watt’s watershed Rise of the Novel. (Also listed as HUM 542.) (3)

EN 545 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 literature course traces these changes from a background examination of the evolution of realism into more overt political forms. (Also listed as HUM 545.) (3)

EN 549 Topics in Counter-Cultural Literary Movements
This is a topics course that will provide an in-depth study of a specific counter-cultural literary movement or time period. The course will examine works from several genres within a given literary movement or time period, and will study these works within their critical and historical context. In particular, the course will examine how recurrent thematic and structural patterns challenge or respond to Western European literary traditions. Specific topics will rotate, and the course may be taken more than once, provided the student selects different literary topics. (Also listed as HUM 549.) (3)
EN 550 General Linguistics
This course involves a study of the basic concepts of phonology, morphology, syntax, semantics, and pragmatics. (3)

EN 551 Composition: Theory and Practice
This course provides a theoretical and practical overview of the teaching of composition. Students read and respond to theories of composition as well as to central debates in the field. They study the composition practices of a single classroom while reflecting on their own experiences as academic writers. The course culminates in a research paper that synthesizes and analyzes current research on one issue in the field of composition and in a teaching portfolio that includes course materials and teaching philosophy. (3)

EN 552 Applied Phonology
This course involves the study of phonetics and phonemics including comparative analysis techniques. Emphasis on phonology and the ESL learner. (3)

EN 554 Applied Grammar: Syntactic Structures
This course involves an analysis of contemporary English grammar that investigates meaning in written and oral discourse. Emphasis is given to the application of English grammar in second-language learning. (3)

EN 558 History of the English Language
This course traces the development of English from its Anglo-Saxon roots to its present-day form. (3)

EN 559 Studies in Creative Writing
This course involves an investigation into the stylistic, theoretical, and technical elements of several creative genres, such as fiction, poetry, creative nonfiction, and/or writing for performance, through contemporary literature, literary theory, and writing exercises. This course is provided in both a seminar and workshop format. It concentrates on the analysis of contemporary literature as well as the production, critique, and revision of student writing. It may be take more than once provided that the course content changes. (3)

EN 572 Canterbury Tales and the Late Medieval World
This course explores both the artistic mastery Chaucer exhibits in The Canterbury Tales and the historical context in which his story collection took shape. Chaucer’s life intersected with major historical turning points: the Black Death, the Hundred Years’ War, the Avignon papacy and the Great Schism, the Peasants’ Revolt, the rise of the Wyclifite heresy, the emergence of diplomacy in international politics, the increasing importance of the English language, and the shift from a primarily oral to an increasingly literate culture. The course strives to illuminate both the external world of business and politics and the inner world of philosophic and poetic insight. (Also listed as HUM 572.) (3)

EN 574 Gender, Race, and Empire in 19th Century British Literary Culture
This course explores the impact of empire in 19th-century England on Victorian literature and culture, with an emphasis on attitudes concerning the “other” in society – women, the working class, and people of color – and the ways in which empire shaped and is shaped by gender roles and race during this period. (Also listed as HUM 574.) (3)

EN 576 Literary 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. (Also listed as HUM 576.) (3)

EN 580 Independent Study
This course 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)
This course 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 690 Practicum
This course serves as a capstone experience for students pursuing the master’s degree for career enhancement or career change rather than as a basis for further advanced study. It provides students with an opportunity to apply and extend the skills and knowledge developed in their graduate courses and to foster increased self-knowledge and reflection on their career goals and on their strengths and weaknesses. (3)
EN 695 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. This course may not be used by students in the M.B.A. program to meet any program requirements. (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. Prerequisite: MBA 522. (3)

FIN 590 Finance Seminar
Explores contemporary topics in finance. See department chair for course offering schedule. 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 seeking 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 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. Offered each semester. (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. Offered each semester. 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 also will 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 560 Health Care Operations Management
Examines the management of hospitals and other health care operations and the synthesis of concepts and techniques relating to and enhancing the provision of health services. (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. (3-6)
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 semester. 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 summer 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. Offered spring semester. (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. This is 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 fall and spring semesters. (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 Global 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. Offered fall semester. (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

Foundation Courses

HUM 501 Building Textual Interpretation
This course familiarizes students with the processes of critical analysis and scholarly research at the graduate level by examining texts — both the read and the written — as constructed texts. It emphasizes two skill sets necessary for graduate-level work in literature and cultural studies: the first set focuses on the key building blocks of critical and textual analysis; the second set relates to bibliographic and research methodologies, drawing — where possible — on the wealth of resources in the Washington, DC, metropolitan area. Discipline: Literature. (Also listed as EN 501.) (3)

HUM 502 Art in the City: Sources and Materials
This course introduces graduate students to interpretive methods and research opportunities in the discipline. Students investigate different methods by which art historians practice their discipline from reading discussions of methodologies as well as writings by major authors who practiced those approaches. Students will apply different methods to interpret works of art housed in area collections. The class also introduces students to unique opportunities for studying art history in the Washington, DC, area by visiting works of art in regional collections, and by introductions to, and tours of, local research facilities. Discipline: Art History. (3)

HUM 503 Foundations of the City: History
This course is a graduate-level introduction to research methods in History. Students will focus on developing their methodological skills (identifying and weighing primary and secondary evidence, critical analysis of sources, proper methods of citation) and begin an advanced exploration of historiography (i.e. asking the question “What is history?”, surveying the history of studying history, identifying current schools of historical thought). As this class investigates different methods used by historians, it also will introduce students to unique research opportunities in the Washington, DC, area. Discipline: History. (3)

HUM 504 The Structure of Philosophy
This course is a graduate-level introduction to research methods in Philosophy. Students will learn how to interpret and evaluate primary source texts, how to properly frame philosophical questions for consideration, how to locate and use secondary literature, and finally how to present the results of their research in essays that meet professional standards. In addition, during the semester, students will visit one or more local research institutions to attend a conference, symposium, lecture, or similar academic event to learn firsthand about contemporary philosophical research in the Washington, DC, area. Discipline: Philosophy. (3)

Program Courses: Individual in the City

HUM 512 Socrates in Athens
In this course, students will learn how to interpret and evaluate primary source texts, how to properly frame philosophical questions for consideration, how to locate and use secondary literature, and finally how to present the results of their research in essays that meet professional standards. Along with standard library work, the student will be encouraged to make applications from ancient Athens to the present political situation in Washington, DC. This can include concrete primary research to support his or her project. Prerequisite: completion of, or enrollment in, HUM 504 or 2 other Foundation Courses. Discipline: Philosophy. (3)
HUM 518 St. Augustine and the Fall of Rome
This course is an interdisciplinary seminar focusing on the Fall of the Roman Empire through the works of Augustine of Hippo and his contemporaries. Prerequisite: completion of, or enrollment in, HUM 503 or 2 other Foundation Courses. Discipline: History. (3)

HUM 525 King Arthur and Camelot: Interdisciplinary Perspectives
This course examines “Arthuriana” in its many guises, including archaeology, art, film, history, literature, music, and pop culture. It is an interdisciplinary Humanities course, but will proceed chronologically and focus on the historical dimension. Prerequisite: completion of, or enrollment in, HUM 503 or 2 other Foundation Courses. Discipline: History. (3)

