

LOYOLA COLLEGE IN MARYLAND
2004-2005

GRADUATE PROGRAMS



College of Arts and Sciences

**The Joseph A. Sellinger, S.J.
School of Business and Management**

4501 North Charles Street
Baltimore, Maryland 21210-2699
410-617-2000
<http://www.loyola.edu>

LOCATIONS

LOYOLA COLLEGE IN MARYLAND

BALTIMORE CAMPUS

4501 North Charles Street
Baltimore, MD 21210-2699
General: 410-617-2000; 800-221-9107
Admissions: 410-617-5020; 800-221-9107, ext. 5020
Education: 410-617-5095
Modern Studies: 410-617-2418
Psychology: 410-617-2696

LOYOLA COLLEGE IN MARYLAND

THE GRADUATE CENTER – COLUMBIA CAMPUS

8890 McGaw Road
Columbia, MD 21045-4713
General: 410-617-7600
Admissions: 410-617-5020; 800-221-9107, ext. 5020
Montessori: 410-617-7765
Pastoral Counseling: 410-617-7620
Speech-Language Pathology/Audiology:
410-617-7650

LOYOLA COLLEGE IN MARYLAND

THE GRADUATE CENTER – TIMONIUM CAMPUS

2034 Greenspring Drive
Timonium, MD 21093-4114
General: 410-617-1500
Admissions: 410-617-5020; 800-221-9107, ext. 5020
Graduate Business Programs: 410-617-5067

LOYOLA COLLEGE IN MARYLAND

THE LOYOLA CLINICAL CENTERS

Belvedere Square, Suite 100
5911 York Road
Baltimore, MD 21212
General: 410-617-1200

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IMPORTANT

The provisions of this publication are not to be regarded as a contract between the student and Loyola College. The College reserves the right to change courses, schedules, calendars, and any other provisions or requirements when such action will serve the interest of the College or its students.

Students are responsible for the selection of courses, completion of degree requirements, and acquainting themselves with the regulations pertinent to their status. The College reserves the right to modify its regulations in accordance with accepted academic standards and to require observance of the modifications.

Loyola College does not discriminate on the basis of race, sex, color, national or ethnic origin, age, religion, disability, marital status, or sexual orientation in the administration of any of its educational programs and activities or with respect to admission or employment. The Designated Compliance Officer to ensure compliance with Title IX of the Education Amendment of 1972 is Toi Y. Carter, Assistant Vice-President for Human Resources, Jenkins Hall, Room 220, 410-617-2699. The Coordinator to ensure compliance with Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) as amended (P.L. 93-516) is Toi Y. Carter, Assistant Vice-President for Human Resources, Jenkins Hall, Room 220, 410-617-2699.

Loyola College is authorized under U.S. Federal Law to enroll non-immigrant, alien students.

ACCREDITED BY:

AACSB International – The Association to Advance Collegiate Schools of Business
American Association of Pastoral Counselors
American Psychological Association
American Speech-Language-Hearing Association
Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 215-662-5606
Council for Accreditation of Counseling and Related Educational Programs
National Council for Accreditation of Teacher Education

APPROVED BY:

Association of Childhood Education International
Association Montessori Internationale (AMI)
Council on Exceptional Children
International Reading Association
Regents of the University of the State of New York
Maryland State Department of Education
Approved for Veteran's Education

MEMBER OF:

Adult Education Association of U.S.A.
AACSB International – The Association to Advance Collegiate Schools of Business
American Association of Colleges for Teacher Education
American Association for Higher Education
American Speech-Language-Hearing Association
Association for American Colleges and Universities
Association for Continuing Higher Education
Association of Graduate Liberal Studies Programs
Association of Jesuit Colleges and Universities
Baltimore County Chamber of Commerce
Council for Advancement and Support of Education
Council of Applied Master's Programs in Psychology
Council of Graduate Programs in Communication Sciences and Disorders
Greater Baltimore Committee
Howard County Chamber of Commerce
Independent College Fund of Maryland
Maryland Association for Higher Education
Maryland Chamber of Commerce
Maryland Independent College and University Association
Middle Atlantic Association of Colleges and Business Administration
Middle States Association of Colleges and Schools
National Association of Graduate Admission Professionals
National Association of Independent Colleges and Universities
National Catholic Education Association
National Collegiate Athletic Association
National Council of Schools and Programs of Professional Psychology
National University of Continuing Education Association

Documents granting accreditation or approval to Loyola College are available for review in the Records Office during regular business hours.

THE COLLEGE

HISTORY

Since its founding, Loyola College has challenged itself to remain grounded in a centuries-old tradition of Jesuit, liberal arts education, while continually seeking to adapt to changing circumstances. In this balance between values and the desire to serve the greater community, the College has managed to create itself anew, time and again.

Loyola College in Maryland rose from humble beginnings in 1852. The first college in the United States to bear the name of Saint Ignatius Loyola, the College was initially headquartered in a house on Holliday Street in downtown Baltimore—a site marked by a commemorative plaque in what is now Baltimore's War Memorial Plaza. Due to its increasing enrollment, the College moved in 1855 to a new facility at Calvert and Madison Streets—now the home of Center Stage, Baltimore's intimate theatre for professional drama groups and the St. Ignatius Loyola Academy, a Catholic high school. The College moved to its present home on the Baltimore Campus in 1921.

Today, Loyola College is a Catholic comprehensive university with approximately 6,000 undergraduate and graduate students representing two-thirds of the United States and numerous foreign countries. The graduate programs now comprise half of the student population at Loyola. The programs, most of which are practitioner-oriented and designed for professionals seeking a greater level of expertise and satisfaction in their careers, span a broad spectrum.

Loyola's Joseph A. Sellinger, S.J., School of Business and Management offers the traditional Master of Business Administration (M.B.A.) and a Master of Science in Finance (M.S.F.), as well as the MBA Fellows and Executive MBA programs, tailored for professionals at different levels in their careers. The Sellinger School's 1988 accreditation by the AACSB International – The Association to Advance Collegiate Schools of Business reinforced its commitment to providing the best education to Baltimore's business leaders. The traditional MBA program began in 1967 and it, along with the Executive MBA program (established in 1973 and one of the first of its kind in the United States),

has been a means of providing business education to the Baltimore region for several decades.

The graduate program in psychology was established in 1968 to help prepare students to complete doctoral training in clinical or counseling psychology through a research-oriented master's program. Three years later, the College added a practitioner-based, master's level training model to prepare students to work under the supervision of a licensed psychologist or to pursue doctoral training. The graduate psychology program, which trains students in both theory and skill development and offers field experiences at numerous sites throughout Baltimore, was expanded in 1996 to include a Doctor of Psychology (Psy.D.) in Clinical Psychology. The Psy.D. program earned accreditation from the American Psychological Association in 2000. The Psychology Department also offers certificate and pre-licensure enrollment options for individuals seeking to complete the requirements for the Maryland Board of Examiners' Licensed Clinical Professional Counselor (LCPC) examination.

The Pastoral Counseling Department offers the only accredited, advanced degree programs of their kind in the United States that integrate religious philosophy with practical behavioral science. Pastoral counseling was initially introduced in 1976 as a master's degree within the Psychology Department. Due to the program's unique offerings and subsequent growth, an independent Pastoral Counseling Department was established in 1984. The Master of Science (M.S.) program was expanded in 1990 to include a Doctor of Philosophy in Pastoral Counseling (Ph.D.), and in 1997, a Master of Arts (M.A.) in Spiritual and Pastoral Care was introduced. Today, the various degree, certificate, and pre-licensure programs within the Pastoral Counseling Department attract students from across the country and around the world.

Since its inception in 1971, the Department of Speech-Language Pathology/Audiology has provided practitioner-oriented classroom study and clinical practice to professionals throughout the country. Accredited by the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA), the two-year, full-time

speech pathology program features clinical observation and practicum opportunities through the College's clinics on its Baltimore, Columbia, and Timonium Campuses and an extensive network of externship sites.

In 1977, Loyola recognized the need within the technology professional community for advanced education and developed a graduate program for professionals already working in computer-related fields who need hands-on, rather than theory-based, experience for the rapidly changing technology industry. In 2003, this program was reconfigured, and now the College offers degree programs in computer science leading to a Master of Science (M.S.) in Computer Science and a Master of Science (M.S.) in Software Engineering. Both of these programs are offered at Loyola's Columbia and Timonium Campuses.

The Education Department's program blends theory with practice in its mission to train tomorrow's educators. The first of the graduate programs to be established at Loyola, it offers the Master of Education (M.Ed.) and the Master of Arts (M.A.) in Education. In 2002, these programs received accreditation from the National Council for Accreditation of Teacher Education. Classes are offered at the Baltimore, Columbia, and Timonium Campuses as well as other sites throughout the state. The educating of teachers, specialists, counselors, and administrators continues to be the primary focus of graduate studies in education at Loyola College.

Loyola College adheres to its Jesuit, liberal arts tradition through its modern studies program. Designed for those who require greater expertise in their field or desire a greater breadth of knowledge, the program blends the traditional with the innovative. The usual graduate school emphasis on research is replaced with an emphasis on reading and study, with course topics ranging from business and urban planning to sociology, psychology, literature, and creative writing. In short, the modern studies program—which awards a Master of Modern Studies (M.M.S.)—exists for all who believe that the mind constantly needs to be challenged and enriched.

A loyal alumni population, strong corporate and civic support, a diverse body of graduate programs,

and the dedication and expertise of the faculty have all helped make Loyola the institution it is today and assure that the education offered at the College remains relevant in an ever-changing world.

MISSION

Loyola College in Maryland is a Jesuit Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the College will inspire students to learn, lead, and serve in a diverse and changing world.

VISION

The education of men and women of compassion and competence, imbued with the desire to seek in all things the greater glory of God, represents the enduring aspiration of Loyola College in Maryland. That ideal, first elucidated by Saint Ignatius of Loyola, founder of the Society of Jesus and namesake of this university, continues to guide Loyola as it strives to lead students, faculty, staff, alumni, and friends forward to the promise of an examined life of intellectual, social, and spiritual discernment.

In pursuing these goals, Loyola asserts a bold ambition: that the College will be among the top Catholic universities in the United States. The standards by which we measure that achievement will be many: the enrollment of outstanding students; the creation of a diverse and supportive community; the cultivation of a rigorous intellectual climate; the scholarly achievements of the faculty; the recognition of peers; the intellectual and professional attainments and generosity of spirit of the alumni.

Loyola will do so by providing undergraduate students with a liberal education that transforms them, that ensures they place the highest value on the intellectual life, and that instills in them an understanding that leadership and service to the world are intimately connected. Likewise, Loyola will be a recognized leader in graduate education, offering programs which are responsive to the needs of the professional and academic communities it serves, inspiring its graduate students to leadership, and inculcating in them the knowledge that service

to the larger world is a defining measure of their professional responsibilities fully understood.

