



# MARYMOUNT UNIVERSITY

## Graduate Catalog

2011-12

### **HALLMARKS OF A MARYMOUNT UNIVERSITY EDUCATION**

Scholarship

Leadership

Service

Ethics



## The University Catalog

The academic requirements and regulations of Marymount University are published in this official University Catalog and in other University announcements. This catalog was prepared with information available at the time of publication and is subject to change. The University reserves the right to terminate programs or change its program requirements, content and sequence of courses, and program offerings. The University also reserves the right to change without notice its fees and charges, course offerings, academic policies, calendars, regulations, and other provisions cited in this publication.

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 him or her in addition to, in abrogation of, or in interpretation of the regulations stated herein have the same force as the regulations themselves. In case of discrepancy between the 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, unless indicated by official communication from the Office of the Provost and Vice President for Academic Affairs. Further information and advice regarding academic regulations may be secured by inquiring in the Office of the Provost and Vice President for Academic Affairs and the Office of the Registrar.

The requirements to be met by a student are stated in the University catalog current at the time of the student's initial matriculation or declaration of a major. Students are responsible for the information contained in the University Catalog; they are to be acquainted with and assume responsibility for all requirements of their degree program. Failure to read and comply with University regulations will not exempt students from those regulations. In case of ambiguity, discrepancy, or disagreement, the regulations stated in this catalog and any subsequent modifications or interpretations by the provost and vice president for Academic Affairs will prevail. Students separating from the University completely for one year or more are bound by the catalog in effect when they are readmitted.

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 its activities. Marymount University complies with the Family Educational Rights and Privacy Act of 1974 (as amended).

The University is an Affirmative Action/Equal Opportunity Employer.

**Marymount University**

Main Campus  
2807 North Glebe Road  
Arlington, VA 22207-4299  
www.marymount.edu

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

Reston Center  
1861 Wiehle Avenue  
Reston, VA 20190

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

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

**Academic Affairs**

**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) 284-5761

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

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

**Registrar**  
Rowley Academic Center – (703) 284-1520

**Reston Center**  
(703) 284-5770

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

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

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

**Malek School of Health Professions**  
Caruthers Hall – (703) 284-1580

**Study Abroad (Center for Global Education)**  
Ballston Center – (703) 284-1677

**Student Development and Enrollment Management**  
**Vice President for Student Development and Enrollment Management**

Butler Hall – (703) 284-1511

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

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

**Campus Ministry**  
The Lodge – (703) 284-1607

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

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

**Commuter Student Services**  
The Lodge – (703) 284-1615

**Counseling Center**  
Berg Hall – (703) 526-6861

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

**Dining (Campus and Residential Services)**  
Berg Hall – (703) 284-1608

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

**Housing (Campus and Residential Services)**  
Berg Hall – (703) 284-1608

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

**ID and Parking Office (Campus and Residential Services)**  
Ireton Hall – (703) 284-5700

**New Student Services**  
Gerard Hall – (703) 284-1615

**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

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**FALL SEMESTER 2011**

August 8	Tuition payment due
August 26	New resident students arrive
August 27-28	Returning resident students arrive
August 28	Last day to register before classes begin
August 29	Classes begin
September 5	Labor Day Holiday, University closed
September 6	Last day to late register or add a class
September 6	Last day to withdraw from a class with a 100% refund of tuition and fee charges
September 7	Mass of the Holy Spirit
September 30	Last day to withdraw from a class without academic record
October 10-11	Fall Break, University closed October 10
October 14	Midterm grades due
October 24	Registration for spring-summer 2012 begins
October 28	Last day to withdraw from a class with a grade of W or enroll for Continuous Registration
November 23-27	Thanksgiving Holidays, University closed
November 28	Classes resume
December 12	Last day of classes
December 13-17	Final exam period
December 19	Final grades due to the Registrar's Office

**SPRING SEMESTER 2012**

January 9	Tuition payment due
January 16	Last day to register before classes begin
January 16	Martin Luther King, Jr. Holiday, University closed
January 17	Classes begin
January 24	Last day to late register or add a class
January 24	Last day to withdraw from a class with a 100% refund of tuition and fee charges
February 10	Last day to withdraw from a class without academic record
March 5-11	Spring Break
March 12	Classes resume
March 12	Registration for fall 2012 begins
March 16	Midterm grades due
March 31	Last day to withdraw from a class with a grade of W or enroll for Continuous Registration
April 5-9	Easter Holidays
April 10	Monday classes held
April 18	Student Research Conference. No classes.
May 5	Last day of classes
May 7-12	Final exam period
May 15	Final grades due to the Registrar's Office
May 19	Recognition Day, Baccalaureate Mass, and Graduation Reception
May 20	Commencement Day

**SUMMER SEMESTER 2012**

Summer Sessions also are referred to as SS.

May 14	Tuition payment due for SS I and SS III
May 20	Last day to withdraw from a SS I or SS III class with a 100% refund of tuition and fee charges
May 21	Summer Sessions I and III begin
May 24	Last day to late register or add a SS I class
May 28	Memorial Day Holiday, University closed
May 29	Last day to late register or add a SS III class
June 2	Last day to withdraw from a class without academic record for SS I and SS III
June 9	Last day to withdraw from a SS I class with a grade of W
June 16	Last day to withdraw from a SS III class with a grade of W
June 23	Tuition payment due for SS II
June 23	Summer Session I ends
July 1	Last day to withdraw from a SS II class with a 100% refund of tuition and fee charges
July 2	Summer Session II begins
July 4	Independence Day Holiday, University closed
July 5	Last day to register or add a SS II class
July 14	Last day to withdraw from a SS II class without academic record
July 21	Last day to withdraw from a SS II class with a grade of W
August 4	Summer Sessions II and III end
August 7	Final grades for all Summer Session classes due to Registrar's Office

NOTE: These calendars are subject to change. The most up-to-date calendar information is available on the Registrar's Office website, [www.marymount.edu/academics/registrar](http://www.marymount.edu/academics/registrar).



# University Profile

## ENROLLMENT

**TOTAL ENROLLMENT:** 3,572

**UNDERGRADUATE ENROLLMENT:** 2,289

**GRADUATE ENROLLMENT:** 1,283

*Based on fall 2010 statistics*

## FACULTY

145 full-time teaching faculty; 201 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

Malek 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 Clinical Mental Health Counseling, Pastoral Counseling, and School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). (The Clinical Mental Health Counseling and Pastoral Counseling

programs are accredited as Community Counseling programs.) 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 Paralegal Studies certificate programs are approved by the American Bar Association (ABA).
- The M.S. in Management is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).
- The Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

## PROFESSIONAL ASSOCIATION MEMBERSHIPS

Marymount is a member of the following organizations:

- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- 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
- Council on Undergraduate Research
- National Association of Graduate Admissions Professionals
- National League for Nursing
- University Continuing Education Association

## OFF-SITE LEARNING OPTIONS

### RESTON CENTER

Responding to significant residential and commercial growth in the Reston area, Marymount University established its 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](http://www.marymount.edu/reston).

### EDUCATIONAL PARTNERSHIPS

Since 1996, Marymount University has been successfully delivering education programs on site at various organizations in the greater DC region, including corporations, government agencies, and educational institutions. The University works closely with chief learning officers and human resource directors of these organizations to develop an academic strategy to help their 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, Corcoran College of Art + Design, Gallaudet University, George Mason University, Georgetown University, The George Washington University, Howard 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 pages 29-30.

## 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, the Counseling Center, Disability Support Services, International Student Services, the Learning Resource Center, and Student Activities.

## ATHLETICS

Marymount competes at the NCAA Division III level and is a founding member of the Capital Athletic Conference. The University sponsors 12 intercollegiate sports, six each for both men and women.

**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
  - International Business
  - Legal Administration
  - Marketing
  - Nonprofit Management
- Health Care Management (M.S.)
- Human Resource Management (M.A.)
- Information Technology (M.S.)
  - Computer Security
  - Health Care Informatics
  - 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
- Knowledge and Learning in Organizations
- Leadership
- Management Studies
- Nonprofit Management
- Organization Development
- Paralegal Studies
- Project Management

## SCHOOL OF EDUCATION AND HUMAN SERVICES

### Graduate Degree Programs

- Clinical Mental Health Counseling (M.A.)
  - Clinical Mental Health Counseling with Forensic Psychology option (M.A./M.A.)
- Criminal Justice Administration and Policy (M.A.)
- Education (M.Ed.)
  - Licensure Programs:
    - Administration and Supervision
    - Elementary Education
    - English as a Second Language
    - Secondary Education
    - Special Education, General Curriculum
  - Nonlicensure Program:
    - Professional Studies
- Forensic Psychology (M.A.)
  - Forensic Psychology with Clinical Mental Health Counseling option (M.A./M.A.)
- Pastoral Counseling (M.A.)
- Pastoral and Spiritual Care (M.A.)
- School Counseling (M.A.)

### Graduate Certificate Programs

- Administration and Supervision (post-master's)
- Counseling (post-master's)
- Pastoral Counseling (post-master's)

## MALEK 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 3,500 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 commu-

nity 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 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. 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 metropolitan Washington area 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 INQUIRY LEARNING

In fall 2008, Marymount initiated the DISCOVER Program, which is the University's Quality Enhancement Plan, a key component of Marymount's reaffirmation of accreditation by the Southern Association of Colleges and Schools. DISCOVER promotes student engagement in the Marymount University learning community, as well as broader national and international communities of learners, through research, creative work, and inquiry learning.

Inquiry learning is at the heart of DISCOVER. It engages and empowers students to formulate questions and unearth answers. In other words, students learn how to learn, in the classroom and beyond.

## THE DISCOVER CENTER

The DISCOVER Center, located in Rowley Hall, coordinates a variety of programs, activities, and resources for students and faculty to promote writing and inquiry-based learning. The DISCOVER Center also works with undergraduate faculty to promote the integration of inquiry learning and research in all academic majors at the University. The DISCOVER Center coordinates

- DISCOVER 101/201: Three-credit freshman and one-credit transfer student experiences, providing the foundation for inquiry-based learning



- Summer research program: Funded opportunities for undergraduate students, under the mentorship of a faculty member, to explore topics of interest to them
- Student Research Conference: An annual undergraduate and graduate research conference during which participants present the results from inquiry activities that have taken place inside and outside the classroom
- Conference funding: Undergraduate and graduate grant opportunities to fund students attending or presenting at regional and national conferences in their fields of study.

## 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 online at [www.marymount.edu](http://www.marymount.edu), search Ethics Award.

### GEICO LECTURE SERIES IN ETHICS

Marymount University hosts the GEICO Lecture Series in Ethics as part of its annual Ethics Week activities. Through the generous support of GEICO, Marymount hosts 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 online at [www.marymount.edu](http://www.marymount.edu), search Distinguished Visiting Professor.

### 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 online at [www.marymount.edu](http://www.marymount.edu), srch Marya McLaughlin Lectureship.

## 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.

**Butler Hall** serves administrative, academic, and residential functions. The Undergraduate Admissions Office and many classrooms share Butler Hall with suite accommodations for approximately 100 resident students.

**Caruthers Hall**, which opened in 2011, features state-of-the-art science and health science laboratories; a large classroom and several seminar rooms; a computer lab; faculty offices for mathematics, the sciences, and the health sciences; and Lola's Café.

**The Emerson G. Reinsch Library** building houses the University's library, including the Gomatos Reading Room, the Boldt Room, and Overdue Brew coffee bar, 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.

**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 Lodge** houses the Student Activities Office, Campus Ministry, the Office for Student Leadership and Commuter Services, the Honors Program Office, 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 and Board of Trustee events, and receptions for distinguished friends and visitors.

**Majella Berg Hall**, named for Marymount's third president, offers undergraduate student housing. The Student Health Center, the Counseling Center, and the Office of Campus and Residential Services are also located in this building.

**The Reston Center**, a Marymount extension site, provides space for academic programs, classes, and conferences. It offers classrooms, a computer lab, an Interior Design studio and an Interior Design resource library, a student lounge, and faculty and administrative offices.

**The Rose Benté Lee Center** provides space for all members of the University community to enjoy extracurricular activities



and is home to NCAA Division III basketball, swimming, and volleyball programs. The building includes the 1,000-seat Verizon Sports Arena; a fitness center; Bernie's café; 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.

**Rose Benté Lee Ostapenko Hall**, which opened in 2010, is an undergraduate residence hall with attractive suite-style housing for 239 students. A parking garage is located under this residence hall.

**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 and support services.

**St. Joseph Hall** houses computer labs and the Office of Financial Affairs.



## 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;
- a current résumé; 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 and Virginia Communication and Literacy Assessment (VCLA) 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 5087, Bowling Green Station, NY 10274-5087; World Educational Credentials Evaluators and College Planning, P.O. Box 341468, Tampa, FL 33694; AACRAO (American Association of Collegiate Registrars), 1 Dupont Circle, N.W., Suite 520, Washington, DC 20036; and Josef Silny and Associates, Inc., 7101 SW 102<sup>nd</sup> 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** must submit a satisfactory score from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson Test of English Academic (PTE) in order to be considered for admission, as follows:

**Minimum Score Requirements for Nonnative Speakers of English:**

TOEFL	600 paper-based, 250 computer-based, range of 96 to 100 Internet-based
IELTS	6.5 overall
PTE Academic	758

Applicants 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 15.)

**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 2011-12 academic year.

### **TUITION**

#### **GRADUATE STUDENT RATE**

- \$770 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**

- \$29,300 per year, for those entering in fall 2011 (Class of 2014), for a total of \$87,900 for the three-year program. This sum includes all PT courses, lab fees, immunization certification, 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 8, 2011
Spring Semester	January 9, 2012
Summer Sessions I and III	May 14, 2012
Summer Session II	June 23, 2012

Monthly late payment fees of \$75 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; credit card payments can be made online through Marynet), 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 \$55 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 using the form available on the Registrar's Office website (visit [www.marymount.edu](http://www.marymount.edu), search Registrar)
- by e-mail to [registrar@marymount.edu](mailto:registrar@marymount.edu)
- 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 e-mail, 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.



- 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

### ROOM AND BOARD

- Housing options, information, and rates available through the Office of Campus and Residential Services and online. Visit "Living on Campus" under "Student Life" on the Marymount website.
- University housing is not available without a resident board plan; meal plan options are available.
- Health service privileges and student health insurance are included in the fee for room and board and cannot be waived.
- Additional information about University-sponsored off-campus housing is available through the Office of Campus and Residential Services.

### COMMUTER MEAL PLANS

For information regarding commuter meal plans, contact the Office of Campus and Residential Services at (703) 284-1608 or visit [www.marymountdining.com](http://www.marymountdining.com).

### NEW STUDENT FEE

A one-time \$180 new student fee is charged to all graduate students. It covers such items as student ID cards, new student programs, standard transcript requests, graduation fees (except late petition fees), and continuous and late registration fees.

### TECHNOLOGY FEE

Students will be assessed a Technology Fee each fall, spring, and summer semester of \$8 per credit up to a maximum of \$96 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 Blackboard course management system, 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.

### COURSE/PROGRAM FEES

<b>Counseling</b> CE 510	<b>\$100 per course</b>
<b>Counseling</b> CE 513	<b>\$80 per course</b>
<b>Counseling (Internship application)</b> CE 599, 599P	<b>\$70 per course</b>
<b>Criminal Justice</b> CJ 508, 509	<b>\$70 per course</b>
<b>Education</b> ED 511	<b>\$100</b>
<b>Education (Student-Teaching Application)</b> ED 570A, 570B, 570D, 570SE	<b>\$120</b>
<b>Forensic Psychology (Internship application)</b> PS 599F	<b>\$70</b>
<b>Interior Design</b> ID 214, 485, 487, 512, 513, 580, 581, 582, 684, 685	<b>\$70 per course</b>
<b>Legal Administration/Paralegal Studies</b> LA 591	<b>\$80</b>
<b>Nursing Immunization Certificates</b> NU 553, NUF 502	<b>\$20 per course</b>
<b>Nursing Lab Fees</b> NU 553	<b>\$105</b>
NUF 502	<b>\$405</b>
NUF 503	<b>\$205</b>
NUF 504	<b>\$185</b>

### ALUMNI COURSE AUDIT FEE

For a fee of \$230 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

### NEW RESIDENT STUDENTS

For graduate students entering in the fall semester, a \$300 nonrefundable deposit is required by May 1 to reserve a place in University-sponsored housing. For those students entering

residence halls in the spring semester, a \$300 nonrefundable deposit is required by November 1.

If housing is available after the deposit deadline, applicants must make the deposit within 15 days of acceptance.

The one-time \$300 housing deposit, submitted with the Housing Application, will be rolled over from year to year until the resident leaves University housing. Unless the University approves or grants a deferral of the housing deposit, a student who chooses to decline or discontinue residence in University housing remains liable for the payment of the housing deposit in accordance with the housing contract.

Eligibility requirements for graduate housing are outlined on page 27.

### ACADEMIC PROGRAM DEPOSITS

A nonrefundable deposit is required from students in the following academic programs within 30 days of notification of acceptance, unless otherwise noted, in order to secure a place.

<b>All Counseling programs</b>	\$300
<b>Education Cohort at Reston</b>	\$200
<b>Forensic Psychology</b>	\$300
<b>Interior Design</b>	\$300
<b>Nursing (D.N.P. program)</b>	\$300
<b>Physical Therapy</b> , due within 3 weeks of acceptance	\$500

### 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. Resident students are automatically covered as part of their room and board fees and may not opt out.

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.

F-1 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<sup>1/3</sup> 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

Class Dropped	Fall/Spring	Summer	Type of Credit
By end of week 1	100%	75%	Tuition and fees
By end of week 2	75%	50%	Tuition only
By end of week 3	50%	25%	Tuition only
After week 3	0%	0%	

#### Weekend and Concentrated Courses

Class Dropped	Credit	Type of Credit
Up to 31 days before class begins	100%	Tuition and fees
30 days before class begins		
through first day of class	75%	Tuition and fees
First day of class and thereafter	0%	

#### 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 29.

### **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. An exception to this policy may be made in extraordinary circumstances such as an illness or medical emergency that qualifies the student for a medical leave.

For further information on the medical leave policy, see page 35 or contact the Office of 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 Session II 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](http://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 U.S. 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 [www.marymountjobs.com](http://www.marymountjobs.com).

#### **Grants**

##### *The Virginia Tuition Assistance Grant (TAG) Program*

This grant is available to Virginia residents who are full-time students pursuing their first graduate degree in the field of health professions only. Eligible programs include Health Care Management, Health Promotion Management, Nursing, and Physical Therapy. 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.

Marymount participates in the *Yellow Ribbon Program*, part of the post-9/11 GI bill which provides grants of \$2,000 per year to eligible veterans pursuing undergraduate or graduate degrees. The U.S. Department of Veterans Affairs (VA) matches this

amount with another \$2,000. Eligibility requirements are available through the VA or Marymount's Office of Financial Aid.

## Loans

### *Federal Direct Stafford Loan*

The *Federal Direct 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 Direct Unsubsidized Stafford Loan* is available for those who do not demonstrate need. The terms are the same as those for the Federal Direct Stafford Loan except that the student is responsible for the interest while in school.

Students who plan to pay tuition through a Federal Direct 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 15<sup>th</sup> 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 25 for more information about student campus employment.

## APPLICATION PROCEDURE FOR LOANS AND WORK-STUDY PROGRAMS

Students seeking financial aid through the Federal Direct 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](http://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 236,000 volumes in print or electronic form
- access to more than 37,000 journals in print or electronic form
- more than 150 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 80 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
- Overdue Brew coffee bar
- a color photocopier, black and white photocopiers, and public scanners, and 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 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 as well. 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 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.