HUM 527 Dante’s Florence and the Divine Comedy
The Comedy masterfully treats the enduring issues of sin and retribution, worthy and unworthy love, forgiveness and redemption, but it emerged out of Dante’s deep involvement with the problems of political and ecclesiastical corruption that beset his own time and place. Through an intensive study of Dante’s major text in its political and cultural contexts, this course seeks to heighten students’ ability to use close textual analysis as ways both of responding to the rich complexities of Dante’s poem and of gaining historical insight into the medieval world. Prerequisite: completion of, or enrollment in, HUM 503 or 2 other Foundation Courses. Discipline: Literature. (Also listed as EN 527.) (3)

HUM 533 Shakespeare: Text and Performance
This course conducts an intensive study of several Shakespearean plays in both text and performance. Each play will be considered as representative of a specific genre (comedy, tragedy, history), and will be examined from both Renaissance/Early Modern and contemporary perspectives. In addition, there will be consideration for the staging and producing of plays through an experiential frame, examining the different methods for dramatic production, whether for stage, film, or television. Prerequisite: completion of, or enrollment in, HUM 503 or 2 other Foundation Courses. Discipline: Literature. (Also listed as EN 533.) (3)

Program Courses: The City as Text

HUM 542 Origins of the “Novel”: Text, Context, and Critique
The 18th century, which saw the proliferation of print culture, the inauguration of Enlightenment thought, and the expansion of the British empire, also witnessed the emergence of a new literary form to figure that modern world. This course examines the earliest British “novels,” the historical and cultural contexts from which they developed in the 18th century, and important critical thought about the form both before and after Ian Watt’s watershed Rise of the Novel. Prerequisite: completion of, or enrollment in, HUM 501 or 2 other Foundation Courses. Discipline: Literature. (Also listed as EN 542.) (3)

HUM 545 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 the evolution of realism into more overt political forms. Prerequisite: completion of, or enrollment in, HUM 501 or 2 other Foundation Courses. Discipline: Literature. (Also listed as EN 545.) (3)

HUM 549 Topics in Counter-Cultural Literary Movements
This is a topics course that will provide an in-depth study of a specific counter-cultural literary movement or time period. The course will examine works from several genres within a given literary movement or time period, and will study these works within their critical and historical context. In particular, the course will examine how recurrent thematic and structural patterns challenge or respond to Western European literary traditions. Specific topics will rotate, and the course may be taken more than once, provided the student selects different literary topics. Prerequisite: completion of, or enrollment in, HUM 501 or 2 other Foundation Courses. Discipline: Literature. (Also listed as EN 549.) (3)
HUM 554 Renaissance Art and Humanist Society
This course examines the visual arts in Florence, Siena, Rome and/or Venice from the 14th to 16th century within the historical context of Renaissance humanist culture in Italy. Students will interpret the subject and style of different works through comparisons with other manifestations of new Renaissance humanism in each locale, including contemporary literature, religious practices, philosophy, politics, socioeconomic developments, and science. The course will focus on examples of Italian Renaissance art in regional collections, with frequent visits to area museums. Prerequisite: completion of, or enrollment in, HUM 502 or 2 other Foundation Courses. Discipline: Art History. (3)

HUM 560 Lies and Secrets
This course will explore social and moral questions surrounding lies and secrets. It will place special emphasis upon lies and secrets in Washington, DC. When, if ever, is it morally permissible to lie? Is it always wrong to make someone's secret public knowledge? And do government officials have a special obligation to be open with the public about political and personal affairs? In examining these questions, this course will consider important works written by historical and contemporary philosophers. Prerequisite: completion of, or enrollment in, HUM 504 or 2 other Foundation Courses. Discipline: Philosophy. (3)

HUM 563 Revolutionary Philosophy: The City and Text Change
This course is a graduate survey of revolution, both intellectual and political. Students will learn various ways revolutions come about and how to compare and evaluate the relative merits of different solutions within the construct of historical progress. The results of student scholarship will be expressed in critical essays that meet professional standards. In addition, during the semester, students will visit one or more local research institutions to attend a conference, symposium, lecture, or similar academic event in the Washington, DC, area to learn firsthand about the foundations of one example of revolution: the U.S. Revolution. Prerequisite: completion of, or enrollment in, HUM 504 or 2 other Foundation Courses. Discipline: Philosophy. (3)

Program Courses: Beyond the City

HUM 572 Canterbury Tales and the Late Medieval World
This course explores both the artistic mastery Chaucer exhibits in The Canterbury Tales and the historical context in which his story collection took shape. Chaucer's life is explored, intersected with major historical turning points: the Black Death, the Hundred Years’ War, the Avignon papacy and the Great Schism, the Peasants' Revolt, the rise of the Wycliffite heresy, the emergence of diplomacy in international politics, the increasing importance of the English language, and the shift from a primarily oral to an increasingly literate culture. The course strives to illuminate both the external world of business and politics and the inner world of philosophic and poetic insight. Prerequisite: completion of, or enrollment in, HUM 501 or 2 other Foundation Courses. Discipline: Literature. (Also listed as EN 572.) (3)

HUM 574 Gender, Race, and Empire in 19th-Century British Literary Culture
This course explores the impact of empire in 19th century England on Victorian literature and culture, with an emphasis on attitudes concerning the “other” in society — women, the working class and people of color — and the ways in which empire shaped and is shaped by gender roles and race during this period. Prerequisite: completion of, or enrollment in, HUM 501 or 2 other Foundation Courses. Discipline: Literature. (Also listed as EN 574.) (3)

HUM 576 Literary 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. Prerequisite: completion of, or enrollment in, HUM 501 or 2 other Foundation Courses. Discipline: Literature. (Also listed as EN 576.) (3)

HUM 580 Europe and the Barbarians
This course examines the early history of Europe from the perspective of “civilized” peoples (Greeks, Romans, and other urban societies) versus “barbarians” (especially the Celts, the Germans, and the Vikings). The course will examine the way history has defined civilization and barbarian, and how together these peoples shaped Europe and much of the Western tradition. Prerequisite: completion of, or enrollment in, HUM 503 or 2 other Foundation Courses. Discipline: History. (3)
HUM 585 Art and Culture in Early Modern Northern Europe
This course investigates visual arts in Germany and/or the Low Countries from the 15th to the 17th century within the historical context of Early Modern culture. Students will engage with a range of subjects, including developing spiritual and religious practices, popular literature, the rise of capitalist economies, and shifting political ideologies, each considered through the speculum of the fine arts. The course will focus primarily on examples of Northern European Renaissance and Baroque art in regional collections, with frequent visits to area museums. Prerequisite: completion of, or enrollment in, HUM 502 or 2 other Foundation Courses. Discipline: Art History. (3)

HUM 591 Philosophy of Time and Culture
This course explores the nature and experience of time with particular attention to the experience of time in the city and across cultures. Issues examined include continuity and discreteness; the A-series (past, present, and future) and the B-series (before and after); the reality or unreality of time; sacred time and profane time; cyclical and linear conceptions of time; the phenomenology of time-consciousness; time measurement; the time of natural science; the history of clocks and calendars; clock time and the time of human events; synchronization and acceleration in industrial and post-industrial culture; cultural variations in the experience of time; and the possibility of a synthetic understanding of time. Prerequisite: completion of, or enrollment in, HUM 504 or 2 other Foundation Courses. Discipline: Philosophy. (3)