In all of this, Loyola College will remain ever mindful of the Jesuit precept that the aim of all education ultimately is the ennoblement of the human spirit.

VALUES

From the time of their founding four-and-a-half centuries ago, Jesuits—beginning with their founder, Saint Ignatius Loyola—have had a distinctive way of looking at life. Their characteristic Ignatian worldview has permeated their educational and spiritual apostolates, and has been shared with hundreds of thousands of women and men formed by Jesuit teaching and pastoral care. This Ignatian worldview includes the following characteristic notes or emphases:

- openness and enthusiasm toward the whole of God’s richly diverse creation and for the human person as its crowning glory;
- hopefulness and pragmatism in seeking graced solutions to life’s challenges through creative use of all available gifts and resources, tempered by realism and compassion about the reality of human weakness;
- sustained critical attention to motivations and choices based on the conviction that individuals, through the exercise of their freedom, exert a real influence on their world and one another for good or for evil; and
- commitment to a life of growing integrity and increasing service to God and others after the Gospel model of Jesus Christ.

As a Jesuit, Catholic university with a 150-year history, Loyola College adopts and adapts these characteristic emphases of the Ignatian heritage and reflects them in its life and work. Loyola’s Jesuit tradition was complemented and enriched by the tradition of the Mercy Sisters when the College joined with Mount Saint Agnes College in 1971; and Loyola continues to remember and to recognize with gratitude the gifts which it received as a result of that joining, as will be seen in the text below. One of the particular ways in which Loyola preserves its religious heritage while recognizing

and incorporating the necessary openness to pluralism which is characteristic of American higher education today is by encouraging all of its constituents to cultivate and to live by the following core values: academic excellence, focus on the whole person, integrity and honesty, diversity, community, justice, service, leadership, discernment, and the constant challenge to improve.

LEARNING AIMS

Master Knowledge and Skills

- Master the skills, methods, and knowledge appropriate to the discipline
- Synthesize knowledge using interdisciplinary approaches
- Acquire the tools to continue professional development and lifelong learning

Think Critically

- Access, analyze, and evaluate information effectively
- Disseminate and communicate information effectively

Manifest Leadership and Social Responsibility in the Workplace and Community

- Understand and value individual differences and have the skills for working effectively in a diverse and changing world
- Comprehend the ethical principles appropriate to the discipline, have the ability to identify ethical dilemmas, and understand the frameworks for selecting and defending a right course of action
- Contribute professionally and personally to the broader community
- Consider issues of justice in making decisions

DIVERSITY STATEMENT

Loyola College values the benefits in diversity and is committed to creating a community which recognizes the inherent value and dignity of each

person. As a community, the College actively promotes an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities among students, faculty, administrators, and staff.

CAMPUSES AND BUILDINGS

BALTIMORE CAMPUS

Located in a residential section of northern Baltimore, the Baltimore Campus is noted for its mix of beautifully landscaped and generously wooded areas. Hospitable to students, faculty and staff, the Campus is a beautiful, welcome respite from the workaday world.

The **Alumni Memorial Chapel**, dedicated to Loyola alumni who served in World Wars I and II, was constructed in 1952 and renovated in 1993. The Chapel is the physical and spiritual center of the campus. Sixteen large stained-glass windows along the Chapel's nave depict major Jesuit saints, while Catholic history is illustrated in the stained-glass windows at the four terminals of the nave and the transept. Seven smaller windows depict historic shrines from around the world dedicated to Mary. Above the front facade of the Chapel is the statue of Our Lady of Evergreen, donated in 1952 by Fulton Oursler, Senior Editor of *Reader's Digest* and author of *The Greatest Story Ever Told*.

Located beneath the Chapel, **Cohn Hall** is characterized by stone, brick, and glass walls; bright colors; ceramic tile floors, and plenty of natural light. Cohn Hall houses Campus Ministry and the Center for Values and Service.

Until March 1992, the large Tudor-style mansion at the center of the quadrangle served as the home of Loyola's Jesuit community. Now called the **Francis Xavier Knott, S.J., Humanities Building**, the building underwent a major expansion and renovation in 1993 to fulfill the College's goal of centralizing academic and administrative offices. The Humanities Building houses offices for Admissions, Alumni Relations, the Counseling Center, Development, Financial Aid, Public Relations, and Publications; faculty offices for the Departments of Classics, Communication, English, History, Philosophy, and Theology; a high-tech-

nology Honors seminar room; lecture-style classrooms; conference rooms; and a dining area.

The mansion was initially built by the prominent Garrett family in 1895 as a wedding gift to their son, who died while on an extended trip to Europe before the building was completed. Later, the building served as a rehabilitation center for blind veterans of World War I before Loyola acquired it in 1921.

Beatty Hall, originally named the Jenkins Science Building, was completed in 1922 and renovated in 1974, 1980, and 1995. The structure, built with locally quarried stone, houses the Departments of Education, Political Science, Psychology, and Sociology. After its 1974 renovation, the building was renamed in honor of Rev. Vincent F. Beatty, S.J., who served as College president from 1955–1964.

Jenkins Hall opened just before Thanksgiving in 1929, and its highlight was the library on its top floor. Until its closure for renovation in January 2000, it served as the center for The Joseph A. Sellinger, S.J., School of Business and Management. The refurbished facility now houses administrative offices, the Loyola Writing Center, and The Study—a spacious student study area on the third floor. The Study offers academic support services for all students and features tutoring spaces, computer stations, and informal seating areas for quiet study.

Xavier Hall is located between Beatty and Jenkins Halls. Originally a small chapel in Mount Washington, the structure was donated by the pastor of the Shrine of the Sacred Heart. In Fall 1924, the chapel was systematically disassembled, trucked to the Baltimore Campus, and reconstructed during the remainder of the year. It formally opened as St. Francis Xavier Chapel on February 2, 1925. After the Alumni Memorial Chapel opened in 1952, Xavier Hall was converted into a student lounge until the 1970s when it was renovated into offices to accommodate the expanding needs of the business school. Now that the Sellinger School has a new home, Xavier Hall has been renovated to house classrooms and the office of Institutional Research.

In 1965, Loyola expanded its classroom facilities with the addition of the five-story building, **Maryland Hall**. Named to acknowledge a 1962 grant from the state government, the structure initially served as an engineering and science building.

Maryland Hall now houses the Center for Academic Services and Support, Dean of First-Year Students and Academic Services, International Programs, Department of Modern Languages and Literatures, Language Learning Center, Instructional Technology, Records Office, Student Administrative Services, classrooms, a distance learning classroom, and administrative offices. A major renovation, completed in 2002, increased academic space; added high-technology classrooms; created a new, state-of-the-art language resource center; and made the building fully compliant with the Americans with Disabilities Act.

The **Joseph A. Sellinger, S.J., School of Business and Management**, a 50,000 square-foot classroom and office building which opened in January 2000, is adjacent to Maryland Hall and anchors the College's academic quadrangle. The facility, which features a five-story atrium, houses ten classrooms, five seminar rooms, four conference rooms, the dean's and faculty offices, an information center, and a student lounge.

Donnelly Science Center was completed in 1978, and its contemporary architecture—two five-story wings joined by a glass-enclosed, diagonal centerpiece—serves as one formal entrance to the College. Its construction enabled the College to expand and upgrade its science facilities to include 25 laboratories, three workshops, and a number of faculty offices. The building also houses the Departments of Biology, Chemistry, Computer Science, Engineering Science, and their associated teaching/research labs. An expansion has added new state-of-the-art laboratories, classrooms, and faculty offices to the facility, reflecting the College's commitment to science instruction and research.

Knott Hall, completed in 1989, adjoins the Donnelly Science Center. It houses the Departments of Physics and Mathematical Sciences; Technology Services; lecture-style classrooms; two high-technology lecture halls; terminal rooms; the computer center; five high-technology classrooms; and three computer labs. The USF&G Pedestrian Bridge links the east (academic) side of the campus with the west (residential) section and provides an upper-level entrance to the building.

The **DeChiaro College Center** is a long, rectangular five-story building that opened in 1985. It houses

the Julio Fine Arts Wing, containing faculty offices for the Department of Fine Arts; a rehearsal room; music practice rooms; an art gallery; a high-technology classroom, as well as studio classrooms for drama, art, and music; and a fully-equipped photography center. In addition, the wing contains the McManus Theater which has a seating capacity of 300.

The Center also houses the Career Development and Placement Center and Reitz Arena. The Arena contains a gymnasium with three basketball courts and a seating capacity of 3,000. The facilities also include a weight room, training rooms, locker rooms, a VIP lounge, and some Athletics offices.

The **Andrew White Student Center** is named for the Rev. Andrew White, S.J., who was part of a small group of English Catholics who helped found the state of Maryland when the first expedition landed in 1634. The Center—a popular hub on the Baltimore Campus—was renovated in 2000 and features an expanded food court, dining, and lounge areas, as well as an expanded bookstore, lobby, office and program space, a reading room, post office, and student mailboxes. The Center houses both the Athletics Department and Student Activities.

Ignatius House is home to the College's Jesuit community. Formerly Millbrook House, the three-story stone mansion was built in the 1920s and acquired by the College in 1957. Expanded, renovated, and renamed in 1991, it now contains a small chapel and Jesuit living quarters.

The **Loyola/Notre Dame Library**, located midway between Loyola and the College of Notre Dame of Maryland, opened in 1973. The library, a joint venture of the two institutions, is unique in being governed by a special corporation established by both but distinct from either college. The striking, four-story building is situated at a point where both campuses meet, on the banks of a small stream which was dammed to form a reflecting pool.

The library has a shelf capacity of 450,000 volumes; it houses extensive collections in the humanities and social sciences, particularly in the areas of Catholic Studies, education, management, and psychology. The Media Services Department offers a particularly strong collection of approxi-

mately 10,000 VHS and DVD titles representing the best in educational productions, film classics, and contemporary works.

The library has become a leader in implementing digital technology among teaching institutions. It is the first academic library of its type in the nation to provide simultaneous searching capability of 16,000 full-text electronic journal titles across multiple databases. Working with the Maryland Interlibrary Consortium in 2002, the library installed the Voyager integrated on-line library system in concert with Hood College, Mount Saint Mary's College, and Columbia Union College. Through the consortium, the library shares book holdings of more than 525,000 titles and allows on-line, reciprocal borrowing by all faculty and students at each institution, with the material delivered within 24 hours to the home library. Access to these technologies and extensive collections is available through the library's website (www.lndl.org). The library also provides live, 24-hour on-line reference service to assist Loyola students and faculty with their information needs.

The **Service Building**, located on the east side of campus, houses the Physical Plant and Campus Police. The **John Early House**, situated opposite, houses the Military Science Department.

Cardinal John Henry Newman Towers houses faculty offices for the Department of Speech-Language Pathology/Audiology; administrative offices; and residence halls. Newman Towers also boasts Primo's, an innovative, market-style dining facility that provides students with an upscale food court, deli, bakery, and convenience store all in one location.