### **Wireless Access**

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

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

Students enrolled in an online program or course should be familiar with course technology requirements prior to enrollment and registration. These requirements can be found on the Information Technology Services website, [www.marymount.edu/its](http://www.marymount.edu/its).

Library and Learning Services also assists distance education students through its "Information for Distance Learners"



Web page. It can be accessed through the Library's home page. Visit [www.marymount.edu](http://www.marymount.edu), search 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 website. Visit [www.marymount.edu](http://www.marymount.edu), search CIC.

## 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 website, in the CIC's resource library, and from department chairs or program directors.

## HEALTH SERVICES

The Student Health Center, located in Berg Hall, provides care for those illnesses or accidents that may occur while the student is a campus resident and coordinates with the resident student's personal physician in continuing treatment initiated at home. Emergency care is available to commuter students. Health Center personnel strive to maintain a healthful environment for all students through health-education programs.

During the fall and spring semesters, the Health Center is staffed by registered nurses. A University physician schedules regular clinic hours. Psychiatric consultation is available by appointment. Referral is made to specialists or clinics in the Washington area, as appropriate.

Because immunization records and adequate health information are essential to maintaining the health of the student and the entire college community, a confidential medical form, including a record of updated immunizations, is required for all resident graduate students. Failure to complete the medical form may impact a student's registration. The form is available from the Health Center or online on the Student Health Center's website. Visit [www.marymount.edu](http://www.marymount.edu), search Student Health Center. Regulations governing the Center are published in the *Student Handbook*.

Health and accident insurance is available through a commercial underwriter for all students taking nine or more credit hours. It is provided for resident students as part of their room and board fee. This insurance plan is administered through the Student Health Center. See page 20 for more information about "Insurance."

## 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 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 22 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 21 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 documen-

tation. 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. Resident students receive a *Student Handbook* when they move in to University housing. The *Student Handbook* is available to commuter students through the Office of Student Development and other locations around campus. All students should be certain they receive and review the *Student Handbook*.

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 website 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 Activities 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 Current Students section of the University website. 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 in the Sacred Heart of Mary Chapel; there is a Blessed Sacrament Chapel at the Ballston Center as well. 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. Some of these programs are ecumenical or interfaith in nature, to meet the spiritual needs of Marymount's diverse community. Campus Ministry also sponsors volunteer service programs coordinated by students under the guidance of assistant directors of Campus Ministry, including Universitywide events.

For students of other faiths and traditions, schedules for services at churches, temples, synagogues, and mosques easily accessible from the University, as well as 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 competes at the NCAA Division III level and is a founding member of the Capital Athletic Conference. 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. 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, but are not limited to, flag football, dodgeball, basketball, soccer, and table tennis. There are also two campus fitness centers that offer wellness activities such as yoga, Zumba, cardio, and weight training.

## 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-care-to-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. Menu options at Lola's Café in Caruthers Hall include sandwiches, salads, coffees, and pastries. The café 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.

## HOUSING

A limited number of on-campus and University-sponsored off-campus housing spaces are available for graduate students. The on-campus residences are single-occupancy suite-style rooms and are available to full-time graduate students 29 years of age and younger. University-sponsored off-campus accommodations are for any full-time graduate student and are single-occupancy rooms in one- or two-bedroom apartments. Housing is only available for Marymount students and not spouses or families of the student. Policies pertaining to housing and the Office of Campus and Residential Services are described in the *Student Handbook*. Please refer to this document for further information.

## 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

### 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

can be found in the Marymount University *Student Handbook*; the complete policy is available on the Academic Success Center's website. Visit [www.marymount.edu](http://www.marymount.edu), search Academic Success Center. 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 online, [www.marymount.edu/orientation](http://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 website at [www.marymount.edu](http://www.marymount.edu), search Registrar.

### REGISTRATION

Registration periods for students are posted on the Registrar's Web page. Visit [www.marymount.edu](http://www.marymount.edu), search 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 18 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 12 credits requires permission from the student's advisor, the associate dean, and the associate vice president for Academic Affairs. Students in the Doctor of Physical Therapy program will occasionally be enrolled in up to 18 credits.

## LATE REGISTRATION AND ADD/WITHDRAWAL PERIOD

During the first nine days of the fall or spring semester, unregistered students, including newly admitted students, may enroll in or add classes. During a summer session, a student must add before the second class meeting. 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.

## ADDING 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 last date to move from enrollment to Continuous Registration is the same date as the last day to withdraw from classes as listed in the Academic Calendar. 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 for more than one semester or leaving the University should consult with the academic advisor or program chair to understand the impact of an interruption of study upon the degree plan. When the student has decided to separate, he/she must obtain an official "Request for Separation from the University" form available at the Academic Success Center in Rowley Hall. The date of submission of the Request for Separation form is the official date that determines the student's financial responsibility to the University. Any tuition refund or credit will be calculated based on the withdrawal/separation date recorded by the Registrar's Office. The last date to file a request for separation is the last day of classes as indicated by the Academic Calendar.

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 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 Admissions Office.

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. For a student who has not enrolled in the current semester, the last date to file Continuous Registration is the last day to withdraw from classes.

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 consortium class registration procedures and deadlines, please visit the Registrar's Office Web page. Visit [www.marymount.edu](http://www.marymount.edu), search Registrar and review the Frequently Asked Questions link.

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;
- the course or courses are applicable to the student's intended graduate degree program as a requirement or an elective; and
- the content of the course can be deemed relevant and current.

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.

### CLASSROOM CODE OF CONDUCT

Marymount University expects all members of the community to be active participants who learn from others and contribute, in turn, to the learning of others. Therefore, all members of the community agree to work together in every academic activity to create an educational environment of responsibility, cooperation, respect, and civility.

To create such an environment, all members should contribute to the learning environment by arriving on time and leaving when dismissed. Repeatedly arriving late or departing early is not acceptable. Students who must arrive late or leave early from an individual class should notify the professor before the scheduled class and should enter and/or leave class with minimal disruption.

During class, all electronic devices – pagers, cell phones, players, and computers – should be shut off unless required in a class activity. Those whose work or family obligations require them to remain in contact should inform the instructor in advance and use the device's least intrusive setting.

The classroom – both face-to-face and virtual – is a professional setting where appropriate behavior is expected. Every participant should focus on the educational activity and contribute to it. Electronic communication among participants should be conducted professionally. An instructor has the right to uphold these expectations through an attendance policy, a class participation grade, or other mechanism. A student whose behavior disrupts the educational environment can be asked to leave. Repeated and/or serious interruptions may be reported as violations of the Marymount University Community Conduct Code and investigated according to the Code's procedures.

This policy describes a minimum standard of expected classroom behavior, and individual professors and/or programs may include additional expectations regarding student behavior in class and consequences for failing to meet such expectations. It is the professor's responsibility to inform students of these expectations at the beginning of the semester, and the student's responsibility to adapt his/her behavior to specific professors' expectations.

## 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 continuous dialogue from admission through graduation. This conversation encourages the student's participation in the University community, the growth of ethical awareness, the fulfillment of program requirements, and the advancement of a career.

Students are responsible for

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

Faculty are responsible for

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

Each School is responsible for

- implementing an advising model that matches the institution's mission and the needs of all students;
- encouraging the development of advising skills by promoting "best practices";

- assigning students to an advisor, then communicating those assignments to advisors and advisees; and
- evaluating faculty advisors to ensure continuous improvement.

The University is responsible for

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

## PROGRAM PLANNING

All graduate programs include a list of courses required for completing the desired degree or certificate. There may be a recommended or specified enrollment sequence for 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 exams 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 website. Visit [www.marymount.edu](http://www.marymount.edu), search Registrar.

## ASSESSMENT OF LEARNING OUTCOMES

At Marymount University, faculty strive to improve the curriculum and teaching by assessing student learning. Each academic degree program of the University has identified learning outcomes and evaluates the extent to which students achieve them. Various measures are used depending upon the



nature of the program: comprehensive examinations, theses, portfolio submissions, examples of student work, and/or standardized professional board examinations. The results of these measures are used by faculty to continually improve and strengthen the University's programs.

Individuals interested in additional information can contact the Office of Institutional Effectiveness.

### 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 (-), which is not used for C grades. 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 33 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 up until the last date to withdraw with a grade of W or separates from the University after the last 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:

Grade	Quality points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F	0.0

## 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 and their program faculty.

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 Clinical Mental Health Counseling, Pastoral Counseling, and School 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.

*Upsilon Pi Epsilon* is the Information Technology honor society. Membership is open to both undergraduate and graduate students. To be eligible, graduate students must have completed 18 graduate credits with a minimum GPA of 3.6, exclusive of research and seminar courses.

## DUAL ACADEMIC PROGRAMS OR DEGREES

Each graduate degree program is considered to be separate from any other degree program, and each requires achievement of all programs' learning outcomes. 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, unless specifically noted by a particular dual degree program. (See program requirement details in each School section of this catalog.)

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

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

**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.

**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.

**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 or certificate 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.

## 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 on the Registrar's Web page or in the Registrar's Office) by the deadline posted on the Registrar's Office Web page. Visit [www.marymount.edu](http://www.marymount.edu), search Registrar. 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 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 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 take no more than two courses (up to 8 credits) during the summer semester to complete their degree requirements may participate in the May Commencement exercises if they meet both of the following conditions:

1. complete a petition for graduation by the designated deadline; and

2. complete and have signed by their dean a Course Completion Plan. The plan must specify all remaining requirements and in which prescribed session(s) in the summer semester immediately following Commencement the student intends to complete the work. The Course Completion Plan must be submitted to the Office of the Registrar by the graduation petition deadline.

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

## Diplomas

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

Diplomas are issued in the student's name as it appears in official University records. 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 \$90 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.

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.

Same-day service is available for a fee, payable in advance.

Unofficial transcripts are available to current students via Marynet.

## MEDICAL LEAVE POLICY

A student who experiences an extended illness or medical emergency that causes absence from classes for more than three days should contact the Office of Student Development, which will notify instructors of the student's absence. If a student's condition is serious enough to prevent the student from completing the semester, advice regarding the student's options should be sought from the Academic Success Center prior to withdrawing from courses.

A student who cannot continue enrollment may request a medical leave. A medical leave means that the student will be withdrawn from all courses in which the student is enrolled that semester and unregistered for courses for subsequent semesters. If the withdrawal occurs after the deadline to drop, the student receives a W on the transcript.

To receive a medical leave, a student must

- submit a written request to the associate vice president for Academic Affairs (contact the Academic Success Center for instructions and forms);
- submit documentation from a licensed clinician (not a family member) that attests to the medical necessity for withdrawal;
- submit the request no later than 15 days after the last day of the semester to which the request applies; and
- not have taken any final examinations.

A student who receives a medical leave must submit a letter of intent to resume studies prior to the start of the next semester. The University may require documentation that the illness or emergency has been resolved before allowing re-enrollment.

## 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 page 32 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.
- A graduate student dismissed from the University may not apply for readmission to the same academic program.
- Some graduate degree programs have additional academic requirements. Students should refer to the appropriate program section of the Graduate Catalog for information about the requirements for their respective programs.

## **ACADEMIC DISMISSAL**

Students facing dismissal from the University due to academic performance have the opportunity to appeal to the faculty of their program. The Academic Success Center notifies the students facing dismissal and informs them of the appeal procedures and deadlines.

If a student wishes to appeal dismissal, 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 academic 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; or
- participate in registration for a future semester.

## STUDENT GRIEVANCE PROCESS

A student who has a complaint or grievance should bring it forward promptly for resolution.

If the matter concerns a final grade for a course, a student should attempt to resolve it informally in discussions with the instructor of record. A final grade is reviewed only when there is a question whether the grade was calculated in accordance with the requirements and grading procedures stated in the course syllabus. A complaint that is not resolved informally between a student and an instructor should be referred first to the appropriate department chairperson and, if still unresolved, to the School dean. The decision of the School dean is final. Problems involving course grades must be brought forward within 45 days of the end of the semester in which the grade was earned.

A student who has an academic grievance other than a grade should attempt to resolve it informally in discussions with the appropriate instructor, faculty member, or his/her advisor. A complaint that is not resolved informally between a student and a faculty member is to be referred to the appropriate department chairperson. If not resolved, the complaint may be taken to the School dean. If the student is still not satisfied, he or she may bring the concern in writing to the associate vice president for Academic Affairs. Appeals of the decision made by the associate vice president for Academic Affairs may be brought to the provost and vice president for Academic Affairs. The decision of the provost and vice president for Academic Affairs regarding the issue or issues of concern is final. For consideration, a student should bring forward a complaint or problem no later than 45 days from the end of the semester in which the concern occurred.

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

## 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 website also offer additional information about such programs. Visit [www.marymount.edu](http://www.marymount.edu), search study abroad.

#### 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 29 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, Corcoran College of Art + Design, Gallaudet University, George Mason University, Georgetown University, The George Washington University, Howard 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 pages 29-30.

Enrollment procedures may be found under the FAQ section of the Registrar's Office Web page. Visit [www.marymount.edu](http://www.marymount.edu), search Registrar.

# School of Arts and Sciences

Dean: Dr. George D. Cheatham, Jr.

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 is an interdisciplinary program of study in art history, history, literature, and philosophy that immerses students in the unique cultural resources and opportunities of the Washington, DC, area.

Graduate study in the humanities enhances historical consciousness, fosters clear thinking, and hones writing skills. The program's small seminar classes introduce students to humanistic inquiry and engage them with the world of ideas through close textual study, individual research, and classroom discussion.

The program is flexible, allowing students to tailor their studies to fit their personal and career goals. Those planning to continue toward a doctorate work closely with Marymount faculty mentors to prepare for the competitive process of gaining entry to a Ph.D. program in one of the humanities disciplines. Those seeking a humanities-related professional career in administration, research, public outreach, or editorial or museum work complete an internship with a Washington, DC, area institution that supports scholarship in the humanities or brings its results to the public. The master's degree in Humanities also provides the required graduate credit hours for teaching English or history at the community college level. Secondary school teachers will find the program a challenging and rewarding path to career advancement.

The program encourages students to explore connections between humanities disciplines before specializing and welcomes talented transitional and nontraditional students. To accommodate the schedules of working

students, all graduate courses are offered during late afternoon and evening hours. The program also hosts an evening colloquium series.

Students in the program complete 33 credits (11 courses) consisting of foundation courses, program courses, a capstone seminar, and a final project in the form of a master's thesis or internship. Foundation courses discuss theoretical and methodological frameworks for studying the humanities and present the unique opportunities and resources that the Washington, DC, region offers to humanities students. Program courses focus on a variety of topics in art history, history, literature, and philosophy. Each capstone seminar takes advantage of current events in the region and challenges students to synthesize their knowledge, skills, and experiences from the foundation and program courses by addressing issues raised by these unique opportunities. The final project is undertaken under the supervision of a faculty advisor. It can be an independently researched thesis project that demonstrates the student's ability to integrate materials, 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 connecting humanistic inquiry with that organization's mission.

Through the M.A. in Humanities, students will acquire a critical understanding of Western intellectual culture through close study of significant works of art, history, literature, and/or philosophy. Upon successful completion of this program, students will be able to

- develop an original argument, orally or in writing, on a focused topic that generates new knowledge; and
- create a strong written and oral presentation of an argument, demonstrating mastery of the subject; informed consideration of its historical, cultural, or critical context; clarity of organization; and grace of expression.

**Admission Requirements:** In addition to the Universitywide requirements for graduate admission (see page 15), the applicant must

- submit official transcripts of all postsecondary education reflecting a minimum grade point average of 3.0 on a 4.0 scale;
- provide evidence of a bachelor's degree with at least an undergraduate minor in one of the Humanities disciplines, or an interdisciplinary Humanities minor, or the equivalent;



- submit two letters of recommendation from educators or employers who can attest to the applicant's potential for graduate work;
- provide a sample critical research paper on a topic in art history, history, literature, or philosophy, or a comparable subject;
- submit a personal essay describing the benefits expected from the Master of Arts in Humanities program; and
- interview with a representative of the graduate program in Humanities.

**Priority Application Deadlines:** November 1, February 1, and May 1.

**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 16 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)*

- 1 to 3 Foundation Courses 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)
- 6 to 8 Program Courses from the following: 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); 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); 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 (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** (3-9 credits): Selections may represent any of the 4 disciplines in the program – Art History, History, Literature, and Philosophy. (See Degree Requirements and Course Descriptions for the disciplinary focus.) A minimum of one Foundation Course is required during the first year in the program.

**Program Courses** (18-24 credits): Selections must represent 3 of the 4 disciplines in the program. No more than 6 Program Courses may be taken from any single discipline. (See Degree Requirements and Course Descriptions for the disciplinary focus.) Students who plan to pursue a career in postsecondary teaching, however, are advised to take at least 4 Program Courses from a single discipline.

**Capstone Seminar** (3 credits): Before enrolling in the Capstone Seminar, the student must have taken at least 7 graduate courses including at least one Foundation Course.

**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 Architecture. The First Professional degree (Track Two) is for those with a baccalaureate degree not in Interior Design or Architecture. 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.

Upon successful completion of the Interior Design program, students will be able to

- proficiently use quantitative and qualitative programming skills of project goals and objectives in written and graphic evaluative and assessment tools;
- efficiently formulate qualitative schematic design skills to develop solutions incorporating human factors, ADA and universal requirements, and environmental elements and responses;
- efficiently formulate quantitative design development skills to develop solutions incorporating building and life safety codes; furniture, fixture, and equipment (FF & E) requirements; and the built environment;
- demonstrate the ability to read, evaluate, and construct contract documents;
- analyze and demonstrate an understanding of contract administration and the legal and ethical business practices of interior design; and
- evaluate theories, hypotheses, and/or design problems and effectively derive conclusions and solutions through qualitative and quantitative research methods.

**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:** Under certain circumstances, a student may be admitted on a nondegree basis with permission of the director of Interior Design graduate programs. Nondegree students are limited to 8 credits.

**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 15), 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 15);
- 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 the interview); and
- an interview with an official representative of the School of Arts and Sciences.

Students with an Interior Design or Architecture 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 additional undergraduate and/or graduate course(s).

**International Students:** See page 16 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

### 36 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

18 credits from the following: ID 512 Furniture Design Seminar; ID 513 Computer-aided Drafting and Design; ID 515 Field Study and Advanced Rendering; ID 522 Environmental Behavior Seminar; ID 523 Methodology, Theory, and Criticism Seminar; ID 524 Design Methods Seminar; ID 525 Health Care Design Seminar; ID 535 Illumination and Acoustical Design Seminar; ID 536 Technology for Interior Design Seminar; ID 552 American Interiors Seminar; ID 553 Modern Design and Architecture Seminar; ID 554 Historic Preservation Seminar; ID 555 Historic Interiors Seminar; ID 556 Historic Research, Documentation, and Design Seminar; ID 558 Interior Design Study Tour; ID 582 Advanced Design Studio III; ID 590 Practicum; ID 595 Graduate Directed Research. A maximum of 6 credits may be chosen from other areas of the graduate curricula, including Business Administration, Education, Human Resources, and Humanities. Approval must be received 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 must have or expect to earn a bachelor's degree from an accredited college or university before enrollment in the First Professional graduate degree program.

To meet requirements of the Council for Interior Design Accreditation (CIDA), the applicant's transcript must show a minimum of 30 credits of liberal arts and sciences coursework in

such disciplines as English composition, literature, foreign language, history, sociology, mathematics, biology, philosophy, humanities, psychology, and economics. Coursework in professional disciplines, such as business, cannot be included in this total. Applicants with fewer than 30 credits in the required coursework will be expected to make up the deficit before the portfolio review.

In addition, applicants to this 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 15).