HUM 593 Metaphysics: The World Is Neither City Nor Text
This course is a graduate survey of perennial problems in metaphysics and some contemporary solutions to these problems. Although basic metaphysical questions arise naturally from practical concerns and wonder at the world, they are transformed as each generation formulates the problems of metaphysics in new ways, and offers solutions of increasing complexity and ingenuity. Students will learn how contemporary approaches to basic metaphysical problems differ from their historical predecessors, how to compare and evaluate the relative merits of different solutions to metaphysical problems and how to present the results of their scholarship in critical essays that meet professional standards. In addition, during the semester, students will visit one or more local research institutions to attend a conference, symposium, lecture, or similar academic event to learn firsthand about contemporary research in metaphysics in the Washington, DC, area. Prerequisite: completion of, or enrollment in, HUM 504 or 2 other Foundation Courses. Discipline: Philosophy. (3)

HUM 599 Independent Study
An interdisciplinary investigation of a topic 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. The thematic group and the disciplinary focus of each section will be determined by the topic of the individual investigation. Prerequisite: completion of, or enrollment in, the associated Foundation Course or 2 other Foundation Courses. (3)

HUM 610 Capstone Seminar: The Washington Scene
This course investigates Washington, DC, as a text by focusing on current events in the Humanities (temporary exhibitions, seasonal theater programs, election year event, etc.). Students will be challenged to synthesize their knowledge, skills, and experiences by addressing issues raised by these unique opportunities from an interdisciplinary perspective. The theme of the Seminar will change from semester to semester, as will the disciplinary focus. Prerequisite: completion of 3 Foundation Courses and at least 4 Program Courses. (3)

HUM 690 Final Project: Internship
This course offers the student an opportunity to gain experience in a humanities-based institution in the Washington, DC, metropolitan region. All students will keep a journal of their on-site experiences; each student will choose either to contribute in a substantial way to a major project at the institution or to produce a researched essay based on that experience. The disciplinary focus of the course will be determined by the mission of the humanities organization. Prerequisites: completion of 3 Foundation Courses and at least 5 Program Courses. (3)

HUM 695 Final Project: Thesis
This course offers the student an opportunity to research and write a substantial and original critical/interpretive thesis on an interdisciplinary topic in the Humanities, and to present its main features to an audience of peers and faculty members. This thesis must demonstrate the student’s ability to integrate materials from different disciplines, and must support independent conclusions in writing of commendable quality. The disciplinary focus of the project will be determined by the primary focus of the thesis. Prerequisites: completion of 3 Foundation Courses and at least 5 Program Courses. (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 502 Creating Web Sites
An introductory course that investigates the business and technology of Web sites. Students study design issues such as navigation, usability, site architecture, search engine optimization, and Web 2.0 techniques. Students explore basic Web creation techniques, such as HTML, JavaScript, and Cascading Style Sheets (CSS). They learn how to interface with IT professionals to specify complex requirements. They create and publish their own sites to demonstrate their understanding of these issues. (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 healthcare 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, globalisation, 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 556 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 560 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 adopt, customer satisfaction, and data quality. Students review and suggest improvements to common Web sites. (3)

IT 565 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 566 Human Computer Interaction
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 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 or IT 630. (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, acknowledgment 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 527 Ecological Interior Design
This course provides a theoretical exploration of the sustainable design movement: its history and background; and the social, cultural, and economic issues surrounding its current momentum. Students will use investigative methods, such as observation, theoretical research, site analysis, and survey to analyze and evaluate comparative assessment of design applications. (3)

ID 532 Construction and Environmental Systems
Explores factual and technical knowledge of the various components and materials in building construction. 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. (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. Prerequisite: ID 533. (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 interior environment. 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. (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. Prerequisites: ID 487 and portfolio review. (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
Building further on the interdisciplinary experience of both ID 684 and ID 685, this course will apply a thorough research application design process to resolution of a complex design problem in relation to a mixed-use environment. Graduate students will employ case study analyses with comparison and contrast variables to isolate in studies. Research studies analyses will then be addressed and applied to final design solutions. Project outcomes to be defined with faculty advisor. 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 graduate program director. (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 graduate program director. (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 permission of graduate program director. (3)

ID 626 Graduate Seminar
Investigates theories and hypotheses and examines current design theories. Emphasis is placed on deepening awareness of theories in interior design and encourages students to evaluate their personal philosophies, concepts, and practices as they relate to 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 graduate program director. (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. (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. Prerequisite: LA 591. (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. Offered fall semester only. Prerequisite: at least 15 credits in graduate LA courses or permission of program director. (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 Prerequisite: 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 program director. (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. Offered spring semester. (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. Offered fall semester. (3)

MGT 509 Management Seminar
Examines major current issues affecting the management and development of the business enterprise. (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. Offered summer semester. (3)

MGT 515 Leading and Managing Teams
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 spring semester. (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. Offered fall semester. (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 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 fall semester only. (3)

MGT 590 Organization Policy and Strategy
This capstone course for Management students requires application of disciplines and techniques learned during the degree program. Concepts and applications of strategy and sustainability are presented. Course requirements include completion of a portfolio, executive summary, and presentation of a major project. Offered spring semester. (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)

MANAGEMENT SCIENCE

MSC 510 Process Improvement
Focuses on the practical aspects of process improvement for immediate and long-range effectiveness. Students examine metrics that can be used to measure business processes and identify ways that processes can be changed, either gradually or radically, using business-process engineering techniques. The impact of resulting change on human and technical systems is addressed. (3)

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 550 Procurement and Contracting
Examines the principles and concepts of the acquisition process from government and commercial perspectives. Focuses on the procurement process, including planning, source selection, solicitation writing, negotiations and oral discussions, contract preparation, and contract administration. Emphasizes the unique aspects of federal procurement policy, such as open competition, and compares it with state and local government purchasing and with the private sector. (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. See department chair for course offering schedule. Prerequisite: MBA 521 or permission of instructor. (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. See department chair for course offering schedule. Prerequisites: MBA 514 and MBA 521. (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). See department chair for course offering schedule. Prerequisite: MBA 521. (3)

MKT 525 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. See department chair for course offering schedule. Prerequisite: MBA 514, MBA 522, and MBA 518 or MBA 520. (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. See department chair for course offering schedule. Prerequisite: MBA 521 or permission of instructor. (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 spring semester only. Prerequisite: MBA 521 or permission of instructor. (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. See department chair for course offering schedule. Prerequisite: MBA 521. (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. Prerequisite: MBA 521. (3)

**MKT 595 Special Topics in Marketing**

Provides an in-depth study of a major current topic in marketing. Topics announced in the Schedule of Classes. This course may be taken for credit more than once, provided that the student selects different topics. See department chair for course offering schedule. Prerequisite: MBA 521. (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: R.N. licensure and permission of M.S.N. chair. (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**

Focuses 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. (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 advanced-practice nurses 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 590. (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)

NU 700 Evidence-Based Practice
Introduces students to the concept of evidence-based practice and its relationship to improved patient outcomes. It prepares students to critically examine current nursing practice standards and guidelines to determine if these are consistent with the best research available. Strategies to overcome barriers to the integration of new knowledge in the practice setting are identified. (3)

NU 701 Innovative Models of Care Delivery
Prepares students to demonstrate clinical, organizational, and systems-level leadership through study and design of innovative models of care delivery. It emphasizes the application of Continuous Quality Management (CQM) principles and Business Process Improvement (BPI) strategies in model development. Attendant course content focuses on developing skills in organizational and policy arenas, applying principles of practice management, balancing productivity with quality of care, and encouraging a culture emphasizing practice excellence. (3)