The **Fitness and Aquatic Center** opened on Loyola's North Campus in Fall 2000. The 115,000 square-foot facility features basketball, volleyball, and squash courts; a pool; running tracks; an indoor climbing wall; a 6,000 square-foot fitness center; and smaller activity rooms and offices.

The **Loyola Clinical Centers at Belvedere Square** serve as a training venue for Loyola students, as well as a multidisciplinary center for the Greater Baltimore Community by offering a holistic approach to assessment, treatment, and consultation for clients and their families. The unique col-

laboration of the Departments of Education, Pastoral Counseling, Psychology, and Speech-Language Pathology/Audiology affords a comprehensive evaluation to the Centers' clients, as well as a unique learning environment in the training and professional development of Loyola students.

The newly renovated facility encompasses over 10,000 square-feet including two family waiting areas, child waiting areas, 13 treatment rooms with observation, and state-of-the-art, audio-visual technology including real-time feed providing comprehensive supervisory and teaching practicum. A computer lab is accessible 24-hours a day via Evergreen Card (issued by Public Safety). A student/staff lounge and vending machines are also available. Conveniently located within two miles of the Baltimore Campus on the York Road corridor, this newest facility affords students a clinical setting in a professional environment within the Baltimore community.

In 1999, Loyola acquired a building at **5000 York Road** to house a variety of administrative offices. Today, human resources, accounts payable, administrative systems development, administration and process design, financial services, word processing, and the College's archives are all located here.

In Spring 1998, Loyola acquired a 3.79-acre parcel and building at **5104 York Road**, a half-mile from the College's Baltimore Campus. The property provides additional parking facilities and is home to a variety of administrative offices such as printing services, the post office sorting room, the motor pool, shuttle bus operations, and administrative offices for the Department of Public Safety.

THE GRADUATE CENTER – COLUMBIA CAMPUS

Located in Howard County and convenient to Interstate 95, U.S. Route 29 and Maryland Route 175, the Columbia Campus is home to full-time graduate programs in pastoral counseling, speech-language pathology/audiology, and the Washington Montessori Institute. Evening programs include a full range of graduate courses in business and computer science, as well as offerings in education and modern studies. In addition, the Columbia Speech and Language Center offers clinical

services to the community while providing supervised practicum for graduate students in the speech-language pathology/audiology program.

The Columbia Center offers modern classrooms with executive-style seating for thirty to forty students; numerous technology classrooms; a distance learning facility; Montessori practice rooms; a hands-on science education classroom; and computer science/software engineering classrooms, labs, and project room. Student services include a networked computer lab with twenty-four-hour access, lounges and group meeting spaces, and a college bookstore annex.

THE GRADUATE CENTER – TIMONIUM CAMPUS

Located adjacent to Interstate 83, one mile north of the Baltimore Beltway, the Timonium Campus provides classroom facilities and administrative office space for graduate programs in business, computer science, education, modern studies, pastoral counseling, and speech-language pathology/audiology. The campus is also home to the Timonium Speech and Language Literacy Center.

This state-of-the-art facility offers spacious, high-technology classrooms with executive-style seating for thirty-six to fifty students; a computer science classroom; a distance learning facility; conference and small group rooms; a counseling lab; a hands-on science classroom; and speech-language clinic facilities. Student services also include a large student lounge, programming space, a computer lab with twenty-four-hour access, and a bookstore annex.

SERVICES

ALANA SERVICES

The Department of ALANA Services and others on campus offer services to enhance the educational experience for African-, Asian-, Latin-, and Native-American students as well as helping women and international students to have a successful experience at Loyola. The Department works with Admissions, academic departments, and Human Resources to assist in the recruitment of students, faculty, administrators, and staff who are African-, Asian-, Hispanic-, and Native-American. In addition, the Department sponsors research

to evaluate the progress made in increasing the diversity of the student body.

CAREER DEVELOPMENT AND PLACEMENT CENTER

The services of the Career Center are available to all Loyola students and alumni. The staff maintains a career resource library, a schedule of career and job related workshops, and a regular program of on-campus interviews with employers. The Alumni Career Networking System provides knowledgeable career advice from a network of Loyola alumni/ae who have volunteered to assist the Career Center. Students are welcome to meet by appointment with a career professional to explore the resources of the Career Center, located on the Baltimore Campus in the DeChiaro College Center, First Floor, West Wing; 410-617-2232; e-mail: cdpc@loyola.edu; website: <http://www.loyola.edu/dept/career-dev/>. Evening hours are available by appointment.

COLLEGE STORE

The College Store is located on the Baltimore Campus on the second floor of the Andrew White Student Center. In addition to new and used textbooks, the store has a wide selection of general reading books, school supplies, Loyola clothing and gifts, greeting cards, and snacks. Visa, MasterCard, Discover, American Express, and personal checks are accepted.

Textbooks and supplies required for courses taught at the Baltimore, Columbia, and Timonium Campuses may be purchased by calling 410-617-2291/5738 and via the Web by visiting www.efollett.com or www.lcb.bkstr.com. Students should allow at least five days for order processing and UPS delivery.

COMPUTER FACILITIES

Loyola College has extensive computer facilities for use in research and course work. There is no charge for computer time and students are encouraged to become familiar with computer operations. Instruction in the use of the computer is an integral part of the College's quantitative courses. Any questions concerning the use of computer facilities should be directed to the Technology Service Center, 410-617-5555.

The campus network consists of an IBM RS 6000; UNIX workstations; IBM PCs and Macintoshes, and Novell file servers networked via a campus-wide Ethernet. Internet access is provided by the College. Each residence hall room is wired to the campus backbone with 10/100 Mbps service. General purpose computer labs are located on the Baltimore Campus in various academic buildings and residence halls, as well as the Columbia and Timonium Campuses. Most labs are accessible 24-hours a day via Evergreen Card (issued by Public Safety). Labs contain IBM PCs, Macintoshes, UNIX workstations, and laser printers.

DISABILITY SUPPORT SERVICES

Disability Support Services (DSS) provides services for students with disabilities to ensure physical, programmatic, and electronic access to College programs. DSS arranges accommodations, adjustments, and adaptive equipment for students with disabilities. Based upon a student's documentation of the disability and an intake meeting, services may include: advocacy; alternative arrangements for tests; priority registration; counseling; study skills help; note takers; alternative format for textbooks; referral to appropriate services, both on and off campus; sign language interpreters; adaptive equipment; taped lectures; and other accommodations as needed.

A student must register with the DSS Office in order for services to be provided. Documentation of disability from a certified professional is required. All information regarding a student's disability is confidential and kept in the DSS Office. Additional registration information is available at the DSS website, <http://www.loyola.edu/dss/>.

The DSS Office is located in 100 West Newman Towers. For more information, contact DSS at 410-617-2062, (TTY) 410-617-2141, or mwiedefeld@loyola.edu. Students should call or e-mail to schedule an appointment.

HEALTH INSURANCE

All graduate students enrolled in a degree seeking program and taking a minimum of six credits are eligible to enroll on a voluntary basis in the College's student health plan provided through the Chickering Benefit Planning Agency, Inc. For

more information, contact the Chickering Group, 800-232-5481 or the Loyola insurance manager, 410-617-5055. Information about the insurance can be obtained from Graduate Admissions, the Student Health Center, or the Columbia and Timonium Campuses.

HOUSING

The Office of Student Life provides assistance to graduate students in obtaining off-campus housing. For information on the options available visit, <http://www.loyola.edu/campuslife/housingandcampusconduct/>.

LOYOLA/NOTRE DAME LIBRARY

Students are encouraged to make extensive use of the library, which contains approximately 450,000 book and bound periodical volumes, 39,000 media items (many of which are videos, DVDs, and CDs), and 1,763 current periodicals.

The library's website (www.lndl.org) serves as a gateway to a variety of Internet resources. Students have Web access to numerous databases, including ERIC, PsycINFO, EIU ViewsWire (international business), ATLAS (religion), Lexis-Nexis Academic Universe, Maryland Digital Library, Cambridge Scientific Abstracts, and Business Source Premier. There is electronic access to full-text articles from over 16,000 periodicals. The library's catalog is shared by three other colleges; books from these colleges can be requested on-line and will be shipped within two days. The ORCA technology allows for simultaneous searching of multiple databases. Students can connect with these resources from any computer on Loyola's campus network, including library work stations. Databases can be accessed from off-campus by current students who are registered library users.

Librarians in the Reference Department assist students in selecting and using various information sources. Books and articles not owned by the library can usually be acquired through interlibrary loan. Circulation Department staff are available to assist with reserve materials and photocopying facilities. Many reserve articles are now on-line on the library's website.

Students at the Columbia and Timonium Campuses can request books and (for a fee) photocopies of articles from periodicals the library owns to be sent to those campuses for pickup.

Hours during fall and spring semesters are:

Monday – Thursday	8:00 a.m. – 2:00 a.m.
Friday	8:00 a.m. – 6:30 p.m.
Saturday	8:00 a.m. – 8:00 p.m.
Sunday	10:00 a.m. – 2:00 a.m.

Summer and intersession hours are printed in course schedule booklets, and all hours of operation are posted on the library's website .

PARKING

All students are required to register their vehicles with the College, and the vehicle registration must be presented with the application.

Baltimore Campus

Parking permits are available from Student Administrative Services at a cost of \$10 per year. Students may park on the Cathedral and York Road lots or Butler lot; however, length of stay on the Butler lot is restricted from 6:00 a.m. to 4:00 p.m. on weekdays. Free shuttle service is available to all areas of the campus. The Baltimore parking permit is also valid at the Columbia and Timonium Campuses.

Columbia/Timonium Campuses

Parking permits are available free of charge at the Reception Desk of either campus, however, neither permit is valid on the Baltimore Campus. Students attending classes at Baltimore **and** Columbia or Baltimore **and** Timonium are expected to register their vehicles at the Baltimore Campus.

POST OFFICE

The Post Office provides services which include the sale of stamps and money orders; reception and posting of parcels; and special services for handling registered, certified, insured or express mail and return receipts. The Post Office also provides UPS service. Hours during the fall and spring semesters are Monday through Friday, 8:30 a.m. to 4:30 p.m. For more information, call 410-617-2258.

RECORDS OFFICE

The Records Office (Maryland Hall 141) provides services during the following hours:

Monday – Thursday	7:00 a.m. – 7:30 p.m.
Friday	7:00 a.m. – 4:30 p.m.

For on-line information regarding registration, graduation, student services, course schedules, forms, calendars, and other helpful links visit, <http://www.catalogue.loyola.edu/records/>.

STUDENT ADMINISTRATIVE SERVICES

Student Administrative Services (Maryland Hall 140) provides services during the following hours:

Monday – Thursday	7:00 a.m. – 7:30 p.m.
Friday	7:00 a.m. – 4:30 p.m.