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

### Undergraduate Foundation Courses

#### 24 credits

FA 201 History of Art I, FA 202 History of Art II, or FA 300-level Art History course

FA 481 Accelerated Design

ID 214 Architectural Graphics III

ID 231 Textiles and Finish Materials

ID 426 Current Issues in Interior Design

ID 485 Accelerated Architectural Graphics

ID 487 Accelerated Interior Design Studio

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 portfolio review.

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.

### **Graduate Courses**

#### *51 credits*

- 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
- ID 580-581 Interior Design Studio I & II
- 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

12 credits 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.

Upon successful completion of this program, students will be able to

- write substantial academic essays that show an understanding of literary theory and the ability to analyze a literary text from a specific theoretical approach;
- write essays that draw on a significant body of critical commentary and scholarship in addition to the primary text;
- write essays in a style that is clear, well-organized, fluent, and suitable for an academic audience;
- consistently and correctly follow the guidelines of a specific style manual: either Modern Language Association (MLA) or Chicago; and
- do extensive research using both print and online resources.

**Admission Requirements:** In addition to meeting the Universitywide requirements for graduate admission (see page 15) applicants must

- provide evidence of a bachelor's degree with a major in English, or a major in a Humanities discipline with at least 18 credits in English (9 at the 300 or above level), or a major in any interdisciplinary Humanities program;
- submit 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
- submit 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 16 for further information on nondegree studies.



**International Students:** See page 16 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

Foundation Courses (6 credits), as follows:

EN 501 Building Textual Interpretation

EN 502 The Transformation of Literary Study

Program Courses (21-27 credits), as follows:

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

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 522 Out of the '30s\*; EN 527 Dante's Florence and the *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)

6 to 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 690 Practicum (for students in the 36-credit program) or

EN 695 Master's Project (for students in the 30-credit program)

\*These courses are cross-listed as Humanities (HUM) courses.

## School of Business Administration

Dean: James F. Ryerson

Using the resources of its unique location, Marymount University's School of Business Administration educates and prepares students to become ethical business and technical professionals who think critically and communicate effectively in a diverse, dynamic, and global environment.

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 dialogue 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.

### 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.

**Admission Requirements for Degree Programs:** In addition to Universitywide requirements (see page 15), graduate student applicants must submit the following:

- a satisfactory standardized test score (see Note on page 15). 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.

The School of Business Administration strongly recommends that candidates have at least two years of work experience before applying. (This differs for applicants for the programs under Management. Please see information beginning on page 56 for further information.)

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

The Office of Graduate Admissions will assist applicants for both degree and dual degree programs with application procedures.

### Application Deadlines:

Completed applications must be received by the following priority deadlines for admission to graduate degree programs in the School of Business Administration:

July 16	fall semester
November 16	spring semester
April 16	summer semester

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

**NOTE FOR INTERNATIONAL APPLICANTS:** Because of the sequencing of courses in some graduate programs, international students enrolling for the first time in either the spring or summer semester may find it difficult to maintain their full-time student status taking only courses required by the program. International students who want to begin a graduate Business program in the spring or summer should consult with the Office of Graduate Admissions first and/or the program director about potential scheduling challenges.

### Dual Degree Program Admission and Enrollment:

Students seeking admission to a dual degree program must meet admission requirements for both programs. Those who wish to pursue a dual degree are encouraged to apply when they first enroll in the University; however, students can elect to enroll in a dual degree program after they have begun their graduate studies at Marymount.

Students enrolling in any of the School of Business Administration's dual degree programs may not substitute any courses specified in the programs. Furthermore, the degrees specified in a dual degree program must be awarded simultaneously.

#### **Graduate Provisional 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 provisional basis. Students who are admitted under provisional 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 16), 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 and meet the admission requirements for the degree program to which they are applying.

**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.

**Graduate Student Orientation Requirement:** The School of Business Administration requires new graduate students to attend a Graduate Student Orientation. Orientation sessions are held in August and January for the fall and spring semesters, respectively. Students will be notified about the date and time of their orientation session, after their acceptance into a program.

**Minimum Grade (GPA) Requirements:** All graduate students in the School of Business Administration must maintain a cumulative grade point average (GPA) of 3.0 or higher. It is University policy that no course may be repeated more than once. These requirements apply 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.

Upon successful completion of this program, students will be able to

- 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)*

Courses are listed in recommended sequence of enrollment.

MBA 512 Accounting for Managers

MBA 513 Business Communication

MBA 514 Quantitative Methods for Management

MBA 515 Organizational Behavior

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

LA 561 Law and the Business Environment

MGT 560 Ethical Issues in Business and Society

1 international course from the following: ECO 585

International Trade and Global Markets, FIN 585

International Finance, HCM 585 Global Health Care, HRM 585

Global Human Resource Issues, MBA 585 Global Business

Experience, MGT 585 Global Business Management, MKT 585

Global Marketing, MSC 585 Global Operations Strategy. (A

track may require a specific international course.)

2 School of Business Administration 500/600-level elective courses or track requirements as follows:

**M.B.A. 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 M.B.A. 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)

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

**International Business Track**

4 courses from the following: ECO 585 International Trade and Global Markets, FIN 585 International Finance, HCM 585 Global Health Care, HRM 585 Global Human Resource Issues, MBA 585 Global Business Experience, MGT 585 Global Business Management, MKT 585 Global Marketing, MSC 585 Global Operations Strategy

**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)

2 additional 500-level Marketing courses

**Nonprofit Management Track**

MGT 537 Nonprofit Management

MKT 537 Nonprofit Marketing

2 courses from the following: ACT 537 Accounting and Finance for Nonprofit Managers, LA 557 Nonprofit Legal Issues, MKT 557 Fundraising

1 international course as listed under Degree Requirements

(Students who complete this track will be awarded the Nonprofit Management graduate certificate in addition to the degree.)

**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.

Upon successful completion of all dual degree requirements, students will receive both an M.B.A. and an M.A. in Human Resource Management. Students successfully completing both degrees will achieve the outcomes of each of the two programs. Student outcomes for the M.B.A. program are listed on page 46. Student outcomes for the M.A. in Human Resource Management are listed on page 51.

**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 46.

**Dual Degree Requirements**

57 credits

Courses are listed in recommended sequence of enrollment.

MBA 512 Accounting for Managers

MBA 513 Business Communication

MBA 514 Quantitative Methods for Management

MBA 515 Organizational Behavior

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

LA 561 Law and the Business Environment

MGT 560 Ethical Issues in Business and Society

HRM 585 Global 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 (IT). A dual degree will prepare students for management responsibilities in today's fast-growing IT industry in a global and competitive business environment.

Upon successful completion of all dual degree requirements, students will receive both an M.B.A. and an M.S. in Information Technology. Students successfully completing both degrees will achieve the outcomes of each of the two programs. Student outcomes for the M.B.A. program are listed on page 46. Student outcomes for the M.S. in Information Technology are listed on page 52.

**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 46.

### **Dual Degree Requirements**

*57 credits*

Courses are listed in recommended sequence of enrollment.

MBA 512 Accounting for Managers  
 MBA 513 Business Communication  
 MBA 514 Quantitative Methods for Management  
 MBA 515 Organizational Behavior  
 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  
 LA 561 Law and the Business Environment  
 MGT 560 Ethical Issues in Business and Society  
 1 International Business course  
 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/BUSINESS ADMINISTRATION DUAL DEGREE (M.S./M.B.A.)**

See dual degree program under Health Care Management on page 49.

### **NONPROFIT MANAGEMENT (GRADUATE CERTIFICATE)**

This program prepares students for leadership positions in the rapidly growing nonprofit sector. This certificate offers students the business skills needed to solve the complex managerial problems faced by managers of nonprofit enterprises. Management, marketing, accounting, finance, fundraising, and legal issues are addressed in a nonprofit-specific context. Additionally, the required courses in the Nonprofit Management certificate can be used as a component of the Nonprofit Management track within the M.B.A. program.

This certificate is currently offered at Marymount's Reston Center.

**Minimum Grade Requirements:** Students in this certificate program must meet the University's academic standards for graduate students and achieve a minimum grade of C for each course required in the certificate.

### **Certificate Requirements**

*18 credits*

Courses are listed in recommended sequence of enrollment.

MGT 537 Nonprofit Management  
 MKT 537 Nonprofit Marketing  
 ACT 537 Accounting and Finance for Nonprofit Managers  
 MBA 515 Organizational Behavior  
 MGT 560 Ethical Issues in Business and Society  
 1 course from the following: LA 557 Nonprofit Legal Issues, MKT 557 Fundraising

### **HEALTH CARE MANAGEMENT**

#### **HEALTH CARE MANAGEMENT (M.S.)**

The mission of the Health Care Management program is to prepare managers to perform effectively in the highly competitive Washington, DC, metropolitan area health services marketplace.

Because of the University's close proximity to federal agencies, Capitol Hill, and national provider professional associations, the structure and content of the curriculum strives to position students to become future federal health care managers. Given the location of federal agencies and national provider associ-



ations, the University and this program are in a prime position to educate students to become managers in the development and implementation of effective future health care policy.

The program provides core business skills integrated with specialized training in the unique characteristics of the health care environment. The curriculum focuses on the current and relevant issues in health care and encompasses the fast-paced and dynamic changes in this field. The program prepares students with experience in either health care or business for a career in hospital administration, with managed care facilities, or as financial/operational managers in HMOs.

The program is committed to exhibiting the highest professional and ethical standards, addressing the needs of both individuals and health care organizations, providing health care education to the local community, and encouraging participation in community service. The program is also dedicated to contributing to the field through publication, scholarship, and community activities.

Upon successful completion of this program, students will be able to

- critically analyze, interpret, and develop responses to health care policy issues, incorporating historical and environmental perspectives and an adherence to professional ethical standards, with the primary goal of improving delivery of patient care;
- contribute to problem-solving through the development of decision-support services that promote financially and economically sound management of processes, equipment, and human resources while facilitating efficient and high-quality patient care;
- interpret, summarize, and present epidemiological data and market trends to communicate population health needs and organizational demands;
- identify and evaluate deficiencies and apply process improvement tools and measures that lead to optimal efficiency and flow within budgetary and regulatory constraints;
- communicate effectively through outstanding oral and written communication skills, both individually and as members of high-performing interdisciplinary teams; and
- act as future leaders in the health care industry while furthering their careers in health care management by incorporating and developing innovative strategies and best business practices using evidence-based guidelines to minimize harm and maximize quality patient outcomes.

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 C is required to receive credit for a course in the Health Care Management program. See GPA requirements on page 46.

## Degree Requirements

*42 credits*

Courses are listed in recommended sequence of enrollment.

HCM 510 Health Care Management

ECO 590 Health Care Economics

NU 590 Health Care Data Analysis

NU 591 Health Care Research or MSC 515 Research Methods

HRM 530 Foundations of Human Resource Management

IT 503 Managing Information Technology or IT 545 Health Care Informatics

HCM 520 Health Care Reimbursement Systems

HCM 535 Health Care Policy and Ethics

HCM 550 Health Care Finance

LA 540 Health Care Law

HCM 555 Health Care Strategic Planning and Marketing

HCM 560 Health Care Operations Management

HCM 565 Health Care Cases and Project

1 course from the following: HCM 525 Health Care

Management – Long-Term Care, HCM 585 Global Health

Care, HCM 596 Special Topics in Health Care Management

## 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.

Upon successful completion of all dual degree requirements, students will receive both an M.S. in Health Care Management and an M.B.A. Students successfully completing both degrees will achieve the outcomes of each of the two programs. Student outcomes for the M.S. in Health Care Management program are listed on this page. Student outcomes for the M.B.A. are listed on page 46.

**Minimum Grade Requirements:** A minimum grade of C is required to receive credit for a course in this dual degree program. See GPA requirements on page 46.

## Dual Degree Requirements

57 credits

Courses are listed in recommended sequence of enrollment.

HCM 510 Health Care Management

ECO 590 Health Care Economics

NU 590 Health Care Data Analysis

NU 591 Health Care Research or MSC 515 Research Methods

IT 503 Managing Information Technology or IT 545 Health Care Informatics

HCM 520 Health Care Reimbursement Systems

HCM 535 Health Care Policy and Ethics

HCM 550 Health Care Finance

LA 540 Health Care Law

1 course from the following: HCM 525 Health Care Management – Long-Term Care, HCM 585 Global Health Care, HCM 596 Special Topics in Health Care Management

MBA 513 Business Communication

MBA 515 Organizational Behavior

HCM 555 Health Care Strategic Planning and Marketing

MBA 522 Corporate Finance

MBA 521 Marketing Concepts and Practice

1 International Business course

HCM 560 Health Care Operations Management

HCM 565 Health Care Cases and Project

MBA 526 Strategic Management Seminar

## 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 managing patient records, payments, and other financial data, among other things.

Upon successful completion of all dual degree requirements, students will receive both an M.S. in Health Care Management and an M.S. in Information Technology. Students successfully completing both degrees will achieve the outcomes of each of the two programs. Student outcomes for the M.S. in Health Care Management program are listed on page 49. Student outcomes for the M.S. in Information Technology are listed on page 52.

**Minimum Grade Requirements:** A minimum grade of C is required to receive credit for a course in this dual degree program. See GPA requirements on page 46.

## Dual Degree Requirements

60 credits

Courses are listed in recommended sequence of enrollment.

HCM 510 Health Care Management

ECO 590 Health Care Economics

NU 590 Health Care Data Analysis

NU 591 Health Care Research or MSC 515 Research Methods

HRM 530 Foundations of Human Resource Management

IT 545 Health Care Informatics

HCM 520 Health Care Reimbursement Systems

HCM 550 Health Care Finance

1 course from the following: HCM 525 Health Care Management – Long-Term Care, HCM 585 Global Health Care, HCM 596 Special Topics in Health Care Management

HCM 535 Health Care Policy and Ethics

LA 540 Health Care Law

HCM 565 Health Care Cases and Project

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

HCM 555 Health Care Strategic Planning and Marketing

HCM 560 Health Care Operations Management

IT 680 IT Master's Project

## HEALTH CARE INFORMATICS (GRADUATE CERTIFICATE)

See program under Information Technology section on page 54.

## 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.

Upon successful completion of this program, students will be able to

- use organizational analysis and research methodology to develop and implement HR and OD interventions that support high performance in individuals, teams, and organizations;
- identify and develop HR and knowledge management interventions that support business strategies and add value to the entire business enterprise;
- function as a role model of HR leadership, orchestrating strategy and working effectively in a team environment; and
- implement and continuously monitor HR initiatives in alignment with personnel law, health and safety regulations, ethical behavior, labor relations, diversity, and international issues.

This program is certified by the Society for Human Resource Management (SHRM) and the American Society for Training and Development (ASTD) to be in alignment with designated competencies as required by each association.

**Minimum Grade 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 for the degree.

### Degree Requirements

*36 credits*

Courses are listed in recommended, but not required, sequence of enrollment.

HRM 538 HR Selection and Recruitment  
 HRM 539 Performance Management  
 HRM 534 Total Pay Perspective  
 LA 535 Employment Law  
 MSC 515 Research Methods  
 MGT 511 Business Essentials  
 OD 521 Organization Development and Change Management  
 MGT 515 Leading and Managing Teams  
 HRM 533 Strategic Human Resource Management  
 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 47.

### **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 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 for the certificate.

### Certificate Requirements

*15 credits*

Courses are listed in recommended sequence of enrollment.

HRM 538 Human Resource Selection and Recruitment  
 HRM 539 Performance Management  
 HRM 534 Total Pay Perspective  
 LA 535 Employment Law  
 OD 521 Organization Development and Change Management

### **KNOWLEDGE AND LEARNING IN ORGANIZATIONS (GRADUATE CERTIFICATE)**

This program prepares students to determine when learning and education solutions are appropriate, determine the requirements for instructional programs, design and develop learning programs and supporting materials, and evaluate the results of learning programs.

**Minimum Grade 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 for the certificate.

### Certificate Requirements

*15 credits*

Courses are listed in recommended sequence of enrollment.

OD 521 Organization Development and Change Management  
 HRM 503 Training and Development or HRM 509 Instructional Design and Strategies  
 HRM 539 Performance Management  
 MGT 525 Knowledge Management  
 OD 523 Executive Coaching

## ORGANIZATION DEVELOPMENT (GRADUATE CERTIFICATE)

This program allows students to concentrate on organization development (OD) applications and fieldwork.

**Minimum Grade 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.

### Certificate Requirements

*15 credits*

Courses are listed in recommended sequence of enrollment.

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  
Organizational Behavior

OD 523 Executive Coaching

## 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 a specialized track to complete their program:

- Computer Security
- Health Care Informatics
- 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, cyber-crime, hardware design, software development, database

management, information assurance, and operations management.

Upon successful completion of this program, students will be able to

- manage enterprisewide information systems to ensure that the organization can compete in today's global and high-performance environment;
- exercise leadership roles in analyzing, designing, developing, and integrating high-quality IT solutions that meet the Information Technology Infrastructure Library (ITIL) and Capability Maturity Model Integration (CMMI) requirements;
- effectively lead IT project and software development activities in government or industry;
- independently conduct research, evaluate options, and apply the knowledge learned to IT applications in areas such as computer security, software engineering, data management, and IT policy;
- optimize 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
- use specialized IT knowledge and skills to obtain certifications in areas such as software engineering, information architecture, 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 15) applicants may be required to interview with the program director.

**Course Substitution Policy:** If a student can exhibit a depth of knowledge gained through prior experience and/or previous coursework, more advanced courses may be substituted for 500-level program requirements.

**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 46.

## Degree Requirements

36 credits

Courses are listed in recommended sequence of enrollment.

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

IT 680 IT Master's Project or IT 670 Computer Network Defense  
(for those in Computer Security track)

4 electives or track courses, as follows:

### **Computer Security**

IT 535 Advanced Computer Security

IT 547 Security and Privacy of Electronic Documents

IT 570 Information Assurance and Policy

1 course from the following: IT 560 Cryptography, IT 575  
Information Security Management, IT 670 Computer Network  
Defense

(Students who complete this track will be awarded the  
Computer Security and Information Assurance graduate  
certificate in addition to the degree.)

### **Health Care Informatics**

IT 545 Health Care Informatics

IT 547 Security and Privacy of Electronic Documents

HCM 510 Health Care Management

HCM 520 Health Care Reimbursement Systems

(Students who complete this track will be awarded the Health  
Care Informatics graduate certificate in addition to the  
degree.)

### **Project Management and Technology Leadership**

MSC 545 Project Management

MSC 555 Program Management

IT 580 Technology Leadership or IT 585 Managing Technical  
People

1 course from the following: IT 555 E-Business, MGT 507  
Leadership, MGT 515 Leading and Managing Teams, MGT 525  
Knowledge Management, MGT 551 Negotiation Skills and  
Management, MSC 516 Operations Management, MSC 550  
Procurement and Contracting

(Students who complete this track will be awarded the IT  
Project Management and Technology Leadership graduate  
certificate in addition to the degree.)

### **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 48.

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

See dual degree program under Health Care Management on  
page 50.

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

This program prepares 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. Students cover the body  
of knowledge required for the Certified Information Systems  
Security Professional (CISSP) certification.

**Admission Requirements:** In addition to Universitywide  
requirements for graduate certificate admission (see page  
16), 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.

**Program Completion Requirement:** All coursework must be  
completed at Marymount University within 3 years of the date  
of matriculation.



## Certificate Requirements

*18 credits*

Courses are listed in recommended sequence of enrollment.

- IT 520 Enterprise Infrastructure and Networks
- IT 530 Computer Security
- IT 535 Advanced Computer Security
- IT 547 Security and Privacy of Electronic Documents
- IT 570 Information Assurance and Policy
- 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.

**Admission Requirements:** In addition to Universitywide requirements for graduate certificate admission (see page 16), the applicant should hold a bachelor's degree and show significant coursework or experience in Information Technology or Computer Science.