NU 702 Epidemiology
Provides students with the opportunity to engage in a comprehensive study of the concepts of epidemiology and the science of public health. Students evaluate distribution and determinants of health problems and diseases in select aggregates, with the goal of developing strategies to reduce the incidence and prevalence of identified health problems. (3)

NU 703 Research Methods and Applications
This course builds on prior knowledge of the research process. It provides students with the opportunity to gain an increased understanding of the philosophy of science, nature of scientific thinking, and qualitative and quantitative research methods. Emphasis is placed on the identification of researchable practice problems. The relationship among theory, research, and practice is addressed. The course prepares students to be nurse leaders who are able to utilize nursing research to refine and improve nursing practice. (3)

NU 704 Human Diversity in Health and Illness
Analyzes the effect that cultural practices and ethnicity have on health practices, health disparities, and health care delivery systems. The course highlights and evaluates current research in nursing and related disciplines. It emphasizes the responsibility of the D.N.P. graduate to plan and manage care for diverse populations and vulnerable groups. Ethical considerations basic to the delivery of culturally competent health care are considered. (3)
NU 705 Multivariate Analysis
This course builds upon NU 590 Data Analysis for Health Care, and introduces students to selected multivariate techniques used in health care and epidemiological research including multiple regression analysis, logistic regression, factorial analysis of variance, multivariate analysis of variance and covariance, factorial analysis of variance, path analysis, structural equation modeling, and select parametric techniques. The use of appropriate hardware and software is integrated throughout the course. (3)

NU 800 Doctoral Project
Provides an opportunity for the student to synthesize knowledge and skills learned in previous Nursing courses and clinical practicums to produce a product that makes a contribution to advanced nursing practice. The product may vary with the student's interest and his or her assessment of gaps in nursing knowledge and practice strategies. It is anticipated that the student will work closely with an advisor and seek the assistance of experts outside the University community, if necessary. It is anticipated that the final project will be disseminated to the nursing and health care communities. (3)

NU 801 Residency
This course is an advanced nursing practicum that provides an opportunity for the student to integrate and synthesize knowledge and skills acquired in graduate coursework. Emphasis is placed on demonstrating increasing competency in the integration of principles of evidence-based practice and science-based theories when making patient-focused decisions. The curricular elements and competencies include evidence-based practice, interprofessional collaboration, leadership, organizational systems, principles of business, health care policy, evaluation of clinical outcomes, information systems and technology, prevention strategies, and health promotion. These elements are operationalized as the student develops competence in evaluating the links among practice, organizational, population-based, fiscal, and policy issues. (3–5)

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 development is 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. Prerequisites: NU 501-552 and NU 590. (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. Prerequisites: NU 501-552 and NU 590. (5)
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 and NUF 502. (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 interdependent role on an interdisciplinary health care team. Prerequisite: NUF 503. (6)

ORGANIZATION DEVELOPMENT

OD 521 Organization Development and Change Management
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 Executive Coaching
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. (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 701, provide early linkages of content across courses. Laboratory work includes human brain and spinal cord dissection, when possible. Offered fall semester only. Corequisite: PT 701. (5)

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 700. (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, lumbar-sacral 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 dissected 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 710 and PT 712. (6)

PT 712 Evidence-Based Practice I: Critical Assessment of Information
This course prepares students to locate appropriate primary and secondary physical therapy literature resources and to critically analyze the quality and applicability of these resources in answering clinical questions. Prerequisites: PT 700-702. Corequisites: PT 710-711. (3)

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. PT 710-712. Corequisites: PT 720-721. (3)

PT 723 Research Principles and Design
This course focuses on the development of the skills needed by physical therapists to effectively fulfill their role as participants in the research process. Students examine and analyze common research designs, methodologies, ethical considerations, and statistical procedures used to answer research questions related to physical therapy. Prerequisites: PT 700-702, PT 710-712. (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, PT 710-712, PT 720-723. 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 720-723. 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 720-723. (3)

PT 733 Evidence-Based Clinical Practice II: Applying Evidence in the Clinical Environment
Prepares students to apply principles of evidence-based practice in the day-to-day clinical decision making of physical therapists. The course emphasizes effective communication of evidence to defend clinical decisions. Prerequisite: PT 712, PT 723, or permission of instructor. (2)

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 720-723, PT 730-734. 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 720-723, PT 730-734. Corequisite: PT 740. (5)

PT 744 Case Report I: Foundations
Prepares students to engage in case report research: patient selection, clinical question development, literature review, data gathering, and outcomes reporting. This is a foundational course for PT 803 in which a comprehensive case report is prepared and disseminated. Prerequisites: PT 700-734 and PT 800. Corequisites: PT 740, PT 741, and PT 743. (2)

PT 745 Clinical Practice Synthesis
Physical therapists who are doctors of physical therapy participate as primary care and prevention practitioners in health care. Screening for referral to other practitioners; identifying individuals at risk for disease or injury as a consequence of predisposing factors and/or lifestyle behaviors; and promoting health, fitness, and wellness among special populations are emphasized in this course. Prerequisites: PT 700-734 and PT 800. Corequisites: PT 740, PT 741, and PT 743. (3)

PT 754 Capstone Seminar
This is a capstone course where students analyze professional behaviors and issues observed in the clinic with examination of application strategies for decision making to assure ethical and legal behavior as well as autonomy of practice. Current practice, professional issues, and the changing role of the physical therapist will be emphasized. A comprehensive examination, aimed at preparedness for general, entry-level practice, is included in this course. Students must successfully pass this exam to graduate. Prerequisites: PT 700-702, PT 710-712, PT 720-723, PT 730-734, PT 740-741, PT 744-746, PT 800-801. (2)

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 720-723, 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 720-723, PT 730-734, PT 740-743, PT 800. (1)(3)

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, outpatient clinics, and specialized practice centers. Offered summer semester only. Prerequisites: PT 700-702, PT 710-712, PT 720-723, PT 730-734, PT 740-743, PT 754. (4)

PT 803 Clinical Case Reports
The purpose of this course is to prepare, write, and disseminate a patient case report. The course outcome is an individual case report prepared such that it is ready for journal submission and presented in both oral and poster formats following the Guidelines for Submitting Case Reports to PTJ. Prerequisites: PT 712, PT 723, PT 733, and PT 744. (3)

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, behavioristic, 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. (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 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)

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. (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; forensic research and writing; legal research and writing; 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)
SOCIOLOGY

(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. (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
Thomas J. Donohue
Brigid Driscoll, RSHM
Kathleen Fagan, RSHM
Robert Fitch
Michael Hegarty
Catherine Keating
Virginia I. Laytham ’73
Joseph Maurelli
Stephen J. McKenna, Esq.
Olza M. Nicely
Robert P. Nirschl, M.D.
Michaeline O’Dwyer, RSHM
Lola C. Reinsch [Pierce]
Justine D’Andrea Pope ’83
Robert J. Smith, Esq.
Carmelita H. Treacy ’60
Robert W. Truland
Stephen G. Yeonas, Jr.