For on-line information visit, <http://www.loyola.edu/campuslife/student-services/sas/>.

STUDENT HEALTH AND EDUCATION SERVICES

The medical clinic provides outpatient care during the academic year. The fee is \$25 per visit. It is located at 4502-A Seton Court; hours are 8:30 a.m. to 5:00 p.m., weekdays. After-hours medical care is provided by Sinai Hospital, 410-583-9396.

The Center also promotes many wellness programs. For information, please call 410-617-5055 or visit, <http://www.loyola.edu/campuslife/health-services/healtheducationprograms/>.

ACADEMIC REGULATIONS AND POLICIES

ACADEMIC INTEGRITY

Loyola College is dedicated not only to learning and the advancement of knowledge but also to the development of ethically sensitive, socially responsible persons. The College seeks to accomplish these goals through a sound educational program and encourages maturity, independence, and appropriate conduct among its students and faculty within the College community. It is the responsibility of faculty and students alike to maintain the academic integrity of Loyola College in all respects.

The faculty are responsible for presenting syllabi indicating all work in a course, the conduct of examinations, and the security of tests, papers, and laboratories in connection with courses and programs of the College. Faculty remind students at the first meeting of each class of the standards of behavior and conduct to which they are expected to adhere.

The College expects every student to behave with integrity in matters relating to both the academic and social aspects of the College community. Refer below and to the **departmental student handbook** for particulars.

INTELLECTUAL HONESTY

Students assume a duty to conduct themselves in a manner appropriate to the College's mission as an institution of higher learning. Their first obligation is to conscientiously pursue the academic objectives which they have set. This means that students will do their own work and avoid any possibility of misrepresenting anyone else's work as their own. "The act of appropriating the literary composition of another, or parts, or passages of his writing, of the ideas, or the language of the same, and passing them off as the product of one's own mind" (*Black's Law Dictionary*, Fifth Edition) constitutes "plagiarism." Avoiding plagiarism involves careful use of quotation marks, notes, and citations, which the student must provide on all written work. Students should refer to their department's student handbook for further details on what is considered intellectual honesty and the sanctions for violating the department's policies.

The student's second obligation is not to engage in acts of cheating. "Cheating" is using unauthorized assistance or material, or giving unauthorized assistance or material for the use of another in such a way that work or knowledge which is not the student's own is represented as being so. Avoiding cheating involves refusing to give or receive assistance from other students, books, or notes (unless specifically permitted by the instructor) on tests, papers, laboratory reports, or computer programs.

Whenever evidence of a possible violation of academic honesty on the part of a student is found, the course instructor shall review the evidence and the facts of the case promptly with the student. The instructor shall determine the appropriate sanction to be imposed, which can include assignment of a final grade of *F* in the course or dismissal from the program. If the student does not accept the decision of the instructor, the student can request that the instructor communicate promptly a written charge setting forth the essential facts of the case to the chair or program director of the instructor's department. The chair or program director's decision is final.

STANDARDS OF CONDUCT

It is expected that students will conform to all policies and regulations of the College and classes in which they are registered, including those concerning procedure and conduct in the Loyola-Notre Dame Library. Students must also abide by professional ethical codes and department standards of conduct, as well as all federal, state, and local laws. Susan Donovan, Vice-President for Student Development and Dean of Students, Jenkins Hall, Room 110, 410-617-2842, is responsible for administering such regulations.

Violations are brought to the attention of the Dean of Students who shall then hear the case or refer it to the College Board on Discipline. The decision of the Dean or the Board is final. Warnings, restrictions on social and other activities, fines, suspensions and dismissals are used in cases involving violations of College regulations and standards of personal conduct. Suspension and dismissal are normally the only actions which are recorded on the student's permanent record.

Particulars concerning the kinds of violations, due process, and sanctions that may be imposed, can be found in the **departmental handbook**.

BUCKLEY AMENDMENT

Loyola College has a commitment to protect the confidentiality of student records. The College makes every effort to release information only to those individuals who have established a legitimate educational need for the information. Documents submitted to the College by the student or other authorized person or agency for the purpose of admission to the College become the property of Loyola College and cannot be released (originals or copies) to another party by request.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College 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 College 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 is inaccurate. Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request 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 College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College 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.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by State College 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

FERPA requires that Loyola College, with certain exceptions, obtain the student's written consent prior to the disclosure of personally identifiable information from the student's education records. However, Loyola College may disclose appropriately designated "directory information" without written consent, unless the student has advised the College to the contrary in accordance with College procedures. The primary purpose of directory information is to allow the College to include this type of information from the student's education records in certain institutional publications. Examples include the annual yearbook, Dean's List or other recognition lists, graduation programs; and directory information. Direc-

tory information is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a student's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Loyola College considers the following information to be directory information which can be released without the written consent of the student: name; photo; home, dorm, local, and e-mail address; home, dorm, local phone number; voice mailbox; class year; enrollment status; participation in officially recognized activities and sports; and weight and height of members of athletic teams. Every student has the right to file a written request with the College (Records Office) to restrict the listing of directory information in the printed and electronic address directory. If a student does not want Loyola College to disclose directory information from the student's education records without the student's prior written consent, the student must notify the College annually, in writing, within the first week of classes: Records Office, 4501 N. Charles Street, Baltimore, MD 21210-2699.

The parent(s) of a dependent student, as defined in Title 26 USCS 152 Internal Revenue Code, also have the right to inspect records which are maintained by the College on behalf of the student. Proof of dependency must be on record with the College or provided to the office responsible for maintaining records prior to reviewing the records.

CLASSIFICATION OF STUDENTS

DEGREE STUDENTS

Applicants who meet the entrance standards of the program for which they are applying are usually admitted as degree candidates; however, students with provisional or probationary status have certain administrative conditions attached to their acceptances. All specified requirements must be met before final acceptance as a degree candidate is granted. Students with provisional or probationary status who do not comply with the conditions of their acceptance will not be permitted to register for subsequent terms.

NON-DEGREE STUDENTS

Visiting Students

Graduate students who take courses at Loyola which count toward a graduate degree at another institution are visiting students. These students must submit an authorization letter from the Dean at the degree-granting institution indicating that the student is in good academic standing and outlining the specific courses to be taken at Loyola. Visiting students are ineligible for financial aid or a degree from Loyola College.

Visiting students should submit an application along with the authorization letter. The usual tuition, special course fees, and a \$25 registration fee are charged each semester.

Visiting students in the Sellinger School of Business and Management must meet the same admission and prerequisite requirements as degree-seeking students.

Special Students

Special students are those who have a graduate degree and wish to enroll in graduate courses without pursuing a graduate degree or certificate at Loyola. To become a special student, an individual must submit an application, application fee, the college transcript which verifies receipt of the college degree, and if applicable, meet departmental graduate admission standards.

Post-Baccalaureate Students

Post-baccalaureate students are those who have a bachelor's degree and wish to enroll in graduate or undergraduate foundation courses without pursuing a graduate degree at Loyola. To become a post-baccalaureate student, an individual must submit an application, application fee, the college transcript which verifies receipt of the college degree, and if applicable, meet departmental graduate admission standards.

Teacher Certification Students

Teacher certification students are those who have a bachelor's degree and are satisfying elementary or secondary teaching certification requirements

only. Candidates seeking certification as part of a master's degree program are classified as degree students.

Prospective students must send an application form with essay, fee, and official transcripts for all colleges attended to the Office of Graduate Admission. In addition, an official report of the student's PRAXIS I and PRAXIS II (content subtest) scores must be sent directly from the Educational Testing Service to the Office of Graduate Admission. Students must meet the same admissions requirements as degree students. No in-service course credits count toward completion of teacher certification requirements.

Post-Master's Students

Individuals with a master's degree may be admitted to the College of Arts and Sciences for the Certificate of Advanced Study (C.A.S.), a thirty-credit minimum program beyond a master's degree in the area or related areas in which the master's was received. C.A.S. programs are offered in education (including Montessori), pastoral counseling, and psychology.

Individuals with a qualifying master's degree from Loyola College or another accredited institution may take specific courses in pastoral counseling, psychology, school counseling, or speech-language pathology in order to fulfill pre-licensure requirements or to prepare for examination leading to the Licensed Clinical Professional Counselor (LCPC) credential offered by the Maryland Board of Examiners of Professional Counselors or the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) offered by the Council for Clinical Certificates of the American Speech-Language-Hearing Association (ASHA).

Individuals with a master's degree qualify for admission to modern studies and computer science as non-matriculating students. Individuals with a master's degree in business from Loyola or an AACSB-accredited school may take individual courses under the Master's Plus Program, which does not lead to a degree.

Continuing Professional Education Students

Individuals who do not intend to pursue a graduate degree may take individual courses in education and speech-language pathology. An undergraduate degree from an accredited institution is required along with program specific application materials.

STUDENT STATUS

A full-time student registers for at least nine credits during the fall semester, nine credits during the spring semester, and six credits during the summer sessions. Since instructors' assignments presume an average of eighteen hours of study per course week in fall and spring and twenty-four in the summer, full-time students normally should not be employed for more than sixteen hours a week.

Half-time students register for six credits during the fall semester, six credits during the spring semester, and three credits during the summer sessions.

INTERNATIONAL STUDENTS

An international student on a Student Visa (F-1) may be admitted to Loyola subject to the following requirements:

1. International students seeking admission to academic programs with fixed-date application processes must complete an application for admission by stated program deadlines (see Application Deadlines under Admissions for specific departmental requirements). Programs which use rolling admission require international students to complete applications by **March 15** for the fall semester, **June 15** for the spring semester, and **November 15** for the summer sessions.
2. Students for whom English is a non-native language must submit the results of the Test of English as a Foreign Language (TOEFL). A score of 213 or higher is required if the TOEFL is administered through Computer Adaptive Testing. Students taking the paper-based version of the TOEFL must score a 550 or higher. Speech-language pathology and pastoral counseling programs require demonstration of verbal proficiency. Official TOEFL score reports cannot be more than two years old. A bulletin

explaining TOEFL is available from the Educational Testing Service, Box 6155, Princeton, NJ 08541–6155. The Internet website address is <http://www.ets.org/toefl/>.