**Program Completion Requirement:** All coursework must be completed at Marymount University within 3 years of the date of matriculation.

## Certificate Requirements

*18 credits*

Courses are listed in recommended sequence of enrollment.

- IT 510 Systems Engineering
- IT 520 Enterprise Infrastructure and Networking
- IT 530 Computer Security
- IT 540 Enterprise Data Management and Analysis
- IT 545 Health Care Informatics
- IT 547 Security and Privacy of Electronic Documents

## 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 16), the applicant should hold a bachelor's degree and show significant coursework or experience in Information Technology or Computer Science.

**Program Completion Requirement:** All coursework must be completed at Marymount University within 3 years of the date of matriculation.

## Certificate Requirements

*18 credits*

Courses are listed in recommended sequence of enrollment.

- 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 16), the applicant should hold a bachelor's degree and show significant coursework or experience in Information Technology or Computer Science.

**Program Completion Requirement:** All coursework must be completed at Marymount University within 3 years of the date of matriculation.

## Certificate Requirements

*18 credits*

Courses are listed in recommended sequence of enrollment.

- IT 510 Systems Engineering
- IT 515 Decision Making for IT
- MSC 545 Project Management
- MSC 555 Program Management
- IT 580 Technology Leadership or IT 585 Managing Technical People
- 1 course from the following: IT 555 E-Business, MGT 507 Leadership, MGT 515 Leading and Managing Teams, MGT 525 Knowledge Management, MGT 551 Negotiation Skills and Mediation, MSC 516 Operations Management, MSC 550 Procurement and Contracting

## 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.

Upon successful completion of these programs, 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 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. See GPA requirements on page 46.

**Sequence of classes:** Students are encouraged to take LA 590 and LA 591 early in the course sequence in Track I and II, and LA 550 toward the end of the Track I program. Students should also make note of course prerequisites and when courses are offered while planning their schedules. Prerequisite course information can be found in the Course Description section of this catalog and online.

## 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

Students without prior paralegal or criminal justice experience must complete LA 500 Introduction to the Legal System, in addition to the following:

*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
- 1 LA 500-level elective course
- MBA 515 Organizational Behavior
- 2 Business 500-level elective courses

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

## 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

Students without prior paralegal or criminal justice experience must complete LA 500 Introduction to the Legal System, in addition to the following:

*36 credits*

- FIN 500 Finance for Nonfinancial Managers
- HRM 530 Foundations of Human Resource Management
- LA 509 Public Law and Administrative Procedures
- LA 550 Law Office Management
- LA 561 Law and the Business Environment
- LA 562 Law, Computers, and the Internet
- LA 590 Supervising Legal Research and Writing

LA 591 Advanced Legal Research and Writing/Computerized Legal Research

MBA 512 Accounting for Managers

MBA 515 Organizational Behavior

2 Business 500-level elective courses

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

### **LEGAL ADMINISTRATION TRACK UNDER THE M.B.A.**

See Business Administration (M.B.A.) beginning on page 46.

### **PARALEGAL STUDIES (GRADUATE CERTIFICATE)**

This certificate is offered for those students who have a bachelor's degree. The certificate may be earned either independently or in conjunction with a Master of Arts in Legal Administration. This program is approved by the American Bar Association (ABA). When a student receives a Paralegal Studies certificate from an ABA-approved program, the student may not provide legal services directly to the public, except as permitted by law.

**Minimum Grade 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. See GPA requirements on page 46.

### **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 in addition to the following courses:

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.

Upon successful completion of this program, students will be able to

- demonstrate the knowledge, skills, and attributes necessary for forward-looking, practicing managers;
- make and communicate strategic, results-driven decisions; and
- demonstrate strategic thinking and the ability to build relationships and manage effective work groups and teams.

The M.S. in Management is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

**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 15) and School of Business Administration requirements (see page 45), all 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 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. See GPA requirements on page 46.

### **Degree Requirements**

*36 credits*

FIN 500 Finance for Nonfinancial Managers

MBA 515 Organizational Behavior

MGT 502 Managing Innovation

MGT 507 Leadership

MGT 560 Ethical Issues in Business and Society

MGT 585 Global Business Management

MGT 590 Organization Policy and Strategy

MSC 545 Project Management

OD 523 Executive Coaching

3 School of Business Administration 500-level elective courses or track requirements as follows:

**Leadership Track**

MBA 513 Business Communication  
 MGT 515 Leading and Managing Teams  
 OD 521 Organization Development and Change Management

**Organization Development and Change Management Track**

MGT 525 Knowledge Management  
 OD 521 Organization Development and Change Management  
 OD 524 Consulting Skills

**Project Management Track**

IT 503 Managing Information Technology  
 MGT 525 Knowledge Management  
 MSC 555 Program Management

**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 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. See GPA requirements on page 46.

**Certificate Requirements***18 credits*

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

**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 in consultation with Marymount faculty or graduate program directors. 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 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. See GPA requirements on page 46.

**Certificate Requirements***18 credits*

IT 503 Managing Information Technology  
 MGT 502 Managing Innovation  
 MGT 551 Negotiation Skills and Mediation  
 MSC 545 Project Management  
 MSC 555 Program Management  
 1 course from the following: LA 561 Law and the Business Environment, MGT 525 Knowledge Management, 500-level IT course

**NONPROFIT MANAGEMENT (TRACK UNDER THE M.B.A. AND GRADUATE CERTIFICATE)**

See programs under Business Administration beginning on page 46.

## 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 Clinical Mental Health Counseling, Pastoral Counseling, Pastoral and Spiritual Care, and School Counseling.

The Clinical Mental Health 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 is accredited by the National Council for Accreditation of Teacher Education (NCATE) as well.

Marymount also offers a Forensic Psychology option for students in the Clinical Mental Health Counseling program. This is a unique opportunity to earn both a master's degree in Clinical Mental Health 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 15), 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;
- 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:

*Clinical Mental Health Counseling, Pastoral and Spiritual Care, and the Pastoral Counseling programs:* Students are admitted for the fall or summer semester. Completed applications must be received by January 16 or May 3 for fall and summer enrollment. Applications received after these deadlines will be considered for a future admission date. If space permits, students may be admitted for the spring semester. Contact the Office of Graduate Admissions for information.

*School Counseling program:* Students are admitted for the fall semester only. Completed applications must be received by January 16 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 post-master's certificate-seeking students (see page 16), applicants for the Counseling certificate and Certificate of Advanced Studies in Pastoral Counseling must already hold a master's degree in Counseling.

Special permission by the Counseling faculty is required for the following clinical courses: CE 522C, CE 522S, CE 523C, CE 523S. Certificate students are not permitted to enroll in the following courses: CE 597C, CE 597P, CE 597S, CE 599C, CE 599P, and CE 599S, since they are reserved for those admitted into degree programs.



**Academic Progression:** The Counseling faculty will review the academic, clinical, 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 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:**

*Clinical Mental Health Counseling and Pastoral Counseling programs:* CE 501, CE 520, CE 522C, CE 523C, CE 523P, CE 597C, CE 597P, CE 599C, and CE 599P require a minimum grade of B to advance in the program.

*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, 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 Counseling 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.

**Service Requirements:** All graduate students in any Pastoral Counseling program are required to log a minimum of 30 hours of service to Marymount or the community. See the Pastoral Counseling student handbook for details.

**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. Students must gain approval prior to enrolling in a course outside of Marymount. Many CACREP courses are not permitted to be transferred.

### **CLINICAL MENTAL HEALTH COUNSELING (M.A.)**

This program prepares students to work as clinical mental health counselors who will seek licensure as a professional counselor. The program is designed for students to demonstrate the clinical skills and professional knowledge needed in the field of counseling to work in a variety of clinical settings.

Marymount's Clinical Mental Health Counseling program provides an opportunity to earn a degree and complete the coursework needed for licensure as a professional counselor (LPC) in 60 credit hours. Individuals are eligible to sit for the National Board for Certified Counselors (NBCC) examination at Marymount toward the end of their program of study and begin the supervised experience necessary to become a licensed professional counselor upon completion of this degree program.

Upon successful completion of this program, students will be able to

- display a command of the knowledge base required for professional counselors: foundations of the counseling field, individual and group counseling skills, tests and measurements, research methods and design, human growth and development, career development, counseling theory, diagnosis and treatment, multicultural counseling, and ethical issues in counseling;
- effectively conduct individual and group counseling sessions;
- apply American Counseling Association (ACA) ethical and professional standards; and
- demonstrate an understanding of current trends in the job market; self-marketing strategies; and professional, legal, and ethical compliance.

## Degree Requirements

60 credits

- CE 500 Research and Evaluation
  - CE 501 Bases of Psychopathology
  - CE 502 Foundations, Ethics, and Professional Issues in Clinical Mental Health 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 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 Clinical Mental Health Counseling Practicum
  - CE 599C Internship: Clinical Mental Health Counseling (6 credits)
  - PS 517 Neuropsychological Issues, Treatments, and Assessments
  - 2 courses from the following: CE 513 Assessment of Personality and Social Functioning, 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, CE 620 Cognitive Therapy Techniques.
- Students should consult with their state licensing board to determine appropriate electives.

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

## CLINICAL MENTAL HEALTH COUNSELING WITH FORENSIC PSYCHOLOGY OPTION (M.A./M.A.)

Marymount offers a Forensic Psychology option for students in the Clinical Mental Health Counseling program. Through this program, the student has an opportunity to earn a Master of Arts in Clinical Mental Health Counseling and a Master of Arts in Forensic Psychology.

Marymount's Forensic Psychology program balances traditional counseling 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 70.)

The Clinical Mental Health Counseling program provides an opportunity to earn a degree, be eligible to sit for the National Board for Certified Counselors (NBCC) examination toward the end of the 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 Clinical Mental Health Counseling program. After completion of 40 credit hours in the Clinical Mental Health Counseling program, the student may apply to be admitted to the Forensic Psychology program.

## Total Program Requirements

75 credits

- CE 502 Foundations, Ethics, and Professional Issues in Clinical Mental Health 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 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 Clinical Mental Health Counseling Practicum
- CE 599C Internship: Clinical Mental Health Counseling (6 credits)
- PS 500 or CE 500 Research and Evaluation
- PS 501 or CE 501 Bases of Psychopathology
- PS 507 Social Psychology of Aggression
- 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
- SOC 510 Theories of Social Deviance

**COUNSELING (POST-MASTER'S CERTIFICATE)**

This program is for individuals who have earned a master's in Counseling at an accredited institution. 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 522, CE 523, CE 597, or CE 599 as part of their certificate program.

**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. This program is not intended for those who are seeking licensure as a licensed professional counselor (LPC).

Upon successful completion of this program, students will be able to

- display a command of the knowledge base required for professional counselors: foundations of the counseling field, individual and group counseling skills, tests and measurements, research methods and designs, human growth and development, career development, counseling theory, diagnosis and treatment, multicultural counseling, and ethical issues in counseling;
- effectively conduct individual and group counseling sessions;
- apply American Counseling Association (ACA) ethical and professional standards;
- demonstrate an understanding of current trends in the job market; self-marketing strategies; and professional, legal, and ethical compliance; and
- demonstrate how they have met or will meet the competencies for addressing spiritual and religious issues in counseling as put forth by the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC).

**Degree Requirements**

48 credits

- CE 501 Bases of Psychopathology
- CE 502 Foundations, Ethics, and Professional Issues in Clinical Mental Health 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 Clinical Mental Health Counseling Practicum or CE 597P Pastoral Counseling Practicum

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).

Upon successful completion of this program, students will be able to

- display a command of the knowledge base required for professional counselors: foundations of the counseling field, individual and group counseling skills, tests and measurements, research methods and designs, human growth and development, career development, counseling theory, diagnosis and treatment, multicultural counseling, and ethical issues in counseling;
- effectively conduct individual and group counseling sessions;
- apply American Counseling Association (ACA) ethical and professional standards;
- demonstrate an understanding of current trends in the job market; self-marketing strategies; and professional, legal, and ethical compliance; and
- demonstrate how they have met or will meet the competencies for addressing spiritual and religious issues in counseling as put forth by the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC).

## Degree Requirements

60 credits

- CE 500 Research and Evaluation
- CE 501 Bases of Psychopathology
- CE 502 Foundations, Ethics, and Professional Issues in Clinical Mental Health 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 Clinical Mental Health Counseling Practicum or CE 597P Pastoral Counseling Practicum
- CE 599C Internship: Clinical Mental Health 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.

Upon successful completion of this program, students will be able to

- display a command of the knowledge base required for professional school counselors: foundations of school counseling, individual and group counseling skills, tests and measurements, research methods and designs, human growth and development, career development, counseling theory, diagnosis and treatment, multicultural counseling, and ethical issues in counseling;
- effectively conduct individual and group counseling sessions;
- apply American Counseling Association (ACA) and American School Counselor Association (ASCA) ethical and professional standards; and
- demonstrate an understanding of current trends in the school counseling job market; self-marketing strategies; and professional, legal, and ethical compliance.

## Degree Requirements

Some of these courses require field experiences and have prerequisite or corequisite coursework. Please see the course descriptions for details.

60 credits

- CE 500 Research and Evaluation
- CE 503 Advanced Human Growth and Development
- CE 505 Advanced Study of Individuals with Exceptionalities
- CE 508 Crisis Intervention
- CE 509 Substance Abuse and Assessment
- 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\*\*  
 Elective

\*Students seeking licensure as an LPC should consult an advisor about substituting CE 501 Bases of Psychopathology for CE 529.

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

## CRIMINAL JUSTICE

### CRIMINAL JUSTICE ADMINISTRATION AND POLICY (M.A.)

This program is designed with an emphasis on administration and policy in the criminal justice arena. By promoting an integrated, academically rigorous, and empirically oriented curriculum, the program helps working criminal justice professionals develop the repertoire of professional skills necessary to better manage their current positions, assume leadership roles, and/or continue doctoral training in criminal justice. It serves three types of students:

- those currently working in criminal justice agencies who seek a position in criminal justice management;
- criminal justice agency managers who wish to advance within the organization;
- those currently working in the industry who wish to teach criminal justice.

This is a cohort-based program in which the majority of the credit hours can be earned through online learning. An additional one-week residency block is required during the first summer in the program.

Upon successful completion of the program, students will be able to

- understand and apply theories and legal processes that underlie the criminal justice system;

- conduct an original research project employing appropriate research methods and statistical procedures;
- conduct policy analysis in the field of criminal justice;
- understand and analyze current administrative and management issues that surround the criminal justice system; and
- articulate a working understanding of ethical issues that surround the criminal justice system.

**Admission Requirements:** In addition to meeting the Universitywide requirements for graduate admission (see page 15), applicants must

- submit a writing sample, minimum 500 words, describing the applicant's background, motivation for entering the program, a possible area of interest for the thesis topic, and postgraduate plans;
- provide two letters of recommendation;
- show evidence of two years of experience in the criminal justice field; and
- interview with a program representative.

**Enrollment Policy and Application Deadlines:** Students are admitted for the summer semester only. Applications received by November 1 will be given priority consideration. The final deadline for all applications is April 1.

### Degree Requirements

36 credits

CJ 500 Foundations of Criminal Justice Administration  
 CJ 501 Victims of Interpersonal Violence  
 CJ 504 Research Methods in Criminal Justice  
 CJ 507 Juvenile Justice  
 CJ 511 Current Controversies in Corrections  
 CJ 512 Executive Leadership and Organizational Change  
 CJ 520 Politics and Policy Analysis in Criminal Justice  
 CJ 521 Terrorism and Counterterrorism  
 CJ 550 Special Topics in Criminal Justice  
 CJ 599 Thesis in Criminal Justice  
 SOC 510 Theories of Social Deviance

## EDUCATION

Marymount University's professional programs leading to the Master of Education are dedicated to the mission "Preparing Education Leaders for Diverse Learning Communities." The three strands comprising the conceptual framework model that synergistically interact include critical thinker, effective practitioner, and caring professional. Knowledge of content, human



growth and development, and pedagogy, along with current research and learning theory, provide the foundation for Marymount's professional programs. All courses and experiences are designed to achieve this mission.

Upon successful completion of any Master of Education program, students will be able to

- analyze content, behavior, and data for instructional decision making;
- reflect on the context of the classroom and the outcomes of their students;
- use strategic problem solving to support the development of all learners;
- demonstrate a thorough understanding of content, human development, and pedagogy;
- use communication, technology, management, and pedagogical skills to implement instruction and assessment; and
- exhibit high ethical standards, respectful attitudes, and a dedication to teaching.

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 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 Administration and Supervision program offers an add-on endorsement for Virginia licensure in Administration and Supervision (grades PK-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 high school) is also available through the Department of Counseling. Information about the School Counseling program can be found beginning on page 62.

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 66.

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 15), applicants to the M.Ed. program must

- 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 3.0

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
    - Praxis I Mathematics only: passing score 178 (Praxis I Mathematics exam may be waived with sufficient SAT/ACT score. See an academic advisor for further information.)
    - Virginia Communication and Literacy Assessment (VCLA): combined subtest scores in reading and writing of 470
- Applicants for the Administration and Supervision and for the Professional Studies programs are not required to take the Praxis or VCLA.

**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 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 teaching 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.

## 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 or the Special Education, General Curriculum (K-12) program. All field and clinical experiences, as well as student teaching, are supervised and take place at the schools.

### 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.

### The Student-Teaching Experience

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

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 15 for fall student teaching. Passing scores must be attained for all licensure exams (Praxis II and VRA) before submitting an application. Please note that when applying for fall semester student-teaching placements, the last test dates for the Praxis I and VRA are in March. When apply-

ing 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 Office of Clinical Experiences.

### **Student Teaching Abroad**

Students who would like to student teach abroad must contact the chair of the Education Department the semester before he or she will apply to student teach. Placements are currently available in Asia and Europe through Marymount University's partnership with the U.S. Department of Defense Schools (DoDDS). Placements also are available in New Zealand through a separate partnership with schools there. Students are required to complete one seven-week placement in the Washington metropolitan area before beginning their international placement. Tuition for student teaching abroad remains the same; however, student teachers are responsible for their own transportation, housing expenses, and any additional program fees.

### **Student Teaching Out-of-Area**

Students who want to student teach out of the local area within the United States must contact the chair of the Education Department the semester before he or she will apply to student teach. Out-of-area placements are granted on a case-by-case basis based on the student's need to relocate due to personal and/or financial reasons. If the out-of-area student teaching assignment is granted, the student teacher is responsible for any additional costs exceeding that which Marymount provides to the cooperating teachers and supervisors. Students register for student teaching through Marymount, regardless of the geographic location of the placement.

### **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); and
- gain the approval of the Graduate Teacher Education Committee.

### **ADMINISTRATION AND SUPERVISION, PK-12 (M.ED.)**

This program is designed to prepare candidates for school administration in public and private schools. It also provides 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 this program may complete an internship and should contact the program director for instructions on applying for the internship.

Students are required to successfully complete 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).

Upon successful completion of the Master of Education in Administration and Supervision, students will be able to

- demonstrate high moral, ethical, and legal standards in their relationships with students, faculty, and parents;
- exhibit an effective and caring attitude that seeks to develop the whole child intellectually, physically, emotionally, socially, and spiritually;
- exemplify a love of teaching, appreciation for diversity, respect for the unique gifts and talents of all, and understand the importance of integrating the values of faith;
- demonstrate effective problem solving skills, tools of inquiry, and analytical abilities that generate multiple solutions for practical decision-making that can affect the school, student development, the parish, and the wider community;
- employ appropriate and effective instructional and budget planning processes and leadership strategies that impact the curriculum and assessment of all students;
- understand supervision evaluation strategies for faculty/staff growth and development; and
- understand basic legal issues and demonstrate knowledge of resources related to safe and effective management of student, faculty, and school issues.