SCHOOL OF BUSINESS ADMINISTRATION
BOARD OF VISITORS
Joseph Maurelli, Chair

Stephen Alexander
Lawrence M. Alleva
Dan R. Bannister
Mary Smith Carson ’90
C. Michael Ferraro
Louis E. Font
Priscilla Guthrie
William C. Hoover
Yong Kim
Susan Lacz ’83
Charles J. Lewis
Steve O’Keeffe
Rebecca L. Shambaugh ’99
William L. Walsh, Jr.
Administrative Officers
James E. Bundschuh, President and Chief Executive Officer
Sherri Lind Hughes, 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 and Treasurer
Emily Mahony, Vice President for Development

Academic Affairs
Robert M. Otten, Associate Vice President for Academic Affairs
Liane M. Summerfield, 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, Center for Global Education
Doris Lyons, Grants Consultant
Monica Montoya, Director, Reston Center
Claudia O’Connor, Executive Director, Information Technology Services
Michael Schuchert, Executive Director, Institutional Effectiveness
Scott Spencer, University Registrar

Communications and Marketing
Laurie Callahan, Director, Public Relations
Matt Dunham, Art Director
Jamshed Bokhari, Web Manager

Development
Kathleen Zeifang, Executive Director, Development and Alumni Relations
Erin Bain, Director, Annual Fund
Rebecca Boughamer, Manager, Development Services
Leanne Cardwell, Director, Alumni Relations

Enrollment and Student Services
Frank Rizzo, Associate Vice President and Dean for Student Development
Kelly DeSenti, Assistant Dean for Student Development
TBA, Assistant Dean for Auxiliary Services
Michael Canfield, Director, Undergraduate Admissions
Thomas Covetti, General Manager, Sodexo Dining Services
Bill Finney, Director, Athletics
Suzanne Harvey, Director, Career and Internship Center
Eric Hols, Director, Campus Safety and Transportation
Paul Lynch, Director, Residence Life
Sara Meehan, Director, Enrollment Information Systems
Silvestro Menzano, Director, Counseling Center
Aline Orfali, Director, International Student Services
Debbie Raines, Director, Financial Aid
Francesca Reed, Director, Graduate Admissions
Fr. David Sharland, Y.A., Director, Campus Ministry
Vincent Stovall, Director, Student Activities
Diane White, Director, Student Health Services
TBA, Director, Disability Support Services

Financial Affairs
Bing Hobson, Executive Director, Human Resource Services
Peggy Axelrod, Director, Budget and Risk Management
Donna Groat, University Bursar
Theresa Kuron, Manager, Barnes & Noble Bookstore
Upen Malani, Director, Campus Planning and Management
Robert Rush, Interim Director, Physical Plant
Ronald Somervell, Controller
FULL-TIME FACULTY


Annette Ruth Ames, 1999, Associate Professor of Fine and Applied Arts. B.S., University of California; M.F.A., Yale School of Drama

Mary Rose Amidjaya, 2006, Librarian (Assistant Professor). B.A., Michigan State University; M.A., University of Denver. Other study: Rock Valley College

Douglas Ball, 2008, Associate Professor of Education – Special Education and Learning Disabilities. B.A., M.Ed., Ph.D., University of Virginia


Dorothy Bausemer, 2008, Assistant Professor of Nursing. B.S., Fitzburg State College; M.S.N., University of Massachusetts; Ph.D. (candidate) Northwestern University

Kathalynn Beck, 2008, Assistant Professor of Health and Human Performance. B.A., M.A., George Mason University; M.S., Marymount University

Rosemarie Berman, 2008, Chair, Undergraduate Nursing Program; Assistant Professor of Nursing. B.S., Adelphi University; M.A., Ph.D., New York University

Robert A. Bernstein, 1989, Professor of Psychology. B.A., Brooklyn College; M.Ed., Columbia University; Ph.D., University of Texas

Virginia E. Bianco Mathis, 1991, Chair, Department of Human Resources, Legal Administration, and Health Care Management; Professor of Human Resources. B.A., University of Connecticut; M.S., Johns Hopkins University; Ed.D., The George Washington University

Ali Bicak, 2008, Assistant Professor of Computer Science. B.S., Bilkent University (Turkey); Middle East Technical University (Turkey); Ph.D., University of Maryland

Alice Susan Bidwell, 1983, Chair, Graduate Nursing Program; Professor of Nursing. B.S.N., Georgetown University; M.S.N., The Catholic University of America; Ed.D., Virginia Polytechnic Institute and State University. Other study: Georgetown University

Lillian Perrault Bisson, 1969, Professor of English. B.A., College of Our Lady of the Elms; M.A., University of Massachusetts; Ph.D., Florida State University

Jacquelyn Furman Black, 1967-1971, 1982, Professor of Science. B.A., B.S., M.S., University of Chicago; M.Ph.D., The Catholic University of America

Michael James Bolton, 1995, Professor of Criminal Justice. B.S., American University; M.S., The George Washington University; Ph.D., Virginia Commonwealth University. Other study: Georgetown University

Michael Andrew Boylan, 1987, Professor of Philosophy. B.A., Carleton College; M.S., Ph.D., University of Chicago

Charles Frederick Brand, 1991, Associate Professor of Education. B.S., West Liberty State College; M.Ed., Ph.D., Kent State University

Camille E. Buckner, 2006, Associate Professor of Psychology. B.A., Rice University; Ph.D., University of Texas at Austin

Paul Heed Byers, 1988, Chair, Department of Communication; Director, Center for Ethical Concerns; Associate Professor of Communications. B.A., American University; M.S., Columbia University

Theresa R. Perfetta Cappello, 1984, Dean, School of Health Professions; Professor of Nursing. B.S.N., M.S.N., Marymount College of Virginia; Ph.D., University of Maryland. Other study: Virginia Polytechnic Institute and State University

Nyla Gilkerson Carney, 1974, Associate Dean, School of Arts and Sciences; Professor of Language and Literature. B.A., University of Kansas; M.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Georgetown University. Other study: Centres Universitaires d’Etue des Pyrénées

Michael Francis Cassidy, 1994, Professor of Human Resources. B.A., Manhattan College; B.F.A., California Institute of the Arts; M.S., University of Southern California; Ph.D., Indiana University

Myung Hee (May) Chae, 2009, Assistant Professor of Fashion Design. B.S., M.S. Florida State University; Ph.D., Virginia Polytechnic Institute and State University

Katie Chargualaf, 2008, Assistant Professor of Nursing. B.S.N., South Dakota State University; M.S.N., M.Ed., University of Phoenix

Maureen Maher Christian, 2003, Assistant Professor of Psychology. B.A., Trinity College; M.A., Ph.D., American University

Judith Miller Clear, 1982, Professor of Nursing. B.S.N., Villanova University; M.S.N., The Catholic University of America; Ph.D., American University

Michael Aden Clump, 2003, Associate Professor of Psychology. B.A., Wabash College; M.A., Ph.D., Southern Illinois University

Joseph Benton Cooper, 2006, Associate Professor of Psychology. B.S., M.A., Appalachian State University; Ph.D., University of North Carolina at Charlotte

Lorri Elizabeth Cooper, 2003, Associate Professor of Human Resources. B.S., University of Tennessee; M.Ed., Vanderbilt University; Ed.D., University of Virginia. Other study: The University of the South

Linda R. Cote-Reilly, 2007, Assistant Professor of Psychology. B.A., The Catholic University of America; M.A., Ph.D., Clark University

Jason Alexander Craig, 2000, Associate Professor of Physical Therapy. B.S., D. Phil., University of Ulster (Ireland)

Karen Davis, 2008, Assistant Professor of Forensic Psychology. B.A., University of Kentucky; M.A., Ph.D., Sam Houston State University

Tumara Elizabeth Davis, 1998, Coordinator, School Counseling Program; Associate Professor of Psychology. B.A., M.Ed., University of North Carolina; Ed.D., Virginia Polytechnic Institute and State University. Other study: Western Carolina University