3. International applicants who have pursued college or university studies outside the United States are required to submit their official transcripts to the World Education Services (www.wes.org) for translation of grades and credits. An additional fee is typically required for this service.
4. An international student already attending a school in the United States who wishes to transfer to Loyola must comply with Immigration procedures regarding transfers.
5. Students must apply for, and maintain, legal status in the United States. Students must also supply written proof of sufficient financial resources to pay all educational, living, personal, and medical expenses during their stay in the United States. Applicants must submit the following to the Graduate Admissions Office:
 - a. The completed International Student Supplement Form to Loyola College's Graduate Admissions Office. Timely receipt by Loyola of this form will help expedite the Bureau of Citizenship and Immigration Services' issuance of the I-20, which is necessary to obtain the student visa (F-1). An International Student Supplement Form can be obtained by contacting the Office of Graduate Admission at 410-617-5020 or graduate@loyola.edu or by visiting, <http://www.loyola.edu/graduate/>.
 - b. A written personal statement or statement from benefactor affirming that all expenses will be met during the period of enrollment at Loyola (including summer, if applicable). Expenses include tuition, fees, books, housing, medical, and all other living expenses (in U.S. dollars).
 - c. The International Applicant Declaration of Finances Form accompanied by a current bank statement (issued within one month of applying for admission) verifying that funds are available to support the student's stay at Loyola (in U.S. dollars).
 - d. A written personal statement indicating plans for summer, such as whether the student will be staying in or traveling outside the United States.
6. Upon notification of formal acceptance into a graduate program, an international student will be required to pay in advance tuition and fees for one semester/module prior to the issuance of the I-20.
7. Matriculating international students with a current F-1 or F-2 student visa enrolled at the College are required to purchase the Loyola College Student Health Insurance Plan. The Plan is mandatory and nonwaivable. The insurance premium payment check is made payable to The Chickering Insurance Company and enclosed with the tuition payment made payable to Loyola College.
8. Applicants must apply as full-time students. In order to maintain F-1 nonimmigrant student status, accepted applicants must take and successfully maintain nine or more semester hours of graduate work during the fall semester and nine or more semesters hours of graduate work in the spring semester.
9. Students must complete the courses with a grade of *B* (3.000) or better in order to remain in good standing at Loyola College, which is necessary to maintain the F-1 nonimmigrant student status.
10. Students must pay a \$100 SEVIS processing fee directly to the Department of Homeland Security. Students must present a receipt of payment at the time they make application for the student visa at the U.S. Consulate Office.

GRADES

A student's performance in a course will be reported by the instructor in accordance with the following grading system:

- A *Excellent*. Denotes high achievement and indicates intellectual initiative beyond the objectives of the course.
- B *Good*. Denotes work which meets course objectives and the intellectual command expected of a graduate student.
- C *Unsatisfactory*. Denotes work of inferior quality compared to the objectives of the course. It is the lowest passing grade. (see Academic Dismissal)
- F *Failure*. (see Academic Dismissal)
- W *Withdrawal*. Denotes authorized departure from course without completion. It does not enter into grade point average calculation.
- I *Incomplete*. (see Incompletes)
- AW Denotes lack of attendance or completion of course requirements for students registered as a listener (audit).
- L *Listener*. (See Audit Policy)
- NG *No Grade*. Denotes grade to be submitted later or a course for which no credit or grade is given.
- GL *Grade Later*. Denotes the first semester is completed in a two semester course for which a full-year grade is issued.
- NR *Not Received*. Denotes that the grade has not been submitted by the instructor.
- P *Pass*. Denotes satisfactory work, a B (3.000) or better, in an ungraded course.

Additional suffixes of (+) and (-) may be attached to passing grades to more sharply define the academic achievement of a student. In calculating a student's quality point average (QPA) on a per credit basis, A = 4.000; A- = 3.670; B+ = 3.330; B = 3.000;

B- = 2.670; C+ = 2.330; C = 2.000; and F = 0.000. The QPA is computed by multiplying the grade points for each course times the number of credits for that course, summing these points and dividing by total credits taken. **Under no circumstances will a student be permitted to graduate unless the QPA is 3.000 or higher.** Honors are not awarded in graduate programs.

Courses considered in calculating the QPA are those taken at Loyola College after admission into the program. Courses for which advanced standing or waivers were given are not included. Students may not retake courses for credit. Some departments have additional grade restrictions listed under the Degree Requirements section of each department.

GRADE REPORTS

The Records Office mails official grades to the students. Students can access their grades via the Web through the College's administrative intranet system, WebAdvisor. Students must have a User Name and Login. No grades are given in person or over the telephone.

Grade information is not available via the Web nor will grade reports be released for students with outstanding financial obligations to the College or those who have borrowed and not returned equipment and supplies such as library books or athletic equipment.

INCOMPLETES

At the discretion of the course instructor, a temporary grade of *I* (Incomplete) may be given to a student who is passing a course but for reasons beyond the student's control (illness, injury, or other nonacademic circumstance), is unable to complete the required coursework during the semester. A grade of *I* should not be issued to allow the student additional time to complete academic requirements of the course (except as noted above), repeat the course, complete extra work, or because of excessive absenteeism or the student's unexcused absence from the final exam.

Arrangements for the grade of *I* must be made prior to the final examination, or if the course has no final examination, prior to the last class meeting.

The responsibility for completing all coursework within the agreed upon time rests with the student.

If the completion date is more than two weeks after the end of the semester, the appropriate Dean's signature will be required. The grade of *I* may remain on the record no longer than the time period agreed to by the instructor and the student and may not exceed one semester. If the *I* is not resolved satisfactorily within the agreed upon time period, a grade of *F* (0.000) will be recorded by the Records Office as the final grade. Students may not graduate with a grade of *I* in any course on their record.

APPEAL OF A GRADE

Any student who has reason to question the accuracy of a grade should request a consultation with the instructor. If a satisfactory solution is not reached, the student should request, in writing, a formal review of the grade with the instructor. This request must be received by the college no later than four months after the grade was issued. The instructor then reports to the student, in writing, the result of the grade review. If the student is still not satisfied, the student should make a request, in writing, within thirty days of receipt of the instructor's resolution for a conference with the department chair. After conferring with the student and the instructor, the chair then sends a written recommendation to the instructor and the student.

If the instructor does not accept the recommendation of the department chair, then the chair will appeal to a two-member panel to resolve the issue. The panel will consult all parties concerned with the case and then vote either for or against the recommendation of the department chair. The decision of the panel is final. If the vote of the panel is split, the original grade stands.

If a dismissal involves a grade appeal, then both the dismissal and the grade appeal must be filed within thirty days of the close of the semester. In most cases, grade appeals must be resolved prior to appeals of dismissal. Students who have been academically dismissed and who are in the process of an appeal may not register for future semesters until the appeal is resolved.

AUDIT POLICY

Audit status indicates that a student has registered as a listener for the course. An auditing student must meet the same prerequisites and pay the same tuition and fees as a credit student, but attendance and completion of the course assignments are at the option of the student unless otherwise specified by the instructor. Students not completing the requirements stipulated by the instructor will be issued a grade of *AW*. Enrollment for audit in those courses in which auditing is permitted is on a space-available basis.

A student may change from audit to credit and from credit to audit until the third class of the semester, with permission of the instructor. After that date, change from audit to credit is not permitted. Once a student has audited a course, that course cannot be retaken for credit.

WITHDRAWALS

A student may withdraw from a course no later than the date reflected in the academic calendar and receive a grade of *W*. Following this date, the student may be permitted to withdraw with a grade of *W* only for serious reasons. Danger of failing the course or the effect of a low or failing grade on QPA, probationary status, scholarship aid, etc., are not sufficient reasons to withdraw. During the final two weeks prior to the semester examination period, withdrawal from a course is not permitted for any reason. Failure to comply with the official withdrawal procedure will result in a permanent grade of *F* (0.000).

To withdraw, a student must submit a Change of Registration Form to the Records Office or to the appropriate department office. A withdrawal from a graduate course is not official until the form has been properly approved and has the appropriate signatures. The student's permanent record will show a grade of *W* for a withdrawal. The record of any student who has received two or more *W* grades will be reviewed prior to the student's continuance in the program.

ACADEMIC STANDING AND DISMISSAL

It is the student's responsibility to make certain that the minimum QPA requirement of 3.000 is maintained. Students who fall below this level of achievement will be placed on probation for one semester. Failure to raise the cumulative QPA to 3.000 in the following semester may result in dismissal from the program. A *B-* (2.677) grade is not a high enough grade to raise the QPA to the required 3.000. The accumulation of more than two *C/C+* (2.000/2.330) grades or the receipt of one *F* (0.000) will result in dismissal. Dismissal may also result from excessive withdrawals, academic dishonesty, or other unethical or unprofessional conduct reflecting upon a student's ability to enter into the academic or professional field in which the degree is being offered.

A student has the right to appeal an academic dismissal. A written request for appeal must be made to the chair of the department's Committee on Academic Standards within 30 days after notice of dismissal. Each department has appeal procedures which are available to all students. The department chair or program director will forward the appeal of dismissal to the appropriate departmental committee.

Note: This policy may vary among departments; refer to the specific department's section in this catalogue and the departmental handbook for any possible variation in the dismissal policy.

TIME LIMIT

Continuous registration is not a requirement of the graduate program. **However, if a student fails to register for a course for three successive terms (including summer), the student will be withdrawn from the program and must reapply for admission and pay a readmission fee.** Readmission is not automatic; readmitted students are subject to any changes made in admission and degree requirements since the date of their first admission.

In the College of Arts and Sciences, a time limit of five years from the semester in which graduate courses are begun is normally allowed for the completion of coursework. Normally prerequisite courses do not count against the five-year limit. One additional year is permitted for completion of the thesis

in areas where a thesis is a requirement. It is expected that a student will complete the thesis within two regular semesters after the one in which presentation is made in Thesis Seminar. Refer to the department for information regarding registration for Thesis Seminar or Thesis Guidance.

The Pastoral Counseling Department permits students to complete the Master of Science (M.S.) with a total of fifty-two credits within seven years. Students pursuing the Master of Arts (M.A.) must complete a total of thirty-nine credits within seven years. Doctoral students are allowed seven years to complete all academic, clinical, and research requirements, including successful completion of the dissertation.

The Psychology Department allows students in the Master of Science program (45 credits) six years to complete all degree requirements. The department allows students seven years to complete all of the requirements for the Psy.D. program, including the dissertation.

The Speech-Language Pathology program has an integrated, two-year schedule.

The Executive MBA has a fixed, two-year schedule, and the MBA Fellows Program has a fixed, two-and-a-half-year schedule. The MBA and MSF evening programs require students to complete their degrees within five years of first enrollment in an upper-level (700) course and within seven years of first enrollment in the program. Students are expected to have completed sixty-percent of their program within the first four years.

LEAVE OF ABSENCE

A student requiring a leave of absence must make a request in writing to the department chair or program director and receive written permission for the leave of absence for a specified period of time. The terms under which the student returns are stated in the letter from the department chair or appropriate administrator.

In the Psychology Department, master's students should make this request in writing to the director of the master's program, and doctoral students should write to the director of clinical training. Students are allowed only one leave of absence during the

course of their studies. If a student wants an additional leave of absence, that student must go through an appeals committee.

Federal Leave of Absence Policy

A student who takes an approved leave of absence is not considered to have withdrawn from the school. A leave of absence is approved if:

- the student has made a written request for the leave of absence;
- the leave of absence does not exceed 180 days;
- the school has granted only one leave of absence to the student in any 12-month period; and
- the school does not charge the student for the leave of absence.