### **Degree Requirements**

*36 credits*

- ED 581 Foundations of American Education for School Leadership
- ED 582 Building School Community Relations
- 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

### **ADMINISTRATION AND SUPERVISION, PK-12 (POST-MASTER'S CERTIFICATE)**

Candidates who already hold a master's degree 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 Administration and Supervision 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 550 Research Methods

ED 552 Effective Classroom Management

ED 554 Computers and Technology in the Classroom

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 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, an additional 3-credit student-teaching experience (contact the department chair for information), 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

ED 570A Student Teaching: PK-6 (3 credits)

#### ***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

ED 570A Student Teaching: PK-6 (3 credits)

### **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" 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
- 3 credits in applied linguistics: EN 552 Applied Phonology, EN 554 Applied Grammar: Syntactic Structures, EN 558 History of the English Language, ED 561 Teaching Language Pragmatics

## PROFESSIONAL STUDIES (M.ED.)

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

## Degree Requirements

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

36 credits

- 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 540 Project

ED 550 Research Methods

ED 554 Computers and Technology in the Classroom or ED 574 Advanced Educational Technology

One of three professional emphasis areas must also be selected and 15 credits chosen from the following 3-credit classes (Other courses may be selected with the consent of an advisor):

### Teaching and Learning

- ED 516 Adolescent Psychology
- 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

### Exceptional Populations

- ED 509 Special Education: Foundations and Characteristics
- ED 511 Psychoeducational Assessment and Instructional Programming
- ED 516 Adolescent Psychology
- ED 519 Current Research, Trends, and Legal Issues in Special Education
- ED 522 Reading, Language Development, and Remedial Strategies
- ED 523 Diagnostic and Creative Literacy Instruction
- ED 529 Collaboration and Consultation in Special Education Settings
- ED 545 Transition and Family Issues for Individuals with Disabilities

### ESOL and International

- ED 522 Reading, Language Development, and Remedial Strategies
- EN 550 General Linguistics or ED 543 Fundamentals of Language Arts
- EN 552 Applied Phonology



ED 553 Teaching English as a Second Language

EN 554 Applied Grammar: Syntactic Structures

ED 561 Teaching Language Pragmatics

ED 563 ESL/ESP: Curricula, Materials, and Tests

## **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 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 516 Adolescent Psychology\*

ED 526 Cross-cultural/International Curricula or

ED 565 Cross-cultural Education and the Language Arts

ED 537 Reading Across the Curriculum: Secondary\*

ED 538 Secondary Teaching Methods\*

ED 550 Research Methods

ED 552 Effective Classroom Management\*

ED 554 Computers and Technology in the Classroom\*

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 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 noted 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 67 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 503 Curriculum: Theory and Practice

ED 509 Special Education: Foundations and Characteristics\*

ED 511 Psychoeducational Assessment and Instructional Programming

ED 519 Current Research, Trends, and Legal Issues in Special Education

ED 522 Reading, Language Development, and Remedial Strategies

ED 523 Diagnostic and Corrective Literacy Instruction

ED 529 Collaboration and Consultation in Special Education Settings

ED 539 Instructional Implementation of the Individualized Education Program

ED 545 Transition and Family Issues for Individuals with Disabilities

ED 549 Assessments, Techniques, and Interventions in Behavior Management

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 58 for more 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.

Upon successful completion of this program, students will be able to

- think and write critically about issues in forensic psychology and deliver conclusions in an effective oral presentation;
- discriminate between the various types of criminal behaviors;
- examine justice and legal issues via various lenses, including, but not limited to, social psychology, neuropsychology, abnormal psychology, and developmental psychology and sociology;
- appraise the legitimacy and utility of numerous investigative and assessment techniques;
- compare and contrast biopsychosocial theories that explain the reasons why people engage in deviant and criminal acts;
- argue the strengths and weaknesses of relevant public policy issues to the field of forensic psychology;
- assess the structure of the American adversary system, its strengths and weaknesses, and its relationship to our democratic society; and
- propose and evaluate solutions to major problems in the system, taking into account political and ethical considerations.

**Admission Requirements:** In addition to Universitywide requirements for graduate admission (see page 15), 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);
- satisfactory scores on the GRE (including the Analytical Writing score), as determined by the Department;
- two letters of recommendation that speak directly to the applicant's academic and interpersonal skills; and
- a personal statement, maximum 500 words, describing the applicant's background and motivation for entering the field of study for which he/she is applying, as well as the applicant's rationale for applying to Marymount's Forensic Psychology program.

**Application 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 following: the internship application process, which includes a review of academic progress; prerequisite coursework; and appropriate paperwork. Students must also submit the required application fee and gain the 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 Social Psychology of Aggression
- 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

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; 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; PS 529 Psychopathology of Childhood and Adolescence; PS 583 Psychology and Treatment of the Juvenile Offender; 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 591 Child Victimization; PS 592 Foundations of Political Psychology; PS 598 Project. 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 considering the M.A. in Forensic Psychology and M.A. in Clinical Mental Health Counseling should select CE 508 and CE 509 as their electives.

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

### **FORENSIC PSYCHOLOGY WITH CLINICAL MENTAL HEALTH COUNSELING OPTION (M.A./M.A.)**

Marymount offers a Clinical Mental Health 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 Clinical Mental Health 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 Clinical Mental Health 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 Clinical Mental Health Counseling program, see page 59.

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 may apply to be admitted to the Clinical Mental Health Counseling program. An interview is required as part of the Clinical Mental Health Counseling program admission process.

### **Total Program Requirements**

*75 credits*

PS 500 Research and Evaluation

PS 501 Bases of Psychopathology

PS 507 Social Psychology of Aggression

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

SOC 510 Theories of Social Deviance

CE 502 Foundations, Ethics, and Professional Issues in Clinical Mental Health 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 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 Clinical Mental Health Counseling

CE 599C Internship: Clinical Mental Health Counseling (6 credits)

# Malek 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.

Within an ethical framework and an open and welcoming environment for persons of all religions and cultures, the Malek School of Health Professions will

- provide student-centered, inquiry-guided, evidence-based, collaborative programs of study that meet and exceed professional standards and the needs of the community;
- enable students to develop a philosophy of professionalism and the skills necessary to become excellent health care professionals who contribute to the body of knowledge that supports best practices across the disciplines through education, research, and scholarship;
- provide visionary leaders in health promotion and health care delivery, who are developers of innovative health care systems, change agents, health care advocates, and members of professional organizations; and
- foster a commitment to lifelong learning and service to the community.

## 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.

Upon successful completion of this program, students will be able to

- assess the need for health education;
- evaluate research related to health education;
- design and evaluate health promotion programs;
- implement behavior change through health education programs;
- understand health education program management;
- serve as a health education resource person in specific health content areas, such as fitness assessment, program design, nutrition, weight control, and stress management; and
- advocate for preventive health education.

**Admission Requirements:** In addition to the Universitywide requirements for graduate admission (see page 15), applicants must also

- present acceptable scores from either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) (see Note on page 15);
- 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 in the field and a record of outstanding undergraduate or graduate performance may petition the chair for a waiver of the standardized test requirement.

**Nondegree Admission:** Students may enroll in Health Promotion Management classes as nondegree students. No more than 9 credits may be taken without being admitted to the Health Promotion Management degree program.

**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

6 credits in HPR electives

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.).

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 Degree and Certificate

**programs:** In addition to Universitywide graduate admission requirements (see page 15 for degree programs and page 16 for post-master's certificate programs), applicants must

- provide evidence of having earned a Nursing degree from an accredited college or university (M.S.N. applicants must hold a B.S.N. with a minimum GPA of 3.0. Certificate applicants must hold an M.S.N. with a minimum GPA of 3.3. D.N.P. applicants entering with a B.S.N. as their highest credential must have a minimum 3.3 GPA and must maintain a 3.5 GPA and be eligible for graduation as an M.S.N. prior to enrolling in NU 700-level courses. D.N.P. applicants with an M.S.N. as their highest credential must have a minimum 3.5 GPA);
- hold an unrestricted R.N. license;
- provide two letters of recommendation from professionals who can attest to the applicant's potential for graduate work. At least one recommendation should be from a direct supervisor;
- submit a 250- to 500-word professional essay describing professional goals and motivation for seeking the degree;
- D.N.P. applicants should identify an area of interest for their final project; and
- Family Nurse Practitioner degree and certificate program applicants must have two years of full-time experience or the equivalent before beginning practicum courses.

After a preliminary review of application materials, applicants may be invited to interview with appropriate Nursing faculty.

### Enrollment Policies and Application Deadlines:

Summer/Fall enrollment: preferred deadline – April 1; final deadline – June 1

Spring enrollment: preferred deadline – September 15; final deadline – November 1

NOTE: The D.N.P. is a part-time program with students admitted in the fall semester only.

**Transfer Credit Policy:** M.S.N. students may request that up to 12 credit hours be reviewed for acceptance as transfer credit. D.N.P. students may request that up to 9 credit hours be

reviewed. Only courses in which a student has earned a grade of B or better will be considered.

**Nondegree Admission:** Faculty approval is required for nondegree student enrollment in graduate Nursing courses. Approval is based on applicant qualifications and class space availability. Courses that may be taken on a nondegree basis are NU 501, NU 508, NU 512, NU 550, NU 551, NU 590, and NU 591. No more than 9 credits may be taken without enrolling in the M.S.N. program.

**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);
- 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 will result in dismissal from the program.

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

### **NURSING (M.S.N.)**

Marymount offers the Master of Science in Nursing with two concentrations: Family Nurse Practitioner and Nursing Education. Post-master's certificates in these two areas are available also.

Upon successful completion of the M.S.N. program, students will be able to

- use advanced knowledge from the sciences and related disciplines to support advanced nursing practice and role development;
- use knowledge of nursing and theories of related disciplines as the basis for advanced nursing practice;
- develop expertise in specialized areas of advanced nursing practice;
- utilize research to provide high quality health care;
- plan and initiate change in nursing practice and health care systems;
- implement leadership strategies in a variety of settings to advance professional nursing and health care;
- engage in collaborative relationships to improve health care delivery and advance nursing practice; and
- employ ethical theory in the decision-making process.

### **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.

Marymount's Master of Science in Nursing Family Nurse Practitioner curriculum is framed within The Essentials of Master's Education for Advanced Practice (1996), National

Organization of Nurse Practitioner Faculties (NONPF), and Criteria for Evaluation of Nurse Practitioner Programs (NTE, 2008).

### **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 and 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 and 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*

- NU 550-551 Advanced Pathophysiology I and II
- NU 552 Advanced Pharmacology
- 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 and 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 and 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, and III  
 NUE 590 Nursing Education Practicum  
 Elective

### NURSING EDUCATION (POST-MASTER'S CERTIFICATE)

#### Certificate Requirements

*25 credits*

NU 550-551 Advanced Pathophysiology I and II  
 NU 552 Advanced Pharmacology  
 NU 553 Advanced Health Assessment  
 NUE 503-505 Nursing Education I, II, and III  
 NUE 590 Nursing Education Practicum

### NURSING (D.N.P.)

Marymount's Doctor of Nursing Practice (D.N.P.) program provides the knowledge, skills, and abilities needed to negotiate and improve the health care system.

Acquired skills include those needed to 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.

Upon successful completion of this program, students will be able to

- develop new approaches to advanced nursing practice and health care delivery based on scientific knowledge and theories of nursing and other disciplines;
- demonstrate clinical, organizational, and systems-level leadership through design of innovative models of caring;
- design methods for evaluating clinical outcomes to direct evidence-based practice for improving health care outcomes;
- utilize knowledge drawn from epidemiological, statistical, and technological data to implement quality improvement initiatives for practice with individuals, aggregates, or populations;
- lead interprofessional teams in the analysis of complex practice and organizational issues;
- demonstrate leadership in health policy advocacy at the local, state, and federal level;
- demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes;
- apply ethical analysis when generating policy, research, and practice; and
- use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

Students who enter with a B.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 for a total of 72-74 credits. Students entering with a non-clinical M.S.N. as their highest credential must complete the 30 credits that constitute the Family Nurse Practitioner post-master's certificate in addition to the 30-32 credits for the D.N.P. program for a total of 60-62 credits. (Transfer credit for equivalent M.S.N. core courses may be accepted if the student has earned a grade of B or better in these courses.) Students entering with an M.S.N. and an APN credential as a clinical nurse specialist (CNS) or nurse practitioner must successfully complete 30-32 credits to earn the D.N.P. 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 801 Doctoral Project, students will be expected to prepare a manuscript for publication in a refereed journal or prepare a project appropriate for a regional or national conference.

## Degree Requirements

*For those entering with a B.S.N.*

72 - 74 credits

Courses are listed in recommended sequence of enrollment.

NU 501 Theoretical and Ethical Foundations of Advanced Nursing Practice  
 NU 550 Advanced Pathophysiology I  
 NU 512 Nursing and Health Care Systems and Organizations  
 NU 551 Advanced Pathophysiology II  
 NU 590 Health Care Data Analysis  
 NU 552 Advanced Pharmacology  
 NU 591 Health Care Research  
 NUF 502 Advanced Assessment and Health Screening for the Family Nurse Practitioner  
 NUF 501 Professional Role Development of the Family Nurse Practitioner  
 NUF 503 Primary Care of the Family I\*  
 NUF 504 Primary Care of the Family II\*  
 NU 700 Evidence-Based Practice  
 NU 705 Multivariate Analysis  
 NU 704 Diversity in Health and Illness  
 NU 701 Innovative Models of Care Delivery  
 NU 702 Epidemiology  
 NU 706 Policy and Advocacy in Health Care  
 NU 703 Research Methods and Applications  
 ECO 590 Health Care Economics  
 NU 800 Residency\*  
 NU 801 Doctoral Project

\*Students must complete a total of 1,000 supervised post-baccalaureate clinical hours to fulfill program requirements. Post-baccalaureate clinical hours achieved prior to entering the D.N.P. program must be officially documented. 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 5 credits.

## Degree Requirements

*For those entering with a non-clinical M.S.N.*

60 - 62 credits

Courses are listed in recommended sequence of enrollment.

NU 550 Advanced Pathophysiology I  
 NU 552 Advanced Pharmacology  
 NU 551 Advanced Pathophysiology II

NUF 502 Advanced Assessment and Health Screening for the Family Nurse Practitioner

NUF 501 Professional Role Development of the Family Nurse Practitioner

NUF 503 Primary Care of the Family I\*

NUF 504 Primary Care of the Family II\*

NU 700 Evidence-Based Practice

NU 705 Multivariate Analysis

NU 704 Diversity in Health and Illness

NU 701 Innovative Models of Care Delivery

NU 702 Epidemiology

NU 706 Policy and Advocacy in Health Care

NU 703 Research Methods and Applications

ECO 590 Health Care Economics

NU 800 Residency\*

NU 801 Doctoral Project

\*Students must complete a total of 1,000 supervised post-baccalaureate clinical hours to fulfill program requirements. Post-baccalaureate clinical hours achieved prior to entering the D.N.P. program must be officially documented. 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 5 credits.

## Degree Requirements

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

30 - 32 credits

Courses are listed in recommended sequence of enrollment.

NU 700 Evidence-Based Practice

NU 705 Multivariate Analysis

NU 704 Diversity in Health and Illness

NU 701 Innovative Models of Care Delivery

NU 702 Epidemiology

NU 706 Policy and Advocacy in Health Care

NU 703 Research Methods and Applications

ECO 590 Health Care Economics

NU 800 Residency\*

NU 801 Doctoral Project

\*Students must complete a total of 1,000 supervised post-baccalaureate clinical hours to fulfill program requirements. Post-baccalaureate clinical hours achieved prior to entering the D.N.P. program must be officially documented. 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 5 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.

Upon successful completion of this program, students will be able to

- function independently, managing patients with a wide variety of simple or complex conditions;
- perform skilled physical therapist examinations, interventions, and clinical reasoning proficiently and consistently;
- apply best available scientific evidence, clinical judgment, and patient preferences in physical therapy patient management;
- manage a full-time physical therapist's caseload to achieve resource-efficient and patient-effective outcomes;
- exhibit care, compassion, and empathy in delivering physical therapy services sensitive to individual, cultural, and social differences; and
- implement a self-directed plan for professional development and lifelong learning.

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

**Admission Requirements and Eligibility:** 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 website ([www.ptcas.org](http://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 website. 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;
- two letters of recommendation (using the form provided by PTCAS) from faculty, academic advisors, physical therapists, or employers addressing the applicant's ability, motivation, and interest in pursuing graduate studies in Physical Therapy; and
- scores from the Graduate Record Exam (GRE).

The Physical Therapy program's Admissions Committee reviews all applications. Initial evaluation of applicants includes assessment of overall GPA, prerequisite science GPA, GRE scores, applicant's written statement, community activities, and recommendations.

Special consideration is given to current Marymount students who have completed at least two full-time semesters at Marymount prior to applying, Marymount University graduates, and persons from minority groups that are underrepresented in the profession.

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

After the initial review of applicants' preliminary materials, all individuals being considered for admission are invited to participate in a Department of Physical Therapy interview, typically a Saturday in January. Interview Day consists of a personal interview, group activity, and facility tour. Please check the University website or call the Office of Graduate Admissions to determine the date of Interview Day for the upcoming year. Admission decisions are announced to applicants within 30 days following their scheduled interview. All accepted students must confirm acceptance within three weeks of notification.

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

CHM 151-152 Principles of Chemistry I and II (8 credits)

BIO 151-152 General Biology I and II (8 credits)

BIO 161-162 Anatomy and Physiology I and II (8 credits)

PHYS 171-172 General Physics I and 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 16.

**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 experiences. The University's free shuttle service connects the Main Campus, the Ballston Center, and the Ballston-MU Metro station.

**Minimum Grade and Academic Progression Requirements:** Physical Therapy students must meet all of the University academic standards for graduate students. In addition, Physical Therapy students are expected to receive a minimum grade of B in all required courses. However, students are allowed to continue in the program without interruption with up to two course grades of B-. Course grades lower than a B- are considered unsatisfactory. Upon receiving three course grades of B- or any course grade lower than a B-, the student will be dismissed from the PT program.

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 – Fall***

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

***Year One – Spring***

PT 710 Gross Anatomy  
PT 711 Foundations of PT Examination, Evaluation, and Diagnosis  
PT 712 Evidence-Based Practice I: Critical Assessment of Information

***Year One – Summer***

PT 713 Therapeutic and Scientific Principles of Exercise

***Year Two – Fall***

PT 720 Evaluation and Management of Patients with Peripheral Musculoskeletal Disorders  
PT 721 Evaluation and Management of Patients with Spinal Musculoskeletal Disorders  
PT 723 Research Principles and Design  
PT 732 The PT as a Manager

***Year Two – Spring***

PT 722 Physical Agents and Electrotherapeutics  
PT 730 Evaluation and Management of Patients in Acute Care  
PT 731 Clinical Application of PT Management of Patients in Acute Care  
PT 733 Evidence-Based Practice II: Applying Evidence in the Clinical Environment

***Year Two – Summer***

PT 800 Clinical Practicum I

***Year Three – Fall***

PT 740 Evaluation and Management of Patients with Neurological Disorders  
PT 741 Clinical Applications of PT Managements of Patients with Neurological Disorders  
PT 744 Case Report I: Foundations  
PT 745 Clinical Practice Synthesis

***Year Three – Spring***

PT 801 Clinical Practicum II  
PT 754 Capstone Seminar  
PT 755 Topics in Specialty Practice  
PT 803 Case Report II

***Year Three – 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 perpetuated by employees), forensic accounting, and the relationship and application of financial facts to legal problems. Offered fall semester, odd-numbered years, only. Prerequisite: MBA 512. (3)

#### ACT 537 Accounting and Finance for Nonprofit Managers

Introduces students studying Nonprofit Management to the field of accounting and finance. In a nonprofit-specific context, students are introduced to income statements, balance sheets, financial analysis, budgeting, cash flows, audits, and tax implications. (This course is not intended for students in the M.B.A. program.) Prerequisite: MGT 537. (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**

A comprehensive study of the concepts and practices of marketing with 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. Prerequisites: MBA 512, and MBA 518 or MBA 520. (3)

**MBA 526 Strategic Management Seminar**

This is the capstone course in the M.B.A. program. Using the perspective of top management of an enterprise, the course considers operational situations, policy issues, and policy and strategy response. Employs case methods to provide the student with the opportunity to make decisions under conditions of uncertainty. MBA 526 must be completed in residence. Prerequisites: the completion of 24 graduate credit hours, including MBA 514, MBA 518 or MBA 520, MBA 521, and MBA 522. (3)

**MBA 585 Global Business Experience**

A study of the opportunities and challenges of international business decisions and operations, including a one-week structured study in a foreign country through the Center for Global Education. Students apply the tools and frameworks of international business decisions and activities within a specific foreign country's business environment. As a Marymount-sponsored course, its cost includes tuition as well as fees specific to the study abroad component. Prerequisites: 12 credits in a School of Business Administration graduate degree program. (3)

**MBA 600 Practicum**

Independent research under the direction of a faculty sponsor on a topic of business management theory or application. (3)

**COUNSELING**

All Counseling courses are reserved for students fully admitted into a Marymount Counseling degree or certificate program. Students in other programs must have permission from the Counseling faculty to register for Counseling courses.