Janine DeWitt, 1992, Professor of Sociology. B.Ph., Miami University; M.A., Ph.D., Duke University

Pamela Sue Diener, 1996, Professor of Physical Therapy. B.S., Tufts University; M.S., Boston University; Ph.D., Georgetown University

Jef E. Dolan, 1980, Assistant Professor of Communications. B.A., Marquette University; M.A., Northwestern University

Jason Fleming Doll, 2003, Chair, Department of Forensic Psychology; Associate Professor of Psychology. B.S., University of South Dakota; M.A.O.R., Ph.D., Alliant International University

Skye Donovan, 2008, Assistant Professor of Physical Therapy. B.S., Ursinus College; M.S., Texas Woman’s University; M.S., Ph.D., Albert Einstein College of Medicine

Brian Michael Doyle, 2002, Chair, Department of Philosophy, Theology, and Religious Studies; Associate Professor of Theology. B.A., Xavier University; M.T.S., Weston Jesuit School of Theology; Ph.D., The Catholic University of America

Marcia Dursi, 2001, Librarian (Associate Professor). B.S.B.A., La Salle University; M.S.L.S., The Catholic University of America

Sr. Patricia Helene Earl, IHM, 2003, Coordinator, Catholic School Leadership Program; Associate Professor of Education. B.A., Dunbarton of Holy Cross; M.A., Villanova University; Ph.D., George Mason University

Alyson Eisenhart, 2008, Assistant Professor of Health Care Management. B.A., Pennsylvania State University; M.S., Florida International University; D.H.Sc., Nova Southeastern University
Janice G. Ellinwood, 1980, Chair, Department of Fashion Design and Merchandising; Professor of Fine and Applied Arts. B.S., Skidmore College; M.F.A., The George Washington University. Other study: University of Massachusetts, Syracuse University

Stephanie K. Ellis. 2006, Assistant Professor of Criminal Justice. B.A., Marymount University; M.A., Ph.D., American University

Catherine Schrader Elrod, 1999, Associate Professor of Physical Therapy. B.S., Virginia Polytechnic Institute and State University; M.S., Virginia Commonwealth University; Ph.D., George Mason University

Catherine England, 1995, Associate Dean, School of Business Administration; Associate Professor of Finance. B.S., Tennessee Technological University; M.S., Ph.D., Texas A&M University

Barry Charles Erdelj, 1992, Associate Professor of Fine and Applied Arts. B.S., University of Maryland; M.F.A., The George Washington University

Janet L. Fallon, 1988, Professor of Communications. B.A., Albertus Magnus College; M.A., Ph.D., Ohio State University

Brenda E. Fawcett, 1991, Associate Professor of Psychology. B.A., University of Pennsylvania; Ph.D., Northwestern University

Susan B. Fay, 1980, Professor of English. B.A., Fordham University; M.A., University of Michigan; Ph.D., The George Washington University

Brian Flanagan, 2009, Assistant Professor of Christian Theology. B.A. The Catholic University of America; M.A., Ph.D., Boston College

Gail Eileen Flatness. 1994, Librarian (Associate Professor). B.A., University of Washington; M.S., University of Illinois. Other study: Georgetown University

Bess L. Fox, 2007, Assistant Professor of Literature and Languages. B.A., Louisiana State University; M.A., University of Missouri; Ph.D., University of Kentucky

Jean Parker Freeman, 1987, Professor of Interior Design. B.S., M.S., Florida State University; ASID, IDED

Nancy E. Turlow, 2004, Associate Professor of Management and Marketing. B.S., Louisiana Tech University; M.J., Louisiana State University; Ph.D., University of Southern Mississippi

David Gammack, 2008, Assistant Professor of Mathematics. B.Sc., Ph.D., University of Surrey (England)

Kathleen Marie Garces Foley, 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

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

William Gray, 2008, Assistant Professor of Accounting. B.A., University of North Carolina; B.S., Shepherd University; M.S., Virginia Polytechnic Institute and State University

Linda Marie Gulya. 1994, Chair, Department of Psychology; Professor of Psychology. B.A., Boston University; M.S.Ed., Ph.D, University of Pennsylvania


Jaya Hakepote. 2006 Assistant Professor of Fashion Merchandising. B.S., University of Agricultural Sciences, College of Home Science (India); M.S., Shrimati Nathibai Damodar Thakarsury University (India); M.S., University of Georgia; Ph.D., Iowa State University

Charles Stanley Harris, 1992, Chair, Department of Sociology and Criminal Justice; Professor of Sociology. B.A., Syracuse University; M.A., Ph.D., Duke University

Carla Michele Hasser. 2002, Chair, Department of Education; Professor of Education. B.S., West Virginia University; M.Ed., The College of William and Mary; Ph.D., The Catholic University of America

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. A.B., 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, 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

Sherri Lind Hughes, 2008, Provost and Vice President for Academic Affairs; Professor of Psychology. B.A., Davidson College; M.S., Ph.D., Georgia Institute of Technology

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

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

Hollynd F. Karapetkova, 2007, Assistant Professor of Literature and Language. B.A., Rice University; M.F.A., Georgia State University; Ph.D., University of Cincinnati

Julie Elizabeth Kirsch. 2006, Assistant Professor of Philosophy. B.A., State University of New York College at Buffalo; Ph.D., University of Toronto


Margaret C. Konkel. 2006, Assistant Professor of Interior Design. B.A., The College of William and Mary; M.F.A., The Academy of Art College

Adam Akos Kovach. 2004, Associate Professor of Philosophy. B.A., University of Kansas; Ph.D, Indiana University

Barbara Ballard Kreutzer, 2008, Associate Professor of Cell Biology. B.A., University of Virginia; M.S., Virginia Polytechnic Institute and State University; Ph.D., Ohio University


Ana Luisa Lado. 1992, Professor of Education. B.S., M.S., Ph.D., Georgetown University
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., 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

Michelle Liu, 2008, Assistant Professor of Information Technology. B. of Engineering, Nankai University (China); M. of Management, Tianjin Polytechnic University (China); D.B.A., Boston University

Teresa Marie Long, 1981, Professor of Economics. B.A., Coe College; M.S., Ph.D., Iowa State University

Stacy Lopresti-Goodman, 2009, Assistant Professor of Psychology. B.S., Kutztown University; Ph.D (candidate), University of Connecticut

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, 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

Linda Ruth McMahon, 1965, Chair, Department of History and Politics; Professor of History and Politics. B.A., Marymount College, Tarrytown; M.A., Oberlin College; Ph.D, The George Washington University. Other study: American University

Robert Paul Meden, 1985, Chair, Department of Interior Design; Professor of Interior Design. B.Arch., M.Arch., Kent State University; Ph.D, The Catholic University of America; AIA, ASID

Laura Jane Medhurst, 1993, 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

Pamela Barta Moreno, 2004, Associate Dean, School of Health Professions; Assistant Professor of Nursing. B.S., Incarnate Word College; M.S.N., University of Texas Health Science Center; Ph.D, 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

John Patrick Mullins, 2008, Assistant Professor of History. B.A., New College of Florida; M.A., Florida Atlantic University; Ph.D, University of Kentucky

Bridge Murphy, 2001, Chair, Department of Graphic Design and Fine Arts; 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. Professor of Library Science

Michael Paul Nordvall, 1998, Chair, Department of Health Sciences; Professor of Health Fitness Management. B.S., Ithaca College; M.S., Southern Connecticut State University; Ed.D, University of Northern Colorado