If a student's leave of absence is **not** approved, the student is considered to have withdrawn from the school, and the federal refund requirements apply.

These leave of absence requirements also affect a student's in-school status for the purposes of deferring federal student loans. A student on an approved leave of absence is considered to be enrolled at the school and would be eligible for an in-school deferment for his/her federal student loan. A student who takes an unapproved leave of absence or fails to return to school at the end of an approved leave of absence is no longer enrolled at the school and is **not** eligible for an in-school deferment of his/her loans.

TEST MATERIALS

All examinations, tests, and quizzes assigned as a part of a course are the property of Loyola College. Students may review their graded examination, test, or quiz but may not retain possession unless permitted to do so by the instructor.

ADVANCED STANDING

Advanced standing toward a degree or certificate program may be granted for graduate courses which have been taken in other accredited graduate schools within five years of the date of admission to graduate study at Loyola. The maximum num-

ber of credits normally allowed for advanced standing is six (6), and the student must have a grade of at least a *B* (3.000) in each course under consideration. A written request for advanced standing and an official transcript must be submitted to the department chair or appropriate administrator as delegated. Advanced standing in the Seller School applies to upper-level courses.

TRANSFER CREDIT

Loyola graduate students wishing to take courses at another accredited graduate school must obtain prior written approval from the chair of the department or the appropriate administrator. No more than six (6) credits from advanced standing and/or transfer will be accepted toward the degree. A grade of at least a *B* (3.000) must be received for each course transferred to Loyola. Under exceptional circumstances, courses may be transferred after beginning degree work at Loyola College.

TRANSCRIPTS

Students' academic records are maintained in the Records Office. Grades are available via the Web, and grade reports are issued at the end of each semester as long as the student has no outstanding financial or other obligations with the College. Academic records are available for student inspection, by appointment during office hours.

The transcript is a facsimile of the student's permanent academic record at Loyola. Only unofficial transcripts are given to the student; these transcripts do not receive the College seal or the signature of the director of Records. Transcripts officially transmitted directly to another college or university or other official institution or agency receive the seal of the College and are signed by the director of Records. Transcripts will be issued only upon the written request of the student concerned. Telephone and fax requests to issue transcripts are not accepted. There is no charge for transcripts.

Transcripts should be requested well in advance of the date desired to allow for processing time and possible mail delay. The College will not assume responsibility for transcripts that are delayed because they have not been requested in time or the student has an outstanding debt with the College. Transcripts will not be faxed, nor will

they be issued during the last week of registration or the first week of classes.

Transcripts of work at other institutions or test scores submitted for admission or evaluation of credit cannot be copied or reissued by Loyola College. If that information is needed, the student must go directly to the issuing institution or agency.

GRADUATION

All academic requirements (including clinical), comprehensive exams, thesis (if required), and any additional requirements unique to the department must be satisfactorily completed. Under no circumstances will a student be permitted to graduate if the cumulative QPA is not exactly 3.000 or higher. Students whose QPA falls below 3.000 in the last semester will be placed on probation. These students will be given one semester to raise the QPA to the required 3.000 by taking an additional course(s) above the listed requirements.

All students are required to file an application for graduation accompanied by the fee with the Records Office. Students must submit applications by the first day of class of the fall semester for January graduation, the first day of class of the spring semester for May graduation, and the first day of class of the first summer session for September graduation. Failure to comply with the graduation application deadline will delay graduation until the next semester. Refer to the course schedules or the Records Office web site for specific dates. Students who file an application for a specific semester and do not complete the graduation requirements must submit a new application, however, no additional fee is required.

Formal commencement exercises are held each year in May. Only students who have completed all degree requirements are invited to participate. All graduates are required to pay the graduation fee. Students who complete degree requirements in September and January may obtain their diplomas at that time from the Records Office. They may also participate in the formal Commencement ceremonies the following May.

FEES

Loyola College understands that the costs associated with high quality education are of concern to students and their families. Accordingly, the College has been diligent in managing its resources and flexible in its approach so that a Jesuit education in the Loyola tradition is available to all who want to pursue it. This section outlines the costs for graduate students, including tuition and fees.

TUITION

COLLEGE OF ARTS AND SCIENCES

Computer Science (*per credit*) \$500.00

Education

M.A./M.Ed./C.A.S.E. (*per credit*) \$340.00

Contact the program director regarding per credit tuition information for the M.Ed. in Montessori Education with affiliated off-site AMI Institutes.

Montessori Education

M.Ed. \$13,265.00

C.A.S.E. \$10,045.00

(Full-Time Academic Year; WMI at LCM, Columbia Campus only; inclusive, excluding prereq. course fee)

Four-Summer Format: M.Ed. \$14,325.00

Four-Summer Format: C.A.S.E. \$10,850.00

(2005–2008, WMI at LCM, Columbia Campus; inclusive, excluding prerequisite course fee)

Engineering Science (*per credit*) \$500.00

Modern Studies (*per credit*) \$295.00

Pastoral Counseling

M.A./M.S./C.A.S. \$365.00

Ph.D. \$365.00/\$485.00

(dependent upon course level)

Psychology

M.A./M.S./C.A.S. (*per credit*) \$390.00

Psy.D., Class of 2009 \$15,830.00

Psy.D., Class of 2008 \$19,370.00

Psy.D., Class of 2007 \$18,625.00

Psy.D., Class of 2006 \$17,891.00

Speech-Language Pathology (*per credit*) \$385.00

Full-Time, Class of 2006 \$16,500.00

Full-Time, Class of 2005 \$16,500.00

SCHOOL OF BUSINESS AND MANAGEMENT

MBA/MSF (*per credit*) \$500.00

Executive MBA \$46,900.00

(Class of 2006, all inclusive)

MBA Fellows \$44,500.00

(Class of 2007, all inclusive)

FEES (NON-REFUNDABLE)

GENERAL

Application Fee \$50.00

Certificates (*30 credits*) \$125.00

Declined Credit Card Fee \$25.00

Graduation Fee \$125.00

ID Cards (*replacement*) \$15.00

International Student Orientation Fee \$150.00

Late Registration Fee \$25.00

Parking Fee (*Baltimore Campus*) \$10.00

Readmission Fee \$50.00

Registration Fee (*part-time, per semester*) \$25.00

Returned Check Fee \$25.00

(insufficient funds)

Special Testing Fee \$15.00

DEPARTMENTAL

Education

Montessori Prerequisite Course \$1,725.00

(see Education Chapter)

Laboratory Fee \$60.00

Field Experience \$100.00/200.00

Pastoral Counseling

Doctoral Dissertation Fee \$1,400.00

(per semester of clinical placement)

Clinical Training Fee

M.S., Full-/Part-Time \$1,100.00

(per clinical course; four courses)

C.A.S. (*per semester; two semesters*) \$1,100.00

Advanced Individual Supervisory Fee \$250.00

(per semester for PC 805/PC 806)

Psychology

Laboratory Fee \$75.00

Field Experience (M.A./M.S./C.A.S.) \$300.00

Dissertation Fee \$300.00

(per semester for PY 906/PY 907)

Thesis Guidance Fee

PY 761–764 (*dist. over four semesters*) \$1,200.00PY 757/PY 765 (*per semester*) \$300.00

Comp. Exam Guidance Fee (PY 758) \$100.00

Registration Fee (PY 950/PY 951) \$25.00

REFUND POLICY (TUITION ONLY)

When official withdrawal is granted and has been properly approved, a refund of tuition will be made according to the schedules below. The date that determines the amount of refund is the date on which a written petition for official withdrawal from a course or courses is received by the department chair or appropriate administrator.

PER CREDIT

For students enrolled in programs where tuition is paid on a per credit basis:

Fall/Spring Semesters (excluding Montessori)

prior to the first class meeting 100%

prior to second class meeting 80%

prior to third class meeting 60%

prior to fourth class meeting 40%

prior to fifth class meeting 20%

Summer Sessions/Montessori**Multi-Summer Format**

prior to the first class meeting 100%

during first week of class 60%

during second week of class 20%

Subsequently, no refund is made.

FLAT RATE

For students enrolled in programs with a flat rate tuition and all Montessori students in full-time academic year programs:

Fall/Spring Semesters

prior to the first class meeting 100%

prior to second week of classes 80%

prior to third week of classes 60%

prior to fourth week of classes 40%

prior to fifth week of classes 20%

Subsequently, no refund is made.

PAYMENT OPTIONS**IN-PERSON/MAIL-IN REGISTRATION**

Payment in full for tuition and all fees is required at the time of registration. Payment may be made by cash, personal check, money order, Visa, MasterCard, Discover, or American Express.

All registrations requiring third party billing, including tuition remission, must be accompanied by an immediately executable authorization (on official organization letterhead) or purchase order.

WEB REGISTRATION

Students electing the Web registration option may pay by cash, personal check, money order, Visa, MasterCard, Discover, or American Express. Third party billing, employee tuition remission benefits, graduate assistantships, scholarships, and approved financial aid are also acceptable payment methods.

All payments or required payment authorization documents must be received by the College no later than ten days after the registration request information is submitted via the Web. Failure to meet the ten-day due date will result in cancellation of the requested registration information. **There will be no exceptions to this policy.**

All application materials for a Federal Direct Stafford Loan must be completed and received by the Financial Aid Office at least four weeks prior to enrollment to ensure that loan proceeds are available for payment of College charges. Late applicants must pay all College charges when registering for classes.

DEPARTMENTAL ASSISTANCE

The Education Department offers a special financial program to education students seeking a master's degree. Students make monthly payments over a specified period, and the tuition rate remains constant for the entire program. A promissory note **must** be signed prior to registering for classes. For more information, contact the department at 410-617-5095.

FINANCIAL AID

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are offered to students enrolled on a full-time basis. In some graduate programs, advanced part-time students may also be eligible. Functions of graduate assistants include (but are not limited to): bibliographic, library, and academic research projects; preparation for workshops, seminars, in-service programs, and special academic events; teaching assistance, laboratory assistance, and proctoring exams. Many administrative offices also support graduate assistantships. A number of paraprofessional positions in these departments are filled by assistants pursuing a degree in a Loyola College graduate program.

Compensation for graduate assistantships varies depending on the program and the duties and responsibilities assigned to the position. Applications for assistantships may be obtained by visiting, <http://www.loyola.edu/graduateassistantships/>.

RESIDENT ASSISTANTSHIPS

The Office of Student Life has a limited number of resident assistantship positions for graduate students. Students interested in these positions should contact the Director of Student Life for an application and further information.