**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. (Also listed as PS 500.) (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. (Also listed as PS 501.) (3)

**CE 502 Foundations, Ethics, and Professional Issues in Clinical Mental Health 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**

This class will familiarize students with the different aspects of crisis intervention, including an examination of various crisis situations; crisis assessment; intervention strategies, models, 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 and consultation. 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 and consultation in the school setting. A minimum grade of B is required to advance in the program. (3)

**CE 523C Group Counseling Techniques (Clinical Mental Health 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 (Clinical Mental Health 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)**

Provides an overview of career theories and addresses the skills necessary to carry out career counseling in the school setting. Offered summer semester only. (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 advanced clinical issues that arise in counseling, including issues of alienation, lack of effective coping skills, and interpersonal difficulties. The course will help the student to understand his or her own reactions and attitudes toward the client, as well as the client's experiences during counseling through the analysis and application of advanced theories and techniques from the counseling field. 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 any counselor. (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 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 at the elementary, middle, and high school 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 high school 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 Clinical Mental Health 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 required. A minimum grade of B is required to advance in the program. Prerequisites: CE 501, CE 502, CE 520, CE 522C, completion of 24 credits, and permission of the graduate Counseling faculty. Prerequisites or Corequisites: CE 523C or CE 523P, and CE 551. (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: Clinical Mental Health Counseling**

Provides the student with practical experience in an applied setting. Internship hours must be done over a minimum of two semesters. 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 two semesters. 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)

### **CE 620 Cognitive Therapy Techniques**

Designed to familiarize students with both the theoretical basis and the practical application of Cognitive Therapy (CT) and to strengthen the student's competency in CT case conceptualization. There will be an emphasis on the student's development of the knowledge, self-awareness, and practical skills for the effective use of various cognitive and behavioral interventions. (3)

## CRIMINAL JUSTICE

(See also Sociology)

### **CJ 500 Foundations of Criminal Justice Administration**

An application of organization and administration theories to the criminal justice system. This course uses an interactionist perspective of administration to facilitate understanding of criminal justice organizations. The course perspective moves away from the individual offender and toward the self-generating effects of interlocking systems operating in a complex environment of interests. It also provides students with fundamental concepts of civil law as reflected in the law of civil procedure, the civil law court system, and areas of civil liability for criminal justice practitioners. Prerequisite: admission to the M.A. in Criminal Justice Administration and Policy program. (3)

### **CJ 501 Victims of Interpersonal Violence**

An examination of contemporary victimology as it relates to physical violence in personal relationships. The course's emphasis on current theory and practice with respect to violent behavior and governmental and organizational treatment of victims will assist students in becoming aware of victims' unique plight in American society. This course examines physical violence in American families, including spouse, child, and elder abuse, and other forms of interpersonal harm. (3)

### **CJ 504 Research Methods in Criminal Justice**

Provides an introduction to the basic methods, techniques, and procedures of social science research. Qualitative and quantitative methods, such as survey research, experiments, observational/field work, program evaluation, and interview approaches appropriate to the study of criminal justice will be examined. The course also addresses methods of inquiry, causality, sampling, research instrument design, data collection, coding, ethics, and statistics. Prerequisite: admission to the M.A. in Criminal Justice Administration and Policy program. (3)

### **CJ 507 Juvenile Justice**

An advanced examination of the history and purpose of the juvenile justice system that includes the role of the U.S. Supreme Court. The course also evaluates the extent and nature of juvenile delinquency in contemporary America; examines theoretical explanations of juvenile delinquency; and addresses the physical, emotional, and societal problems faced by juveniles today. Students will also study the treatment and punishment of juvenile offenders using cutting-edge research. (Also listed as SOC 507.) (3)

### **CJ 508 Principles of Forensic Science I**

An advanced examination of investigative and laboratory techniques used in the investigation of criminal offenses. Also examined are methods for searching crime scenes, analysis of firearm evidence, fingerprints, serology (including DNA), toxicology, questioned documents, and drugs. Major crimes, death investigation, and pathology are also explored. Prerequisite: graduate or undergraduate credits in Criminal Justice, Forensic Science, or permission of instructor. (3)

### **CJ 509 Principles of Forensic Science II: Advanced Criminalistics**

A continuation of the introduction to investigative and laboratory techniques used in the forensic analysis of criminal offenses at an advanced level. Examined are forensic pathology, anthropology, and toxicology; firearm, toolmark, trace material, questioned document, drug, arson, and bombing evidence. Major emphasis is placed on the legal aspects of evidence, including investigator and examiner documentation and reporting, and courtroom process and testimony. Prerequisite: CJ 508 or permission of the instructor. (3)

### **CJ 511 Current Controversies in Corrections**

Provides an examination of contemporary issues in corrections, such as the realities of prison life, the role of courts in the correctional process, the rehabilitation debate, re-entry, and community-based corrections. The course will include a critical overview of problems confronting contemporary correctional institutions such as AIDS in prison, prison gangs, aging populations, physical and mental disabilities, women in prison, privatization, professionalism among correctional officers, and the use of technology in corrections. Prerequisite: admission to the M.A. in Criminal Justice Administration and Policy program. (3)

### **CJ 512 Executive Leadership and Organizational Change**

Focuses on the administration and management of criminal justice agencies. A behavioral-systems approach to traditional and contemporary management models will be used as they relate to criminal justice agencies. Budgeting and long-range planning as well as human resource management are emphasized. The student will also study and analyze the development of various criminal justice agency policies and procedures. Emphasis will also be placed on contemporary issues faced by criminal justice agencies. Prerequisite: admission to the M.A. in Criminal Justice Administration and Policy program. (3)

**CJ 520 Politics and Policy Analysis in Criminal Justice**

Provides an in-depth examination of current crime policies – their foundations, political influences, and consequences – and provides students with policy analysis tools, so they can become practitioners and consumers of evaluation research in criminal justice. Prerequisite: admission to the M.A. in Criminal Justice Administration and Policy program. (3)

**CJ 521 Terrorism/Counterterrorism**

Using a case-study approach, this course examines the evolution of contemporary terrorism, both domestic and international, as a criminally violent tactic used to achieve political or social goals. Included will be a focus on individuals and groups, their motives and tactics, and how government and law enforcement have responded through investigation, prosecution, and punishment. Prerequisite: admission to the M.A. in Criminal Justice Administration and Policy program. (3)

**CJ 550 Special Topics in Criminal Justice**

Examines a number of special topics in criminal justice, such as exonerating the innocent. Topics will be announced with the schedule of classes. Prerequisite: admission to the M.A. in Criminal Justice Administration and Policy program. (3)

**CJ 599 Thesis in Criminal Justice**

This is the capstone course of the master's in Criminal Justice Administration and Policy program. The course covers the master's thesis, which must consist of an original piece of research in an area of criminal justice policy and administration chosen by the student. Prerequisite: admission to the M.A. in Criminal Justice Administration and Policy program. (6)

**ECONOMICS****ECO 585 International Trade and Global Markets**

Introduces the business student to the concepts of international markets for goods, services, and assets and the role of government policy on trade, investment, and stabilization in an open economy. General topics include comparative advantage, terms of trade, exchange rate regimes, the balance of payments, internal and external balances, and international investment. 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. (3)

**ECO 599 Special Topics in Economics**

Explores contemporary topics in economics. See department chair for course offering schedule. Prerequisite: MBA 518 or MBA 520. (3)

**EDUCATION****ED 502 Foundations of Education**

Explores the historical background and philosophical foundation of education in the United States with emphasis upon present-day applications. The education system will be viewed in terms of the role of various organizations upon its structure and operation. Teacher responsibilities and management skills will be emphasized as well as the legal implications of classroom behavior. Field experience: 10 hours. (3)

**ED 503 Curriculum: Theory and Practice**

Designed to help the preservice teacher select and develop curriculum and instruction that will promote effective teaching and learning. The prospective teacher will learn how to write instructional objectives and daily lesson plans to provide instruction for diverse learners including those with disabilities, and devise ways to evaluate the effectiveness of instruction. Field experience: 10 hours. (3)

**ED 508 Special Education and the Exceptional Learner**

Designed for the K-12 non-special education teacher. The content surveys categories of special education (learning disabilities, emotional disabilities, autism, AD/HD, ADD, and others) and exceptionalities, including English for Speakers of Other Languages (ESOL) and the gifted learner. The themes of the course include working effectively with families, adapting curriculum, assessing and monitoring student progress, and collaboration among special education teachers, ESOL teachers, paraprofessionals, general education teachers, and other school professionals. Field experience: 20 hours. (3)

**ED 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, and permission of the instructor. (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.

Prerequisite: ED 509. (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. Prerequisites: ED 503, and ED 502 or ED 509. (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. Prerequisites: ED 503 and ED 509. (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.

Prerequisites: ED 502 and ED 503. (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.

Prerequisite: ED 509. (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**

Examines research, theory, and pedagogical methods of instructional planning and delivery at the secondary level. Historical and contextual factors of secondary learning are also examined. 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. Prerequisite: ED 509. (3)

**ED 540 Project**

Study of a selected topic in education under the direction of a faculty member. This course is the capstone project for students in the Professional Studies program. Students in the Professional Studies program submit a professional portfolio as part of this course. Offered spring semester only. Prerequisite: permission of instructor. (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. Prerequisite: ED 502 and ED 503. (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. Prerequisites: ED 503 and ED 509. (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. This course is to be taken concurrently with ED 570SE. Prerequisite: permission of instructor. (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. This course is to be taken concurrently with ED 570A, ED 570B, or ED 570D. Prerequisite: permission of instructor. (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. Prerequisites: ED 502 and ED 503. (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**

Introduces students to the teaching of reading by exploring the nature of the reading process and the major approaches and skills needed to enhance literacy learning in the classroom for all students. It focuses on the understanding of literacy development of young children, ages preschool through second grade. Using the Virginia Standards of Learning as the framework, students will examine language learning and tailor that instruction for diverse populations. Theoretical foundations of methodologies that research and practice have indicated to be successful are explored. Teaching strategies for special populations are demonstrated throughout the course. Field experience: 20 hours. Prerequisites: ED 502 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. Prerequisites: ED 502 and ED 503. (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. Prerequisites: ED 502 and ED 503. (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 and diverse settings. The student develops teaching techniques in the language arts that augment the existing curriculum using the Virginia Standards of Learning as a framework. Field experience: 10 hours. Prerequisites: ED 502 and ED 503. (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 and ED 503. (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 and ED 503. (3)

**ED 570A Student Teaching: PK-6**

Supervised clinical experience in an elementary (grades PK-6) school site for 14 weeks. Readings, seminar sessions, and completion of a professional portfolio are required. Prerequisites: ED 502, ED 503, ED 508, ED 555, ED 556, ED 557, ED 558, ED 559, approval of the Graduate Teacher Education Committee, and permission of instructor. (6)

**ED 570B Student Teaching: Secondary**

Supervised clinical experience in a school site, grades 6-12, for 14 weeks. Readings, seminar sessions, and completion of a professional portfolio are required. Prerequisites: ED 502, ED 503, ED 508, ED 537, ED 538, ED 568 or ED 569, approval of the Graduate Teacher Education Committee, and permission of instructor. (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, seminar sessions, and completion of a professional portfolio are required. Prerequisites: ED 502, ED 503, ED 508, ED 522, ED 543 or EN 550, ED 553, ED 563, approval of the Graduate Teacher Education Committee, and permission of instructor. (6)

**ED 570SE Student Teaching: Special Education General Curriculum K-12**

Supervised clinical experiences in special education, general curriculum K-12 school sites for 14 weeks. Readings, seminar sessions, and completion of a professional portfolio are required. Prerequisites: ED 503, ED 509, ED 511, ED 519, ED 522, ED 523, ED 529, ED 539, ED 549, ED 558, approval of the Graduate Teacher Education Committee, and permission of instructor. (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. Prerequisite: admission to Administration and Supervision program. (3)

**ED 582 Building School Community Relations**

Provides the knowledge, understanding, and application of the conditions and dynamics impacting a diverse school community. Participants develop an understanding of the primary role of a school leader in building school community relations. It also 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. Prerequisite: admission to Administration and Supervision program. (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. The Catholic school administrator's role will be examined in relation to the various constituencies within the school community and daily operational activities. Prerequisite: admission to Administration and Supervision program. (3)

**ED 584 Advanced Curriculum and Instruction for Educational Leadership**

Prepares educators with knowledge; understanding; and application of planning, assessment, and instructional leadership for roles in the K-12 school setting at the supervisory or administrative level. The emphasis of the course will be planning, implementation, and refinement of standards-based curriculum aligned with instruction, assessment, and instructional decisions as they affect the teaching and learning environment of the school with diverse cultural, ethnic, linguistic, religious, and special needs populations. The implications of current reform movements, issues, and trends in curriculum will be explored, including using principles of student motivation, growth and development, gathering and analyzing data to develop and implement a school improvement plan, identifying competencies and target areas in need of attention, and integrating technology in curriculum and instruction. As part of the Administration and Supervision program, the course will also focus on providing leadership in schoolwide curricula that incorporates religious education and Christian values in the curriculum. Prerequisite: admission to Administration and Supervision program. (3)

**ED 586 Current Issues in Education**

Topics will vary and will address current trends and contemporary challenges facing school teachers and administrators such as personnel, legal, safety, and current curriculum issues; standardized testing, including the Virginia Standards of Learning (SOLs); the use of technology and other issues related to the managerial, instructional, and spiritual dimensions of school leadership; and school/community relations. The curriculum has also been arranged to accommodate the specific and unique needs confronting Catholic school administrators in light of the needs and issues confronting any school principal today and in the future. Prerequisite: admission to Administration and Supervision program. (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. Prerequisite: admission to Administration and Supervision program. (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. Prerequisite: admission to Administration and Supervision program. (3)

**ED 589 Fostering Moral and Ethical Development**

Studies 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. Prerequisite: admission to Administration and Supervision program. (3)

**ED 591 School Finance and Development**

Addresses effective strategies in business management, school plant management, budgeting, accounting, fiscal planning, and fund-raising tasks of schools as well as those issues facing Catholic school administrators. Prerequisite: admission to Administration and Supervision program. (3)

**ED 592 Administrative Issues in Special Education**

Examines the legal rights of all children to gain an appropriate educational experience and provides a variety of strategies for inclusion of children with special needs and the celebration of diversity within the school community. Participants also identify the forces that drive Catholic schools to fully educating exceptional learners as well as the barriers that restrain them. Prerequisite: admission to Administration and Supervision program. (3)

**ED 593 Project, Thesis, or Internship**

Provides a practical application of the skills and strategies acquired and developed throughout the Administration and Supervision 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. Students seeking licensure must choose the internship. Prerequisite: admission to Administration and Supervision program. (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 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 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 courses 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 taken 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 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. (Also listed as HUM 572.) (3)

**EN 574 Gender, Race, and Empire in 19<sup>th</sup> 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 19<sup>th</sup> and 20<sup>th</sup> 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 Finance for Nonfinancial Managers**

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. 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. 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. 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. 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 semester only. (3)

**HPR 501 Foundations of Health Education and Health Promotion**

Introduces the basic principles, philosophies, and functional areas of health promotion and education. Describes prevalent educational and psychological theories of learning and behavior change used by health educators in a variety of work settings. Offered fall semester only. (3)

**HPR 502 Introduction to Public Health and Preventive Medicine**

Provides an overview of the field of public health, with emphasis on prevention of chronic and communicable diseases. This is a required course for Health Promotion Management students who have no undergraduate degree in health education or related fields. Offered summer semester only. (3)

**HPR 510 Health and Culture**

Examines culturally based value orientations, communication, and patterns of health care beliefs and practices among clients and health care providers. Emphasis is on the provision of culturally competent health care. Offered fall and summer semesters only. (3)

**HPR 520 Principles of Epidemiology**

Study of the nature, prevention, control, and treatment of injuries and communicable and noncommunicable diseases. Examines epidemiological principles, methods, and strategies and the use of morbidity, mortality, and other vital statistics data in the scientific appraisal of community/organizational health. It is recommended that students take this course before NU 591. Offered spring semester only. (3)

**HPR 534 Topics in Nutrition and Weight Management**

Presents scientific principles of nutrition, diet planning, and weight management. Includes current research on the role of nutrition in the prevention of disease and the causes of and treatments for obesity. Offered spring semester, alternating years, only. (3)

**HPR 536 Stress Management**

Designed to help individuals better identify, understand, and manage their own stressors and stress response, as well as enable them to help others who are experiencing excessive stress. Offered spring semester, alternating years, only. (3)

**HPR 540 Designing and Evaluating Health Promotion Programs**

Focuses on the design of effective learning programs: emphasizes objectives, learning activities, and program assessment. Evaluation includes construction/use of health-risk appraisals and a variety of health-related measures. Offered fall semester only. (3)

**HPR 550 Management of Health and Wellness Organizations**

Considerations in managing health/fitness programs at the workplace and in other agencies. Includes budgeting, revenue, personnel, emergency procedures and safety, legal liability, facility management, staff development, marketing, record keeping, policies and procedures, and various management strategies. Offered fall semester, alternating years, only. (3)

**HPR 555 Health Communication**

This course addresses a variety of communication methods in 1) advocating for health and health education and 2) planning and administering health-education strategies, interventions, and programs. Students will explore interpersonal communication in the patient-caregiver relationship to include health disparities, organizational communication in health-care settings, mass communication processes including media campaigns, influence of research on developing preventive health-care messages, and the incorporation of communication strategies into program planning and implementation. Offered spring semester only. (3)

**HPR 560 Design of Adult Fitness Programs**

Provides students with the knowledge and skills necessary to safely administer exercise tests to adults in various states of health, to analyze results, and to prescribe appropriate exercise. Offered fall semester, alternating years, only. Prerequisite: HPR 500 or permission of instructor. (3)

**HPR 588 Selected Topics in Health**

A seminar that examines a different topical issue in health each time it is offered. See department chair for course offering schedule. (3)

**HPR 598 Internship**

On-the-job application of knowledge and skills that were developed during coursework in the Health Promotion Management program. Options include community, corporate, clinical, or commercial fitness/wellness facilities; nonprofit organizations; sports medicine settings; or health plans. This is the culminating experience for students in the Health Promotion Management program. 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. 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. 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. 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. Prerequisites: HCM 510 and HCM 535. (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. Prerequisites: HCM 510 and NU 590. (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)