Hanora Marie O'Sullivan, 1987, Professor of Business Administration. B.A., Marymount Manhattan; M.A., Ohio State University; M.B.A., University of Chicago; D.B.A., 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., Emory University

Barbara Pasternak, 2008, Assistant Professor of Nursing. B.A., George Mason University; M.S.N., Michigan State University

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

Usah Rajdev, 2008, Assistant Professor of Education. B.S., M.Ed, Chaminade University; Ed.D, Arizona State University

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, Associate Professor of Physical Therapy. B.S., Quinnipiac 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, Chair, Department of Literature and Language; Associate Professor of English, B.A., Brown University; M.A., Vanderbilt University; Ph.D., Indiana University

Monica L. P. Robbers. 1999, Associate Professor of Criminal Justice, B.S., M.A., East Tennessee State University; Ph.D., American University

Cynthia Roman. 2008, Assistant Professor of Management and Human Resources. B.A., University of Virginia; M.Ed., University of Georgia; Ed.D., Virginia Polytechnic Institute and State 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; 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. MArch. University of Texas

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.L.S., University of Texas

Soumya Sivakumar. 2008, Assistant Professor of Marketing, B.S., M.B.A., University of Bombay (India); Ph.D., Case Western Reserve University

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 (Associate Professor). B.A., Michigan State University; M.L.S., Indiana University

Christopher Allen Snyder. 1996, Director, Honors Program; 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

Gerard Steube. 2008, Assistant Professor of Management Science. B.A., Divine Word College, M.S., Johns Hopkins University; M.A., North Central University; Ph.D., Capella University

Liane M. Summerfield. 1980, Associate Vice President for Academic Affairs; Professor of Health and Human Performance. B.S., Northeastern University; M.A., The George Washington University; Ph.D., University of Maryland

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

Gwen D. Vredevoogd. 1997, Librarian (Associate Professor). B.A., Edinboro College; M.A., Ohio University; M.S.L.S., University of Pittsburgh

Robin Judy Wagner. 1997, Assistant Chair, Department of Interior Design; Associate Professor of Interior Design. A.A., Art Institute of Atlanta; B.A., M.A., Marymount University. Other study: Northern Virginia Community College

Theresia A. Wansi. 2007, Associate Professor of Finance. B.Sc., M.B.A., M.A., Ph.D., University of New Orleans; M.B.A. Plus, University of North Carolina at Charlotte

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

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

Amanda Gates Wright. 2008, Clare Boothe Luce Assistant Professor of Biochemistry. B.S., Clemson University; Ph.D., University of North Carolina School of Medicine

Alice Lemira Young. 1999, Associate Dean, School of Education and Human Services; 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.S., M.Ph., Alexandria University (Egypt); D.N.Sc., The Catholic University of America

Kenneth F. 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

Issa Feghali. 1986-2007, Professor of Mathematics and Computer Science

Judy Green. 1983-2007, Professor of Mathematics

Boyd Frederick Hagy. 1966-2005, Professor of English

Edward Maurice Kaitz. 1987-1997, Professor of Business

Denise Kaydouh. 1966-1981, Assistant Professor of Education

James Dan Knifong. 1995, Chair, Department of Physical Therapy; Professor of Health and Human Performance. B.S., Northeastern University; M.A., The George Washington University

Karen Lynn Medsker. 1988-2005, Professor of Human Resources

Robert Sigethey. 1983-2007, Professor of Business

Janet Spier. 1984-2000, Professor of Business

Phillipa Brady Stevens. 1973-1999, Professor of Education and Psychology
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: provost and vice president for Academic Affairs
- 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. Future Academic Building/Residence Hall
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.
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 policies, 27-35. See also Notices to students
Academic probation, 34
Academic responsibility, 27
Academic Success Center, 13, 24
Academic suspension, 35
Academic year, 27-28
Accounting
   course descriptions, 75
Accreditation of the University, 6
Adding courses, 28
Address changes, notification of, 17
Administrators of the University, 114
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, 34
Affirmative Action Office, 13
Appealing dismissals, 34
Application to the University. See Admissions
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, 26
Attendance policies, 29
Auditing courses, 31
   alumni course audit fee, 18

B

Board of Trustees and Board of Visitors, 113
Bookstore, 13
Business Administration (Master of Business Administration)
   academic program, 44-45
   course descriptions, 75-76
   dual degree program with Health Care Management, 47
   dual degree program with Human Resource Management, 45
   dual degree program with Information Technology, 46
   honor society, 32
   M.B.A. track options, 44-45
   Business Administration, School of. See also specific programs
      academic programs, 43-55
      admission requirements, 43
      Board of Visitors, 113
      executives-in-residence, 44
      fields of study, 8
      office location, 13
Pastoral Counseling, 58-59
School Counseling, 59-60
certificate programs
Counseling, 58
Pastoral Counseling, 59
course descriptions, 76-79
course fees, 18
deposit requirements, 19
honor society, 31
internship application fee, 18
legal limitations of practice, 57
post-master's certificates, 58, 59
practicum and internship prerequisite, 57
Counseling Center, 24
office location, 13
Course load, 28
Credits. See also Transfer credits
Consortium courses, 29
Study Abroad program, transferring, 36
Criminal Justice. See also Sociology
course descriptions, 79-80
course fees, 18

D
.....
Deferral of enrollment, 16
Degrees and fields of study. See also specific areas of study
change of, 32
list of, 8
program planning, 30
Deposit requirements, 19
Dining services, 26
Diplomas, 33
Directions to Marymount, 121
Disability Support Services (DSS), 24
Disclosure, rights of, 119-120
DISCOVER, 36
Discrimination complaints, 120
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 policy, 31
refunds, 19-20
Dual programs and degrees, 8, 32
Business Administration/Human Resource Management program, 45
Business Administration/Information Technology program, 46
Health Care Management/Business Administration program, 47
Health Care Management/Information Technology program, 47-48

E
.....
Economics
course descriptions, 80
Education programs
academic programs, 60-66
Catholic School Leadership, 62
cohort program at Reston Center, 62-63, 64-65
deposit requirement, 19
course descriptions, 80-84
honor society, 32
professional development evaluation, 60-61
Professional Studies, 63-64
School Counseling, 59-60
deposit requirement, 19
honor society, 31
student teaching, 61-62, 65
teaching licensure programs
additional endorsement in Elementary Education, 63
Elementary Education (PK-6), 62-63
English as a Second Language (ESL), 63
Secondary Education, 64-65
Special Education, 65
Education and Human Services, School of. See also specific programs
academic programs, 56-67
fields of study, 8
Educational Partnerships, 7, 16
Employment, student, 21, 24
English
course descriptions, 85-87
honor society, 32
English as a Second Language (ESL): teaching licensure program, 63
Enrollment data, 6
Ethics
Center for Ethical Concerns, 12
GEICO Lecture Series in Ethics, 12
Marymount Ethics Award, 12
Evaluation of students, 30-31
Executives-in-residence, 44

F
.....
F-1 visa students
admissions, 14-15
insurance requirements, 19
Facilities, 13
Faculty, 6, 115-118
FAFSA. See Free Application for Federal Student Aid (FAFSA)
Family Education Rights and Privacy Act (FERPA), 119-120
Family Nurse Practitioner
graduate and certificate programs, 70
Federal Work-Study Program (FWS), 21
Fees. See also Tuition
alumni course audit fee, 18
application, 14, 15
continuous registration, 18
course and program fees, 18
diploma fee, 33
late payments, 17
late registration, 18
meal plans, 18
new student, 18