DEPARTMENTAL PROGRAMS

Individual departments may have direct-hire employment opportunities, tuition payment plans, or departmental grant assistance which is directly administered by the graduate program director. Contact the departmental graduate program director or coordinator for more information on programs unique to each department.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

FEDERAL DIRECT STAFFORD LOAN PROGRAM (SUBSIDIZED)

This program allows graduate students who demonstrate federal financial aid eligibility and who are enrolled for at least six credits per term (fall

and spring semesters) or three credits per term (summer sessions) to borrow up to \$8,500 per academic grade level. The interest rate is variable, adjusted annually not to exceed 8.25 percent. Interest does not accrue nor does payment begin on subsidized Direct Stafford Loans until termination of college enrollment on at least a half-time basis. Subsidized Direct Stafford Loans carry a 3.0 percent federal origination fee and an up-front interest rebate equal to 1.50 percent of the loan amount. Net proceeds will equal approximately 98.5 percent of the loan amount.

FEDERAL DIRECT STAFFORD LOAN PROGRAM (UNSUBSIDIZED)

This program allows all students, regardless of financial aid eligibility and who are enrolled for at least six credits per term (fall and spring semesters) or three credits per term (summer sessions) to borrow up to \$18,500 per academic grade level, including any amount borrowed under the subsidized Direct Stafford Loan Program. The interest rate and origination fee are the same as specified above, however, interest accrual begins immediately during in-school and deferment periods. Interest accruing during those periods may be paid or capitalized.

Students must complete a separate Federal Direct Stafford Student Loan master promissory note to borrow funds through this program.

APPLICATION PROCEDURES

Applicants for Federal Direct Stafford Loans must complete the Free Application for Federal Student Aid (FAFSA) and submit the Loyola College Federal Direct Stafford Loan Information Sheet, Federal Verification Worksheet, and a signed copy of the student's (and spouse's) federal tax return.

All application materials for a Direct Stafford Loan must be completed and received by the Financial Aid Office four weeks prior to registration to ensure the loan proceeds are available for payment of College charges. **Late applicants must pay all tuition and fee charges when registering for courses. Students will be reimbursed by the College upon receipt of the loan proceeds.**

STATE PROGRAMS

Maryland State Senatorial and Delegate Scholarships: These scholarships are awarded by Maryland State Senators and Delegates to residents of their legislative districts. Contact your legislative representatives for the preferred application procedure.

Maryland HOPE Teacher Scholarship: This program includes up to \$5,000 a year for Maryland residents pursuing teacher certification at a four-year college or university in the state. It is available to students with a cumulative 3.000 grade point average and requires recipients to agree to teach in a Maryland public school one year for each year the scholarship is received.

Maryland Sharon Christa McAuliffe Memorial Teacher Education Award: These awards assist students who would like to teach school in Maryland in a subject area of critical need.

Maryland Loan Assistance Repayment Program (LARP): This program assists Maryland residents who work for state or local government or non-profit agencies in paying back student loans. For more information, contact:

Maryland Higher Education Commission
Office of Student Financial Assistance
410-260-4565 or 800-974-1024
<http://www.mhec.state.md.us/>

STUDENT STATUS CHANGES

Recipients of any type of federal, state, institutional, or private sources of financial aid must notify the Financial Aid Office, in writing, of any changes in their enrollment status including: failure to maintain half-time enrollment; withdrawal; transfer to another college or university; or change in anticipated graduation/completion date.

Federal law also requires Federal Stafford Loan (subsidized or unsubsidized) recipients to notify their lenders (or any subsequent holder of their loans) in writing if any of the following events occur before a loan is repaid:

- change of address;
- name change (eg., maiden to married);

- failure to enroll at least half-time for the loan period certified, or at the school that certified the loan application;
- withdrawal from school or attendance on less than a half-time basis;
- transfer to another college or university;
- change of employer or address of an employer;
- any other changes in status that would affect the status of a loan.

NATIONAL STUDENT CLEARINGHOUSE (NSC)

Loyola College uses the services of the NSC to process enrollment verification requests received from lenders, guaranty agencies, servicers, and the U.S. Department of Education. The U.S. Department of Education has ruled that a school's release of personally identifiable information from student education records to the Clearinghouse is in compliance with the Family Educational Rights and Privacy Act (FERPA).

The NSC also provides a service to students which allows them to keep track of their loan providers. The "LoanLocator" section of the Clearinghouse website (www.studentclearinghouse.org) allows students to easily compile lists of their loan providers by entering their social security number, date of birth, and zip code. The information includes the loan providers' names, customer service telephone numbers, and Web hyperlinks. Students are then able to access their loan providers' websites for more detailed information about their accounts.

NATIONAL STUDENT LOAN DATA SYSTEM (NSLDS)

The U.S. Department of Education provides a website which gives students Internet access to information about any Federal Title IV financial aid they have received. The website (www.nsls.ed.gov) is part of the NSLDS. The NSLDS maintains records on Federal Family Education Loan Programs, Federal Direct Loans, Perkins Loans, Pell Grants, and loan or grant overpayments. Using this website, students can obtain complete information on the federal loans and grants they have received.

ADMISSIONS

APPLICATION PROCEDURES

Prospective applicants may apply for admission on-line via the Loyola website or by mail. Forms for mailing may be downloaded from the website or obtained from the Office of Graduate Admission. For specific application requirements, prospective students applying to Loyola's graduate programs should refer to the information provided in this chapter. All required admission material should be sent directly to:

Office of Graduate Admission
Loyola College in Maryland
4501 North Charles Street, HU 215
Baltimore, MD 21210-2699

Telephone: 410-617-5020; 800-221-9107, x5020
Fax: 410-617-2002
On-Line: <http://www.loyola.edu/graduate/>
E-Mail: graduate@loyola.edu

The following documents are required by **all** degree programs:

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Personal statement/essay.
- Official transcripts from **all** post-secondary institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or advanced certificate. International applicants must submit transcripts, along with an English translation, and equivalency assessments from an evaluation agency such as World Education Services (WES). For additional information visit, <http://www.wes.org/>.
- Letters of recommendation (number required varies by program).
- Resume or vitae.
- TOFEL score report is required only if English is not the applicant's native language. Official scores must be sent directly from testing agency. Loyola's institution code is 5370.

- Many programs require standardized tests such as the GRE, GMAT, and PRAXIS. Refer to individual program application inventories for specifics.

It is the policy of department admission committees to give promising applicants the opportunity to undertake graduate work. A careful examination of all of an applicant's qualifications precedes every admission decision. Admission committees look for previous academic achievement by considering an applicant's undergraduate and, if applicable, graduate records. The number of acceptable candidates may exceed the number of spaces available, and the decision of the Admission Committee is final.

Applicants accepted for graduate work will be notified in writing. If warranted, admitted applicants will be informed of any undergraduate prerequisite or foundation courses that must be completed before commencing graduate work. When admitted, a faculty adviser will be assigned to assist in planning a program of study. New students are responsible for discussing any special needs they may have with their adviser. Individuals who may qualify for advanced standing will be granted credit at the time of initial enrollment.

Registration is permitted only after admission to a program or acceptance as a non-degree student (see Academic Regulations and Policies).

APPLICATION DEADLINES

Priority is given to applications received by stated application deadlines. Applications received after the recommended dates may be reviewed on a space-available basis or deferred by an admission committee for review the next available semester. Most of the programs evaluate applications on a rolling basis throughout the year. Unless stated otherwise, programs consider new applicants for each fall, spring, and summer term.

INTERNATIONAL STUDENTS

Fall Semester	March 15
Spring Semester	June 15
Summer Sessions	November 15

COLLEGE OF ARTS AND SCIENCES

Computer Science

Fall Semester	September 1
Spring Semester	January 1
Summer Sessions	May 15

Education (excluding Montessori)

Fall Semester	June 1
Spring Semester	November 1
Summer Sessions	March 1

Montessori Education*Academic Year Programs (WMI)*

Fall Semester	May 1
Spring Semester	Fall entry only
Summer Sessions	See Multi-Summer Format

Affiliated AMI Institutes

Fall Semester	October 1
Spring Semester	Fall entry only
Summer Sessions	Fall entry only

Multi-Summer Format (WMI)

Fall Semester	Summer entry only
Spring Semester	Summer entry only
Summer Sessions	May 1

Modern Studies

Fall Semester	September 1
Spring Semester	January 15
Summer Sessions	June 1

Pastoral Counseling*Ph.D.*

Fall Semester	February 1
Spring Semester	Fall entry only
Summer Sessions	Fall entry only

M.S./Ph.D.

Fall Semester	March 1
Spring Semester	Fall entry only
Summer Sessions	Fall entry only

M.A./M.S./C.A.S.

Fall Semester	April 1
Spring Semester	November 1
Summer Sessions	April 1

Psychology*Psy.D./M.S.-Psy.D.*

Fall Semester	January 1
Spring Semester	Fall entry only
Summer Sessions	Fall entry only

M.S., Thesis Track

Fall Semester	March 15
Spring Semester	Fall entry only
Summer Sessions	Fall entry only

M.S., Practitioner Track

Fall Semester	April 15
Spring Semester	Summer/Fall entry only
Summer Sessions	April 15

C.A.S./Master's Plus

Fall Semester	June 15
Spring Semester	November 15
Summer Sessions	April 15

Speech-Language Pathology/Audiology*M.S.*

Fall Semester	March 1
Spring Semester	Fall entry only
Summer Sessions	Fall entry only

MSDE School Partnership Program

Fall Semester	May 1
Spring Semester	Fall entry only
Summer Sessions	Fall entry only

SELLINGER SCHOOL OF BUSINESS AND MANAGEMENT**MBA/MSF**

Fall Semester	August 15
Spring Semester	December 15
Summer Sessions	May 15

Executive MBA

Fall Semester	August 15
Spring Semester	Fall entry only
Summer Sessions	Fall entry only

MBA Fellows

Fall Semester	August 15
Spring Semester	Fall entry only
Summer Sessions	Fall entry only

APPLICATION MATERIALS

The application materials required for specific graduate programs are listed below:

Computer Science

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Introductory Course Waiver Request Form (required to waive four introductory courses).
- Official transcripts from each college or university attended. Transcripts from studies not conducted in English must be submitted with a certified English translation from a translation service.
- Resume or vitae.
- Two professional recommendations.
- Essay responding to question on application form.
- TOEFL score report required if English is not the applicant's native language.
- International Student Supplemental Form required only if a student visa is needed.

Education (excluding Montessori)

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Program selection form.
- Official transcripts from each college or university attended. Transcripts from studies not conducted in English must be submitted with a certified English translation from a translation service.
- Resume or vitae.
- Professional reference (optional for all programs, except school counseling which requires submission of one reference form).
- PRAXIS I and PRAXIS II (content subtest only) scores sent directly from Educational Testing

Service. Loyola's Institutional Code is RA5370 (required only for teacher certification students).

- TOEFL score report required if English is not the applicant's native language.
- International Student Supplemental Form required only if a student visa is needed.