**HCM 585 Global Health Care**

Explores the social, political, economic, demographic, and cultural determinants of health and health care and the development of various health care systems around the world. Students will analyze and compare theories and models of health policy and access. The course will examine international health care development and social change around the globe. The roles of different international health organizations will be defined and examined. Students will reflect on how the global health issues impact the U.S. health care system. Emphasis will be placed on health care management strategies used in different countries to allocate and maintain resources to improve on health status and delivery of care. Prerequisite: HCM 510. (3)

**HCM 596 Special Topics in Health Care Management**

Provides an in-depth study of a major current topic in health care management. See program director for course schedule and future topics. Prerequisite: HCM 510 or permission of the instructor. (3)

**HUMAN RESOURCE MANAGEMENT****HRM 503 Training and Development**

Explores models and techniques for increasing skills and knowledge among people in organizations. Emphasizes the Instructional Systems Design (ISD) model, including needs assessment, instructional design and development, delivery, and evaluation of training. Includes the selection of instructional delivery systems and the design and development of job aids. Introduces performance support systems. (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. (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. (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. (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 MSC 515, 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. (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. (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. (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. (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

#### 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. 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. 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. 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 501 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 501 or 2 other Foundation Courses. Discipline: Literature. (Also listed as EN 533.) (3)

**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. 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. 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. Discipline: Philosophy. (3)

**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 19<sup>th</sup>-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 19<sup>th</sup> and 20<sup>th</sup> 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. 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. 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. Discipline: Philosophy. (3)

### **HUM 593 Metaphysics**

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. 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. (3)

*Capstone/Final Project Courses***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 7 graduate 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 8 graduate 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 8 graduate 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 Websites**

An introductory course that investigates the business and technology of websites. 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. (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. (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 techniques; standards; designing, monitoring, and securing operating systems; hardware; applications; databases; networks (wired and wireless); and the controls used to enforce various levels of availability, confidentiality and integrity. Computer security is taught in the context of the increasingly global and distributed environment of today's enterprise. Business continuity and disaster recovery planning are also discussed. Prerequisite: IT 520. (3)

**IT 535 Advanced Computer Security**

A more advanced study of computer security, including coverage of topics such as authentication mechanisms, authorization techniques, security models, trusted computing, network architecture security, operating system security, cryptography, database security, physical security, Web security and network security protocols, such as IPSec and SSL. Prerequisite: IT 530. (3)

**IT 540 Enterprise Data Management and Analysis**

Recognizing the increasing dependence on data to manage today's enterprises, this course covers the design, development, management, and use of today's transaction-based databases and data warehouses. The course covers the entire life cycle from planning; physical and logical design; extract, transfer, and load (ETL) applications; and data querying and reporting. The course provides practical experience with a relational database and with the Extensible Markup Language (XML) and the XML Stylesheet Language (XSL) for data transfer. (3)

**IT 545 Health Care Informatics**

Provides a broad understanding of the emerging field of medical informatics from the clinical, administrative, and health services planning perspectives. The course focuses on issues related to how public and private sector organizations generate and use health care information for management, evaluation, and research. It also addresses how organizational needs for information intersect, and sometimes conflict with, individual needs for privacy and confidentiality. (3)

**IT 547 Security and Privacy of Electronic Documents**

Focuses on the security and privacy of issues (technical and managerial) associated with the collection, storage, and dissemination of electronic documents. Topics include analysis of business, technology, and legal concepts behind the storage, communication, and retrieval of electronic documents including text documents, e-mail messages, and instant messages. Protection mechanisms include encryption, digital signature, watermarking, redaction, and security classification. The course addresses specific applications of the technology to include medical and e-discovery. (3)

**IT 550 Ethics, Law, and Policy in the Information Age**

Introduces students to the ethical, legal, and policy issues raised by designing, developing, and using information technology. Issues that are researched and debated in the course include subjects such as information privacy, environmental conservation, effective energy use, limits on the use of technology, the digital divide, customer profiling, open source, copyright violation, globalization, and outsourcing. Students are expected to independently research the issues, make presentations to the class, and support their case. (3)

**IT 552 Operating Systems**

Covers the major features of today's multi-user operating systems, including topics such as concurrent processing, CPU scheduling, deadlocks, memory management, real and virtual memory, secondary storage management, security, and file management. (3)

**IT 555 E-Business**

A comprehensive examination of electronic business (e-business) focusing on what it is, how it works, and how it differs from traditional commerce and marketing. The course provides a functional understanding of the infrastructure that supports the Web and the use of technology to support the entire supply chain. It also covers the opportunities and threats of doing business electronically. (3)

**IT 560 Cryptography**

Presents a detailed understanding of symmetric and asymmetric cryptography. This course includes a discussion of the history of cryptography and cryptanalysis. It covers the algorithms for modern ciphers such as AES, DES, RSA, and RC4. The topics of key exchange and management, digital signatures, secure hashes, and steganography are covered. Prerequisite: IT 535. (3)

**IT 565 Human Computer Interaction**

Emphasizes the importance of human engineering issues in the implementation of successful computer-based systems. The course examines the entire spectrum of human issues that must be considered in developing, operating, and using information systems. It examines elements such as usability factors for online application, time to adopt, customer satisfaction, and data quality. Students review and suggest improvements to common websites. (3)

**IT 570 Information Assurance and Policy**

Focuses on security issues concerning information and its communication in today's IT environment. International security law and legal principles are covered as well as topics such as ethics, privacy, and intellectual property. Information assurance is explored in depth and students prepare a research paper on a contemporary topic relating to the field. Policy documents are critiqued. Prerequisite: IT 530. (3)

**IT 575 Information Security Management**

Covers the knowledge and skills for the management of security in today's enterprise IT environments. It focuses on planning, designing, implementing, managing, and auditing security at all levels. Automated security management systems are discussed in detail. It examines the best practices and global standards in this emerging field. Prerequisite: IT 530. (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 or MBA 514, and at least 18 credits in the program. (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)

**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, acknowledgement 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. Researched study 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. (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. (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. 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. (3)

**LA 535 Employment 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. Prerequisites: HCM 510 and HCM 535, or permission of department chair. (3)

**LA 550 Law Office Management**

Provides an overview of management principles and their application to the law firm or corporate law department. Focuses on how the law firm generates revenue and the importance of time management and the control of expenses. Surveys facilities management, information management, basic accounting and finance, and personnel management issues. Prerequisite: at least 15 credits in graduate LA courses or permission of program director. (3)

**LA 557 Nonprofit Legal Issues**

Introduces students studying Nonprofit Management to nonprofit legal issues. Topics addressed include nonprofit enterprise formation and dissolution, regulation and governance, regulations and charitable solicitation, tax exemptions, and an overview of the nonprofit sector from a legal perspective. Prerequisite: MGT 537. (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. 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. (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. 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. Prerequisite: permission of program director. (3)

**LITERATURE**

See English (EN) courses, beginning on page 91.

**MASTER OF BUSINESS ADMINISTRATION**

See Business Administration (MBA) courses, beginning on page 80.

## 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. (3)

### MGT 507 Leadership

Enables students to become more aware of and thoughtful about leadership practices in addition to developing and expanding their existing capabilities. The course provides students with opportunities to examine and apply dynamics of creativity and design to organizational constructs and strategic thinking, to examine and assess leadership capability and readiness, and to integrate personal leadership philosophies and values into a reflective practice of leadership. (3)

### MGT 509 Management Seminar

Examines major current issues affecting the management and development of the business enterprise. (3)

### MGT 511 Business Essentials

Provides fundamental knowledge of the functional areas of business for non-M.B.A. graduate students within the School of Business Administration. The course exposes students to the constructs of economics, global business, business ethics, management, human resource management, marketing, information management, accounting, and finance. Students will be expected to integrate and synthesize their learning of these constructs by means of a comprehensive term paper. (3)

### MGT 515 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. (3)

### MGT 525 Knowledge Management

Examines ways in which organizations create, identify, capture, interpret, evaluate, and use knowledge for strategic advantage and mission success. Considers both micro- and macro-level knowledge structures and organizational forms, from new and joint ventures to large organizations and multi-organizational systems, such as the U.S. government and innovation clusters. Emphasizes programmatic integration across organizational dimensions as well as how to lead knowledge management initiatives. (3)

### MGT 537 Nonprofit Management

A graduate-level introduction to the field of nonprofit management. Topics addressed include managing the nonprofit and nonprofit leadership, the structure of the nonprofit enterprise, nonprofit lobbying and advocacy, nonprofit fundraising, and nonprofit financial management. The course offers both a theoretical and a practical application-oriented overview of the field. (3)

### MGT 551 Negotiation Skills and Mediation

Focuses on knowledge of, and basic competencies in, negotiation and mediation. Applies the Harvard win-win negotiation model to progressively more challenging role-plays involving multiple parties and issues. Provides techniques for handling conflict, power, and ethical issues in negotiation and mediation. Students will also have an opportunity to practice writing durable agreements. (3)

### MGT 560 Ethical Issues in Business and Society

Examines corporate governance, business-government relations, the impact of economic and social change, organizational ethics, and the political role of business. Considers the measures business may use to anticipate and provide appropriate response to changes in public and government expectations while defending legitimate business interests. (3)

### MGT 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. (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. (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 515 Research Methods**

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. Prerequisite: proven proficiency in basic statistics. (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. 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 537 Nonprofit Marketing**

Takes a strategic look at marketing from the perspective of the nonprofit enterprise. Traditional marketing topics such as the marketing mix, consumer behavior, market segmentation, branding, and positioning are addressed within a nonprofit context. Additionally, marketing topics that are nonprofit-specific, such as fundraising, attracting volunteers, and nonprofit media advocacy, are covered. (3)

**MKT 557 Fundraising**

A graduate-level marketing course for students studying Nonprofit Management. The course builds on the topics introduced in MKT 535 with a specific emphasis on the theory and practice of fundraising for nonprofit organizations. This marketing-oriented course borrows heavily from the fields of psychology, law, accounting, and ethics. Prerequisite: MKT 537. (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. 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 Digital Marketing**

This course incorporates cutting-edge technologies into models for planning and managing contemporary marketing programs in a highly networked global economy. Completing the course will enable students to understand how today's rapidly advancing technologies are transforming the business landscape in ways that require a significant shift in planning and managing paradigms. Students will learn the latest research and current electronic practices, which contribute to super-informed consumers, increased media channels, and expanding broadband networks. Learning objectives will be achieved through case studies, interactive online sessions, and written exercises related to major course objectives. 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)

**NURSING****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 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 Malek 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. Prerequisite: NU 705. (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. Prerequisites: NU 702 and NU 705. (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 706 Policy and Advocacy in Health Care**

The focus of this course is current health policy issues as related to nursing, health care, and patient outcomes. Students will critically analyze and evaluate current health policy and the related political process. Influences in developing and implementing health policy will be discussed. (3)

**NU 800 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)

**NU 801 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)

**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**

Presents the theoretical principles that guide the primary family nurse practitioner's practice. Emphasis is placed on demonstrating clear understanding of the nurse practitioner's unique role. The content of the course facilitates the student's transition to advanced practice nursing. The curriculum emphasizes leadership, evidence-based practice, family theory, ethical and legal considerations, health care delivery systems, research, quality and safe evidence-based practice. Prerequisites: NU 501-590. (3)

**NUF 502 Advanced Assessment and Health Screening for the Family Nurse Practitioner**

Provides the didactic and clinical skill foundation for the advanced practice nurse in the primary care setting. Emphasis is placed on interviewing skills and a methodical comprehensive approach needed to formulate differential diagnoses. This allows for developing and implementing an evidence-based client management plan. The focus is on thorough and organized written and electronic documentation. Role preparation for the nurse practitioner is extended with attention to the development of advanced health and health promotion competencies throughout the life span. Content incorporates the physiological, psychological, sociocultural, spiritual, and developmental variables of health. Laboratory and clinical experiences are incorporated to provide opportunities to develop advanced health assessment and clinical and diagnostic reasoning skills. Prerequisites: NU 501-591 and NUF 501. (5)

**NUF 503 Primary Care of the Family I**

Builds upon the knowledge and skill base from previous M.S.N. core and F.N.P. courses. It provides the theoretical, clinical role development, and skill foundation requisite for the primary care of individuals and families with common acute and chronic health problems. Focus is on the application of evidence-based concepts essential to the delivery of quality-driven advanced practice care. Further role preparation for the primary care family nurse practitioner is emphasized with attention to the components of a comprehensive assessment, clinical management, therapeutic monitoring, and coordination of health promotion and health care. The clinical learning environment provides essential experiential opportunities for the development and refinement of core competencies. Prerequisites: NUF 501-502. (8)

**NUF 504 Primary Care of the Family II**

Builds upon the knowledge and skill base attained from previous M.S.N. core and F.N.P. courses. It provides the theoretical, role development, and skill foundation requisite for the primary care of individuals, pediatric clients, and women who are experiencing reproductive health concerns. Focus is on the application of evidence-based concepts essential to the delivery of quality-driven advanced practice care. Role preparation of the primary care family nurse practitioner is expanded with attention to the components of comprehensive assessment, clinical management and therapeutic monitoring, the coordination and management of health promotion and health care. The clinical learning environment provides essential experiential opportunities for the development and refinement of core family nurse practitioner competencies. Prerequisites: NUF 501-503. (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. (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. (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. (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)

## PARALEGAL STUDIES

See Legal Administration/Paralegal Studies (LA) courses, beginning on page 106.

## 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, lumbosacral region, lower extremity, head, and face. Problem-based, patient-centered cases from PT 711 provide linkages of content across courses. Laboratory work includes human cadaver dissection and use of prosected 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 713 Therapeutic and Scientific Principles of Exercise**

The goal of this course is to provide Physical Therapy students with knowledge of how exercise has an acute and chronic effect on the cardiopulmonary, neuromuscular, musculoskeletal, and endocrine systems. An emphasis will be placed on the physiology of exercise in health and fitness, as well as within clinical populations. The benefits and use of exercise will be explored across the spectrum of individuals and ages – from those with disease to those who are healthy. Special populations will be reviewed with regard to exercise and fitness testing, prescription, and training in the context of physical therapy practice. Prerequisites: PT 701, PT 710, PT 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 755 Topics in Specialty Practice**

Physical therapists often focus their practice in self-selected specialty areas. This course explores various specialty practice settings, allowing students to delve more deeply into the unique opportunities and skill sets required to succeed as an autonomous practitioner in one of several specialty practice settings. The specific settings covered in the course will be based on student interest and current trends in the field. Relevant patient screening, differential diagnosis, and interventions will be addressed as well as the role of the PT as the primary health care provider, consultant, patient educator, manager of services, and patient advocate in the specialty practice setting. Prerequisites: 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 12 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. (4)

**PT 801 Clinical Practicum II**

Provides 8 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. (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 so 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. (Also listed as CE 500.) (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. (Also listed as CE 501.) (3)

**PS 507 Social Psychology of Aggression**

Focusing on how social and individual factors influence aggressive behavior, this course addresses topics such as the nature of human nature, causes of aggression, the expression of aggression, aggression in the public sphere, and controlling and preventing aggression. (3)

**PS 517 Neuropsychological Issues, Treatments, and Assessments**

The impact of biological and physiological factors on human psychological functioning is investigated with primary focus on how these factors impact on the etiology of psychiatric disorders. Assessment of neurophysiological factors and available treatment options also are discussed. (3)

**PS 529 Psychopathology of Childhood and Adolescence**

A systematic study of behavioral and emotional disorders in children and adolescents including identification of factors impacting on deviance: genetic, biological, cognitive, familial, and social. (3)

**PS 580 Foundations of Forensic Psychology**

Introduces the students to the field of forensic psychology. Basic areas covered are an overview of the American legal system; an overview of the American mental health system; legal research and writing; psychological research and writing; academic integrity and ethical issues in forensic psychology; legal ethics; locating and applying for an internship; security clearances, career issues, and networking; understanding the *Forensic Psychology Student Handbook*; issues in the Marymount Forensic Psychology program; and various specific topics in the field. (3)

**PS 581 Psychology and the Law**

This course provides an introductory understanding of the interrelationships between psychology and the law in criminal, civil, juvenile, and family law settings. Particular attention is given to issues of insanity and incompetence in criminal proceedings, civil commitment, rights of mental patients, ethical issues for forensic psychologists, and legal regulation of mental health practice. (3)

**PS 582 Advanced Issues in Forensic Psychology**

Designed to introduce the logic of legal reasoning and to analyze the interaction between legal and psychological thinking. Students will study the U.S. Constitution and selected major court opinions. They will examine the structure of the American adversary system, debate its strengths and weaknesses, and propose solutions to its problems. (3)

**PS 583 Psychology and Treatment of the Juvenile Offender**

Examines the psychological factors leading to the causes, classification, and treatment of juvenile offenders. Students will explore psychodynamic and developmental approaches, emphasizing neurotic, constitutional, and psychological factors contributing to delinquency and the implications they hold for alternative methods of treatment. (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. Prerequisite: PS 501. (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 591 Child Victimization**

Child victimization is a serious social problem that is receiving increased attention in forensic psychology. In this course, students will examine research, theory, and clinical practice involving a variety of issues in the field, such as child abuse and neglect, traumatic grief, child witnesses, international human trafficking, child victims as offenders, bullying, and Internet crimes against children. Prevention, intervention, policy, and legal system concerns will be addressed. (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. Prerequisites: PS 501, PS 580, PS 581, PS 584, and 12 additional program credits. (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. (Also listed as CJ 507.) (3)

**SOC 510 Theories of Social Deviance**

Presents a theoretical overview of the nature and meaning of social deviance. It examines how sociologists, social psychologists, and criminologists analyze deviant behavior. Topics include anomie and conflict theories, violence, labeling and learning theory, drug use, economic and political deviance, sexual deviance, suicide and mental disorders, and physical disabilities. (3)

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**Douglas Ball**, 2008, Associate Professor of Education. B.A., M.Ed., Ph.D., University of Virginia

**Judy Marsha Bass**, 1984, Coordinator, Barry Art Gallery; Professor of Fine Arts. B.A., University of Maryland; M.F.A., The George Washington University

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

**Roger H. Belisle**, 2010, Assistant Professor of Forensic Psychology. B.S., Ph.D., Brigham Young University; M.A., Bethel University

**Karen Benson**, 2010, Assistant Professor of Nursing. B.S.N., Loyola University of Chicago; M.S.N., George Mason University

**Rosemarie Q. 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 Counseling. B.A., Brooklyn College; M.Ed., Columbia University; Ph.D., University of Texas

**Virginia E. Bianco-Mathis**, 1991, Chair, Department of 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 Information Technology. B.S., Bilkent University (Turkey); Middle East Technical University (Turkey); Ph.D., University of Maryland

**Alice Susan Bidwell**, 1983, 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

**Jacquelyn Furman Black**, 1967-1971, 1982, Professor of Biology. B.A., B.S., M.S., University of Chicago; 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

**Eric Bubar**, 2011, Assistant Professor of Physical Sciences. B.S., Appalachian State University; M.S., Ph.D., Clemson University

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

**Agnes Burkhard**, 2010, Assistant Professor of Nursing. B.S.N., Marymount College; M.S.N., George Mason University; Ph.D., The Catholic University of America

**Paul Heed Byers**, 1988, Associate Professor of Communication. B.A., American University; M.S., Columbia University

**Theresa R. Perfetta Cappello**, 1984, Dean, Malek 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

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

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**Faith Leslie Claman**, 2010, Assistant Professor of Nursing. B.S.N., Duke University; M.S.N., Yale University; D.N.P., Case Western Reserve 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

**Paul William Combs**, 2010, Assistant Professor of Management. B.A., University of Tennessee; M.S., Ed.D., Virginia Polytechnic Institute and State University