2009-10 GRADUATE CATALOG
INDEX

INDEX

INDEX

returned checks, 17
technology, 18
transcripts, 33
FERPA. See Family Education Rights and Privacy Act (FERPA)
Field experiences, 23-24
Fields of study, 8
Final examinations, 30
Finance
course descriptions, 87
track under M.B.A. program, 44
Financial aid
application procedure, 21
assistantships, graduate, 20
grants, 21
loans, 21
office location, 13
refund policy for course withdrawals, 19-20
Scholarships, 21
Student employment, 21
Financial information. See also Financial aid
collection policy, 19
credit for tuition and fee charges, 19
deposits, 19
fees, 18
financial obligations, graduation and, 33
insurance requirements, 19
payment plans, 20
refunds and credits, 19-20
Student loans, 21
tuition, 17
Veterans, 20
waivers, 17-18
Forensic Psychology
academic program, 66-67
Community Counseling option, 67
deposit requirement, 19
Free Application for Federal Student Aid (FAFSA), 21

H
Health and Human Performance
course descriptions, 87-88
Health Care Informatics
certificate program, 51
Health Care Management
academic programs, 46-48
dual program with Business Administration, 47
Health Care Management
academic programs, 46-48
dual program with Information Technology, 47-48
course descriptions, 89
Honor society, 32
track under M.B.A. program, 44
Health insurance, 19
Health Professions, School of. See also specific programs
academic programs, 68-74
fields of study, 8
office location, 13
Health Promotion Management
academic program, 68
History of the University, 11
Honor Societies, 31-32
Human Resource programs
academic programs, 48-49
certificate programs, 49
cohort program, deposit requirements, 19
course descriptions, 88-91
dual program with Business Administration, 45
track under M.B.A. program, 44-45
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, 91-94
nondegree admission, 38

I
I-20 forms, 14-15
IELTS. See International English Language Testing System.
Incomplete work, 30-31
Information Assurance. See Computer Security and Information Assurance
Information Technology programs
academic programs, 50-52
certificate programs, 51-52
course descriptions, 95-97
dual program with Business Administration, 46
dual program with Health Care Management, 47-48
track under M.B.A. program, 45
Information Technology Services (ITS), 22-23
Instructional Design
certificate program, 49
Insurance requirements, 19
Interior Design
academic program, 39-41
course descriptions, 97-100
course fees, 18
deposit requirements, 19

G
GMAT scores, 14
Grade point average (GPA)
academic probation, dismissal, and suspension policy, 34-35
cumulative, 31
Graduation
requirements, 32-33
Graduation
academic programs, 34-35
Graduation
academic programs, 34-35
Graduation
fields of study, 8
Graduation
fields of study, 8
Graduation
requirements for, 32-33
Grants, 21
GRE. See Graduate Record Examination (GRE)
Grievance process, 35
first professional degree, 40–41
post-professional degree, 39–40
International Business
  track under M.B.A. program, 45
International English Language Testing System (IELTS), 15
International Student Services, 24
International Student Supplemental Information (ISSI) form, 14
International Student Teaching program, 65
International students
  admissions, 14–15
  insurance requirements, 19
  International English Language Testing System, 15
  Test of English as a Foreign Language, 15
Internships
  application fees, 18
  Career and Internship Center, 23–24
  center location, 13
  field experiences, 23–24
IT Project Management and Technology Leadership
  certificate program, 52
K
K-12 Education
  English as a Second Language (ESL), 63
  Special Education, 65
L
Late registration, 18, 28
Leadership
  certificate program, 54
Legal Administration
  academic program, 52–53
  course descriptions, 100–101
  track under M.B.A. program, 45
Library and Learning Services, 22
Literature and Language
  academic program, 41–42
LMAT scores, 14
Loans, student, 20. See also Financial aid
Location of the University, 11
M
Management
  academic programs, 52–53
  course descriptions, 101–102
Management Science
  course descriptions, 102–103
Management Studies
  certificate program, 54
Maps, 121–122
Marketing
  course descriptions, 103–104
  track under M.B.A. program, 45
Master's degree
  list of, 8
requirements for graduation, 32–33
MAT. See Miller Analogies Test (MAT)
Meal plans, 18, 20
Military duty, 34
Miller Analogies Test (MAT), 14
Minimum grades, 31, 32. See also specific programs
Mission statement, 10
N
National Collegiate Athletic Association (NCAA), 7, 26
New students
  fees, 18
  orientation program, 27
Nondegree students, 15
Nondiscrimination policy, 120
Notices to students, 119–120. See also Academic policies
Nursing
  academic programs, 69–72
  clinical requirements, 69
  course descriptions, 104–107
  Doctor of Nursing Practice, 71–72
    deposit requirement, 19
  Family Nurse Practitioner, graduate and certificate programs, 70
    honor society, 32
    insurance requirements, 19
    laboratory fees, 18
    legal limitations of licensure, 70
  Nursing Education, graduate and certificate programs, 70–71
    R.N. to M.S.N. program, 71
Nursing Education
  graduate and certificate programs, 70–71
O
Off-site students, 16
Organization Development
  certificate program, 49
  course descriptions, 107
Orientation program, 27
P
Paralegal Studies
  certificate program, 53
  course descriptions, 100–101
  course fees, 18
  paralegals moving into Paralegal Administration, 53
Parking, 26
Pass/Fail grade option, 31
Pastoral Counseling
  academic programs, 58–59
  deposit requirements, 19
  honor society, 31
  post-master’s certificate, 59
Payment plans, 20
Payments. See Financial information
Petition form for graduation, 33

2009-10 GRADUATE CATALOG
### Physical Therapy
- academic program, 72-74
- academic progression requirements, 74
- admission requirements, 14, 72-73
- clinical requirements, 73-74
- course descriptions, 107-110
- deposit requirements, 19
- insurance requirements, 19
- minimum grade requirements, 74
- office location, 13
- tuition, 17

PK-6 Education. See Education programs

Post-master's certificate programs
- admissions requirements, 15
- Counseling, 58
- Family Nurse Practitioner, 70
- Nursing Education, 71
- Pastoral Counseling, 59
- requirements for graduation, 32

Praxis I scores, 14, 61

President's Office, 13

Probation, academic, 34

Professional association memberships, 6

Professional Studies
- graduate program in Education, 63-64

Project Management
- certificate program, 55

Psychology
- course descriptions, 110-111
- honor society, 32
- internship application fee, 18

R
- Readmission to the University (following dismissal), 35

Records
- directory information, 119-120
- education, 119

Refunds, 19-20

Registrar's Office
- location, 13

Registration
- adding or withdrawing from courses, 28
  - Consortium students, 29
  - continuous, 18, 28
  - late, 18, 28
  - requirements, 28

Religious of the Sacred Heart of Mary, 10

Religious services. See Campus Ministry

Religious tradition of the University, 10, 25

Repeating courses, 31

Replacement diplomas, 33

Residency requirements. See specific programs

Reston Center, 7, 13
Transfer credits. See also specific Schools and programs policy, 29
    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, 21

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, 21
Visiting students, 15, 29

W
Washington Consortium. See Consortium of Universities of the Washington Metropolitan Area
Wireless access, 23
Withdrawal
    from courses, 19-20, 28, 31
    for military duty, 34
    refunds, 19-20
    from the University, 28
Work-study program, 21