**Ellen I. Coney**, 2002, Librarian (Associate Professor). B.A., Michigan State University; M.L.S., Indiana University; M.A., Marymount University

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

**Lorri Elizabeth Cooper**, 2003, Associate Professor of Management. 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, Chair, Department of Psychology; Associate Professor of Psychology. B.A., The Catholic University of America; M.A., Ph.D., Clark University

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

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**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; M.Ed., George Mason University

**Sr. Patricia Helene Earl, IHM**, 2003, Coordinator, Administration and Supervision Program; Associate Professor of Education. B.A., Dunbarton of Holy Cross; M.A., Villanova University; Ph.D., George Mason University

**Ariane E. Economos**, 2010, Assistant Professor of Philosophy. B.A., University of San Francisco; M.S., Ph.D., Fordham University

**Alyson Eisenhardt**, 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 Fashion Design and Merchandising. 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**, 1998, 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 Erdeljon**, 1992, Associate Professor of Graphic Design. B.S., University of Maryland; M.F.A., The George Washington University
- Janet L. Fallon**, 1988, Professor of Communication. B.A., Albertus Magnus College; M.A., Ph.D., Ohio State University
- Sarah H. Ficke**, 2011, Assistant Professor of Literature and Languages. B.A., Oberlin College; M.A., Ph.D., University of North Carolina
- Brian Flanagan**, 2009, Assistant Professor of 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; M.A., Georgetown University
- Bess L. Fox**, 2007, Coordinator, Writing Program; 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, IDEC
- Nancy E. Furlow**, 2004, Chair, Department of Accounting, Economics, Finance, and Marketing; Associate Professor of Marketing. B.S., B.A., 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, Associate 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 Counseling. 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 Medical College (India); M.S.N., Delhi University (India); Ed.D., Virginia Polytechnic Institute and State University
- Jennifer Letcher Gray**, 2011, Assistant Professor of Education. B.M., Michigan State University; M.Ed., Harvard University; Ph.D. (candidate), University of Maryland
- 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 Gulyn**, 1994, Professor of Psychology. B.A., Boston University; M.S.Ed., Ph.D., University of Pennsylvania
- Lucille R. Guss**, 2010, Chair, Liberal Studies program; Assistant Professor of Literature and Languages. B.A., M.A., Ph.D., Temple University. Other study: Shakespeare Institute, University of Birmingham (United Kingdom)
- Chris Tucker Haggerty**, 1984, Professor of Fine Arts. B.S., Skidmore College; M.F.A., The George Washington University. Other study: St. Martin College of Art and Design (London)
- Charles Stanley Harris**, 1992, Chair, Department of Sociology and Criminal Justice; Professor of Sociology. B.A., Syracuse University; M.A., Ph.D., Duke University
- William J. Heuett**, 2010, Assistant Professor of Mathematics. B.S., University of Colorado; M.S., Ph.D., University of Washington
- Susan V. Heumann**, 1977, Assistant Dean, School of Arts and Sciences; Associate Professor of Literature and Languages. B.S., M.A.T., Ph.D., Georgetown University
- Sean Hoare**, 1980, Professor of Literature and Languages. A.B., The Catholic University of America; Ph.D., Stanford University
- William T. Hodson**, 1999, Professor of Information Technology. 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 Languages. B.A., James Madison University; M.A., Ph.D., University of Michigan
- Rosemary McCarthy Hubbard**, 1968, Professor of Biology and Physical Sciences. 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
- 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
- Deana M. Jaber**, 2011, Assistant Professor of Physical Sciences. B.A., Mount Holyoke College; Ph.D., University of Maryland
- Lisa Jackson-Cherry**, 2000, Chair, Department of Counseling; Professor of Counseling. 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
- Leigh C. Johnson**, 2011, Assistant Professor of Literature and Languages. B.A., Lewis & Clark College; M.A., Western Kentucky University; Ph.D., University of New Mexico
- Hollynd F. Karapetkova**, 2007, Assistant Professor of Literature and Languages. B.A., Rice University; M.F.A., Georgia State University; Ph.D., University of Cincinnati
- Cynthia L. Knott**, 2005, Associate Professor of Management Science. B.A., James Madison University; M.B.A., Ph.D., The George Washington University
- 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, Director, Graduate Studies in Humanities; Associate Professor of Philosophy. B.A., University of Kansas; Ph.D., Indiana University
- Barbara Ballard Kreutzer**, 2008, Associate Professor of 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., 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., University of Connecticut
- Louise Marshall**, 1976, Professor of Business. B.A., M.A., Rice University; Ph.D., University of Maryland
- Bridget Ann May**, 1992, Assistant Chair, Department of Interior Design; Professor of Interior Design. B.F.A., Louisiana Tech University; M.A., Louisiana State University; Ph.D., University of Georgia
- Linda Ruth McMahon**, 1965, Professor of History and Politics. B.A., Marymount College, Tarrytown; M.A.T., 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 Physical Sciences. B.A., University of Colorado; Ph.D., University of California. Other study: St. John's College
- Shannon Melideo**, 2004, Chair, Department of Education; Associate Professor of Education. B.S., Lock Haven University; M.Ed., Kutztown University; Ph.D., American University
- Elizabeth Messman**, 1977, Senior Learning Specialist, Library and Learning Services (Associate Professor). B.A., Cornell College; M.A.T., Trinity College; M.A., The George Washington University. Other study: Georgetown University
- Charles Walter Miller**, 1983, Associate Professor of Finance. B.B.A., Kent State University; M.B.A., The George Washington University. Other study: The George Washington 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**, 2005, Associate Dean, Malek School of Health Professions; Assistant Professor of Nursing. B.S.N., Incarnate Word College; M.S.N., University of Texas Health Science Center at San Antonio; 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
- Bridget 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 Technology. B.S., University of Wales; M.S., Ph.D., University of Sheffield, England
- 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, Associate 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; M.L.S., Simmons School of Library Science; M.A., Marymount University. Other study: University of Pittsburgh, Case Western Reserve University School of Library Science
- Michael Paul Nordvall**, 1998, Professor of Health and Human Performance. 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 Baltimore; Ph.D., University of Michigan
- Robert M. Otten**, 1995, Associate Vice President for Academic Affairs; Professor of Literature and Languages. B.A., St. John's University; Ph.D., University of Notre Dame
- Carolyn Bevill Oxenford**, 1989, Director, Center for Teaching Excellence; Professor of Psychology. B.A., The College of William and Mary; M.A., Ph.D., Emory University
- Karen Peck**, 2011, Assistant Professor of Nursing. B.S.N., George Mason University; M.S.N., Marymount University; Diploma in Nursing, Johnston-Willis Hospital School of Nursing
- Katie Lyn Peebles**, 2010, Assistant Professor of Literature and Languages. B.A., Smith College; M.A., Ph.D., Indiana 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 Theology. 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
- Usha Rajdev**, 2008, Associate Professor of Education. B.S., M.Ed., Chaminade University; Ed.D., Arizona State University
- Pramila Rao**, 2005, Associate 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
- Chad Rector**, 2011, Assistant Professor of Politics. B.A., University of Michigan; M.A., Columbia University; Ph.D., University of California, San Diego
- Julie Deanne Ries**, 1996, Associate Professor of Physical Therapy. B.S., Quinnipiac College; M.A., The George Washington University; Ph.D., Nova Southeastern University
- Todd Alan Rimkus**, 1996, Chair, Department of Biology and Physical Sciences; Professor of Biology. B.S., University of Illinois; M.S., Ph.D., Iowa State University
- Marguerite H. Rippey**, 1999, Chair, Department of Literature and Languages; Professor of Literature and Languages. B.A., Brown University; M.A., Vanderbilt University; Ph.D., Indiana University
- Monica L. P. Robbers**, 1999, 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; Associate Professor of Business. B.S., St. Lawrence University; M.B.A., Clarkson University. Other study: The George Washington University
- Eileen Sarsfield**, 2009, Assistant Professor of Nursing. B.S.N., Georgetown University; M.S.N., Ph.D., The Catholic University of America

**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; D.A. (candidate), George Mason University

**Donna M. Schaeffer**, 2005, Associate Professor of Information Management. B.S., M.B.A., Florida International University; Ph.D., Claremont Graduate University

**Amy Scott-Douglass**, 2010, Assistant Professor of Literature and Languages. B.A., M.A., Bowling Green State University; Ph.D., University of Oklahoma

**Susan Dorothea Scott-Fundling**, 1994, Associate Professor of Interior Design. B.F.A., M.Arch., University of Texas

**Douglas Seidler**, 2009, Assistant Professor of Interior Design. B.Des., M.Arch., University of Florida. Other study: Boston Architectural College

**Kate Ruth Sheehan**, 1981, Professor of Mathematics. B.A., M.Ed., Marymount College of Virginia; Ph.D., American University

**Matthew J. Sherman**, 2011, Assistant Professor of Theology. A.B., Brown University; M.T.S., Harvard Divinity School; Ph.D., Boston College

**Barbara Siller**, 1992, Librarian (Assistant Professor). B.S., Northwest Missouri State University; M.L.I.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

**Christopher Allen Snyder**, 1996, Professor of History. B.A., West Virginia University; M.A., Ph.D., Emory University

**Cynthia L. Starita**, 2010, Associate Professor of Criminal Justice. B.S., Ph.D., University of Southern Mississippi; M.Ed., William Carey University

**William Sterner**, 2009, Assistant Professor of Psychology. B.S., M.Ed., Ph.D., Pennsylvania State University

**Pamela B. Stoessell**, 1975, Professor of Fashion Design and Merchandising. 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., Northcentral 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, Professor of Fine Arts. B.A., Portland State University; M.A., Ph.D., Institute of Fine Arts, New York University

**Margaret Tseng**, 2004, Chair, Department of History and Politics; Associate Professor of 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

**Amy Christine Van Arsdale**, 2010, Assistant Professor of Psychology. B.A., University of Colorado; M.A., University of Denver; Ph.D., University of Florida

**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, Medical College of Virginia Campus

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

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

**Michael H. Walls**, 2010, Assistant Professor of Nursing. B.S.N., M.S.N., University of Maryland; Ph.D., Kennedy-Western University

**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, Chair, Department of Health and Human Performance; Associate Professor of Exercise and Health Sciences. B.Sc., Staffordshire University (England); Ph.D., University of Wales

**Michelle R. Wolfe**, 2002, Assistant Professor of Nursing. B.S.N., Trenton State College; 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 Biology and Physical Sciences. B.S., Clemson University; Ph.D., University of North Carolina School of Medicine

**Hongqiang (Mason) Yang**, 2010, Librarian (Assistant Professor). B.S., Jiangsu University (China); M.S., Virginia Polytechnic Institute and State University; M.L.S., University of Maryland

**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

**Kenneth P. Yusko**, 2002, Associate Professor of Human Resources. B.S., Georgetown University; M.A., Ph.D., University of Maryland

## EMERITUS FACULTY

**Peggy Thomas Bakken**, 1967-1981, Associate Professor of Speech and Drama

**Lillian Bisson**, 1969-2010, Professor of Literature and Languages.

**Charles Frederick Brand**, 1991-2011, Associate Professor of Education

**Michael Didoha**, 1961-2005, Professor of Philosophy

**Susan B. Fay**, 1980-2011, Professor of Literature and Languages

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

**Judy Green**, 1989-2007, Professor of Mathematics

**Boyd Frederick Hagy**, 1966-2005, Professor of Literature and Languages.

**Kristi Planck Johnson**, 1995-2011, Professor of Education

**Edward Maurice Kaitz**, 1987-1997, Professor of Business

**Denise Kaydouh**, 1966-1981, Assistant Professor of Education

**James Dan Knifong**, 1985-2003, Professor of Mathematics

**Sr. Noël Loughlin, RSHM**, 1976-1999, Professor of Nursing

**Alice Mandanis**, 1971-2010, Provost Emerita and Professor of Literature and Languages.

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

**Arthur C. Meiners, Jr.**, 1982-2011, Professor of Business

**Robert Sigethy**, 1983-2007, Professor of Business

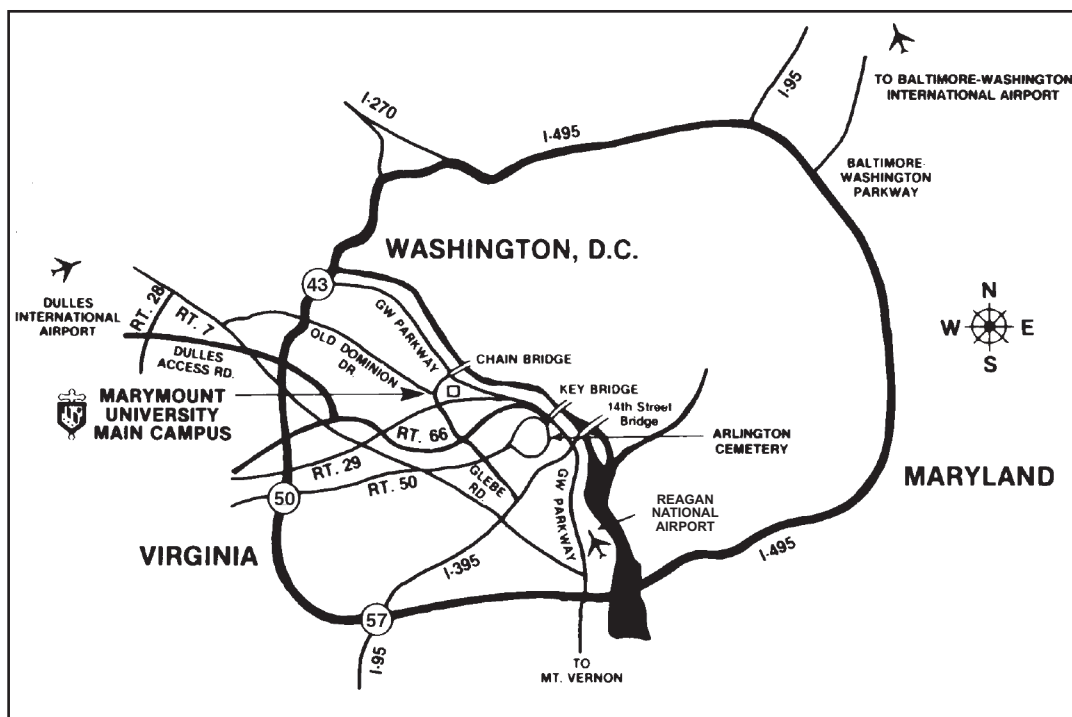
**Charles Roger Smith**, 1987-2010, Professor of History and Politics

**Janet Spirer**, 1984-2000, Professor of Business

**Phillipa Brady Stevens**, 1973-1999, Professor of Education and Psychology

**Karen Volland Waters**, 1984-2010, Professor of Literature and Languages

**Fatma Ahmed Youssef**, 1986-2011, Professor of Nursing



**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.

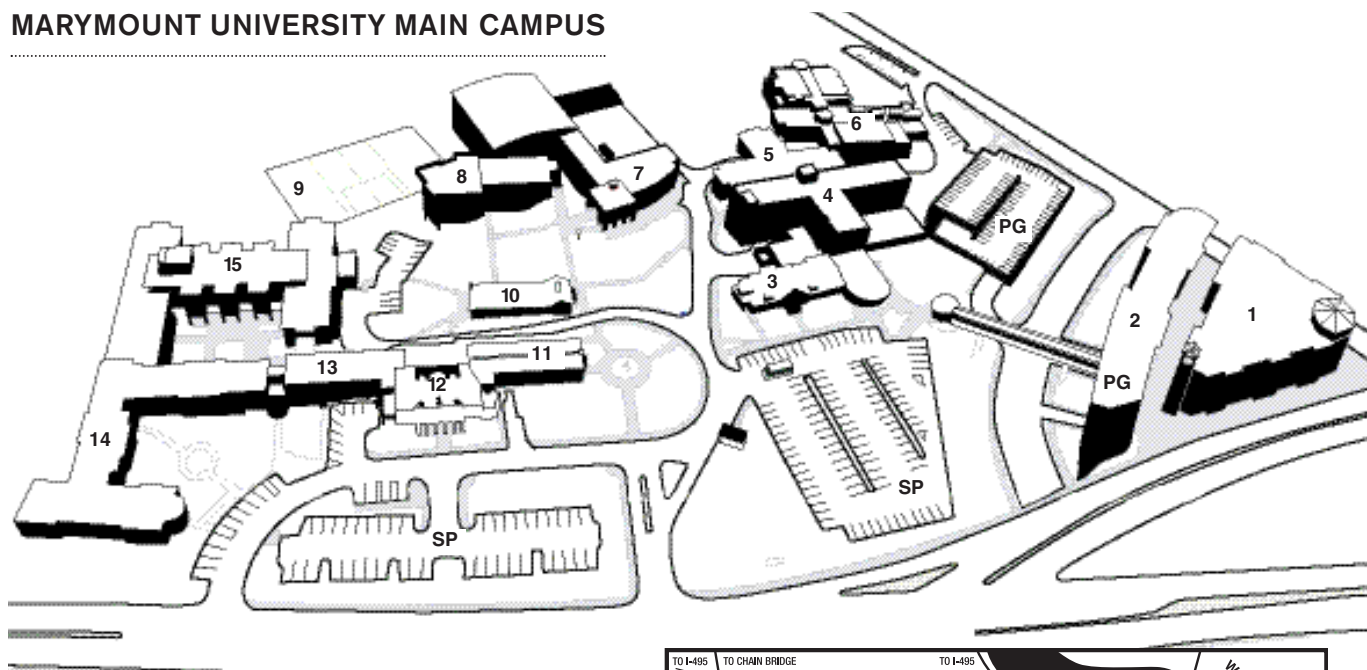
**From Rt. 50-Arlington Blvd. (either direction):** Exit Glebe Road (Rt. 120 North). Drive half a mile; Ballston Center is on the left. Drive another two miles; Main Campus is on the right.

**Main Campus**  
2807 N. Glebe Road  
Arlington, VA 22207-4299  
(703) 522-5600

**Ballston Center**  
1000 N. Glebe Road  
(send mail to Main Campus)  
(703) 522-5600

**Reston Center**  
1861 Wiehle Avenue  
Reston, VA 20190  
(703) 284-5770

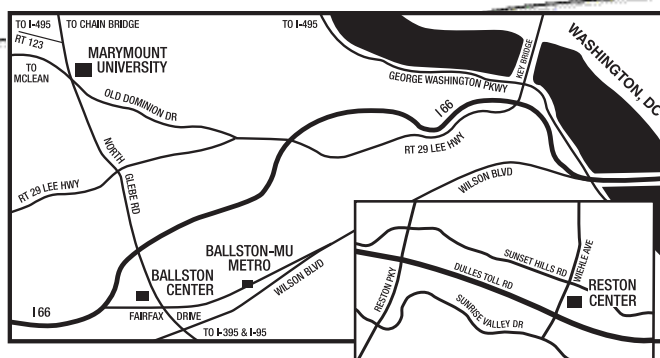
# MARYMOUNT UNIVERSITY MAIN CAMPUS



1. Caruthers Hall
2. Rose Benté Lee Ostapenko Hall
3. The Lodge
4. Gerard Phelan Hall
5. Majella Berg Hall
6. Emerson G. Reinsch Library
7. Rose Benté Lee Center
8. Gailhac Hall
9. Playing Field
10. Ireton Hall
11. Sacred Heart of Mary Chapel
12. Main House
13. St. Joseph Hall
14. Butler Hall
15. Rowley Hall and Academic Center

SP Surface Parking

PG Parking Garage



## 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.



## 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 Student Development and Enrollment Management (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 Student Development and Enrollment Management
- Financial and Plant Access Policies: vice president for Financial Affairs

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.

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