Reading program applicants must also submit:

- Evidence of Maryland certification or eligibility for Maryland certification.
- Two professional recommendations.

Montessori Education

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Official transcripts from each college or university attended. Transcripts from studies not conducted in English must be submitted with a certified English translation from a translation service.
- Resume or vitae.
- Three professional recommendations.
- Essay responding to questions on application form.
- TOEFL score report required if English is not the applicant's native language.
- International Student Supplemental Form required only if a student visa is needed.

Modern Studies

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Introductory Course Waiver Request Form.
- Official transcripts from each college or university attended. Transcripts from studies not conducted in English must be submitted with a certified English translation from a translation service.

- Resume or vitae.
- Personal, professional, or academic recommendation.
- Essay responding to question on application form.
- TOEFL score report required if English is not the applicant's native language.
- International Student Supplemental Form required only if a student visa is needed.
- An interview is required of all applicants upon notification of their admission.

Pastoral Counseling (Ph.D./M.S.-Ph.D.)

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Official transcripts from each college or university attended. Transcripts from studies not conducted in English must be submitted with a certified English translation from a translation service.
- Resume and/or full curriculum vitae detailing personal competency and leadership potential.
- Six recommendations consisting of references from self, a faith community leader, a college professor, a supervisor, a colleague, and one professional.
- Four essays addressing the following areas: personal strengths and areas of needed growth; personal pastoral identity; family description; and evaluation of leadership experience.
- Clinical Summary Form (from department).
- GRE scores sent directly from the Educational Testing Center. Loyola's C.E.E.B. code is 5370.
- International Student Supplemental Form required only if a student visa is needed.

Ph.D. candidates applying for advanced standing must also submit:

- All graduate course syllabi from counseling courses.

- Clinical write-up of a current client and audio or video tape of same client. To ensure patient/clinician confidentiality, materials submitted must not divulge information that would reveal the identity of the individual.
- All clinical evaluations from practicums, internships, etc.
- An interview is requested of all applicants.

Pastoral Counseling (M.A./M.S./C.A.S.)

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Official transcripts from each college or university attended. Transcripts from studies not conducted in English must be submitted with a certified English translation from a translation service.
- Resume and/or full curriculum vitae detailing personal competency and leadership potential.
- Three recommendations.
- Essay responding to question on application form.
- TOEFL score report required if English is not the applicant's native language.
- International Student Supplemental Form required only if a student visa is needed.
- An interview is requested of all Pastoral Counseling and Spiritual Care applicants.

Psychology (M.A./M.S./Psy.D.)

- Completed/signed application form.
- Nonrefundable \$50 application fee;.
- GRE scores sent directly from Educational Testing Service. General Test is required. Subject Test is required for M.S. applicants and optional for Psy.D. applicants. Loyola's C.E.E.B. code is 5370.
- Official transcripts from each college or university attended. Transcripts from studies not conducted

in English must be submitted with a certified English translation from a translation service.

- Resume or vitae.
- Three professional/academic recommendations.
- Essay responding to questions on application form.
- TOEFL score report required if English is not the applicant's native language.
- International Student Supplemental Form required only if a student visa is needed.
- An interview (by invitation only) is requested of all finalists for the doctoral degree. Interviews occur approximately eight weeks after the application deadline.

Psychology (C.A.S.; Master's Plus)

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Official transcripts from each degree granting college or university attended. Transcripts from studies not conducted in English must be submitted with a certified English translation from a translation service.
- Resume or vitae.
- Three professional/academic recommendations.
- Essay responding to question on application form.
- International Student Supplemental Form required only if a student visa is needed.

Speech-Language Pathology (M.S.)

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- GRE scores sent directly from the Educational Testing Center. Loyola's C.E.E.B. code is 5370.
- Official transcripts from each college or university attended. Transcripts from studies not conducted

in English must be submitted with a certified English translation from a translation service.

- Resume or vitae (if currently employed).
- Three professional/academic recommendations.
- Essay responding to question on application form.
- TOEFL score report required if English is not the applicant's native language.
- International Student Supplemental Form required only if a student visa is needed.

Graduate and Executive Business Programs

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- GMAT scores sent directly from the Educational Testing Center. Loyola's C.E.E.B. code is 5370. *Individuals with outstanding grade point averages plus sufficient work experience and/or an advanced degree may be eligible for a GMAT waiver.*
- Official transcripts from each college or university attended. Transcripts from studies not conducted in English must be submitted with a certified English translation from a translation service.
- Resume or vitae.
- Letters of recommendation (three required for executive programs; optional for other programs).
- Essay responding to question on application form.
- TOEFL score report required if English is not the applicant's native language.
- International Student Supplemental Form required only if a student visa is needed.
- An interview is requested of Executive MBA and MBA Fellows applicants.

COLLEGE OF ARTS AND SCIENCES

DEAN: James J. Buckley, Professor of Theology

OFFICE: Humanities Building, Room 218

TELEPHONE: 410-617-2563

ASSOCIATE DEAN: Amanda M. Thomas,
Professor of Psychology

OFFICE: Beatty Hall, Room 204

TELEPHONE: 410-617-5590

ASSISTANT DEAN: Suzanne E. Keilson,
Assistant Professor of Engineering Science

OFFICE: Humanities Building, Room 220

TELEPHONE: 410-617-2608

MISSION AND EDUCATIONAL OBJECTIVES

Graduate programs in the College of Arts and Sciences build on the rich tradition of Jesuit liberal arts by educating men and women for others in the advanced study of traditional disciplines as well as the human service professions. Loyola's vision is to inspire its graduate students to leadership and inculcate in them the knowledge that service to the larger world is a defining measure of their professional responsibilities. Graduate programs are committed to the following college-wide graduate learning goals that embrace the core values and principles inherent in the mission of the College:

Master Knowledge and Skills

- Master the skills, methods, and knowledge appropriate to the discipline
- Synthesize knowledge using interdisciplinary approaches
- Acquire the tools to continue professional development and lifelong learning

Think Critically

- Access, analyze, and evaluate information effectively
- Disseminate and communicate information effectively

Manifest Leadership and Social Responsibility in the Workplace and Community

- Understand and value individual differences and have the skills for working effectively in a diverse and changing world
- Comprehend the ethical principles appropriate to the discipline, have the ability to identify ethical dilemmas, and understand the frameworks for selecting and defending a right course of action
- Contribute professionally and personally to the broader community
- Consider issues of justice in making decisions

HISTORY

Loyola College began its graduate programs in 1949 with the Master of Arts (M.A.) in Education. The purpose of graduate study was "first, further training of teachers, counselors, and administrators in public and private schools; second, the preparation for further research and study in education fields." These founding principles are mirrored by the current mission of graduate programs in the College of Arts and Sciences—to train helping professionals and foster further intellectual inquiry in the social and mathematical sciences as well as the humanities. The Education Department today offers programs in administration and supervision, curriculum and instruction, educational technology, Montessori education which includes the Washington Montessori Institute, reading, school counseling, special education, and teacher education (teacher certification). Students are able to earn various state certifications, master's degrees, and certificates of advanced study in education. The Education Department is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and the school counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Education courses are offered at the Baltimore, Columbia, and Timonium Campuses.

The graduate program in psychology began in the Education Department in 1967. Master's degrees and the Certificate of Advanced Study (C.A.S.) focus on clinical and counseling psychology, with a track for practitioners and another track for those interested in writing a thesis. The Doctor of Psychology in Clinical Psychology (Psy.D.) was first offered in 1996, and the program was accredited by the American Psychological Association in 2000. All psychology courses are offered on the Baltimore Campus.

The master's program in speech pathology was established when nearby Mount St. Agnes College joined Loyola in 1971. With the Department of Speech-Language Pathology/Audiology came the speech clinic, a training site for graduate students, as well as a community service for children and adults with speech, language, and hearing problems. Loyola's master's degree in speech pathology is fully accredited by the American Speech-Language-Hearing Association (ASHA). Courses are taught at the Columbia and Timonium Campuses.

Offering the only accredited, advanced degree programs of its kind in the United States, the Pastoral Counseling Department seeks to integrate religious philosophy with practical behavioral science. Pastoral counseling was initially introduced in 1976 as a master's degree within the Psychology Department, and an independent department was established in 1984. The master's program was expanded in 1990 to include a Doctor of Philosophy (Ph.D.) in Pastoral Counseling, and a Master of Arts (M.A.) in Spiritual and Pastoral Care was added in 1997. The Master of Science (M.S.) in Pastoral Counseling is fully accredited by CACREP. Courses are offered at the Columbia and Timonium Campuses.

The modern studies program—which awards a Master of Modern Studies (M.M.S.)—began in 1973. It offers courses in the humanities as well as the natural and social sciences, to those seeking a graduate-level intellectual experience that focuses on modern culture. Courses are offered on all three campuses.

The Master of Science (M.S.) in Computer Science and the Master of Science (M.S.) in Software Engineering grew out of the decades-old master's program in engineering science. These programs

address the needs of professionals already working in computer-related fields who require advanced education coupled with hands-on experience for the rapidly changing technology industry. Courses for both programs are offered at the Columbia and Timonium Campuses.

Established in 2003, the Loyola Clinical Centers at Belvedere Square serve as a training and professional development venue for Loyola students, as well as a multidisciplinary center for the Greater Baltimore Community offering a holistic approach to assessment, treatment, and consultation for clients and their families. The unique collaboration of the Departments of Education, Pastoral Counseling, Psychology, and Speech-Language Pathology/Audiology affords a comprehensive evaluation to the Centers' clients, as well as a unique learning environment in the training and professional development of Loyola students. Conveniently located within two miles of the Baltimore Campus, this newest facility affords Loyola students a clinical setting in a professional environment within the Baltimore community.

COLLEGE OF ARTS AND SCIENCES
COMPUTER SCIENCE

OFFICE: Donnelly Science Center, Room 125A
TELEPHONE: 410-617-2464

CHAIR: Roger D. Eastman, Associate Professor

DIRECTOR: Vitalius J. Benokraitis,
Associate Professor

ACADEMIC COORDINATOR, COMPUTER AND

ELECTRICAL ENGINEERING: Paul J. Coyne,
Professor

ACADEMIC COORDINATOR, SOFTWARE

ENGINEERING: Keith B. Gallagher,
Associate Professor

ACADEMIC COORDINATOR, COMPUTER

SCIENCE: James Reeder, Affiliate Professor

PROFESSORS: David W. Binkley; Paul J. Coyne,
Jr.; Arthur L. Delcher (emeritus); Roberta Evans
Sabin; R. Duane Shelton; Bernard J. Weigman
(emeritus)

ASSOCIATE PROFESSORS: Vitalius J. Benokraitis;
Roger D. Eastman; Keith Brian Gallagher

ASSISTANT PROFESSORS: James R. Glenn;
Dawn J. Lawrie

AFFILIATE FACULTY: Douglas A. Ashworth;
Eileen K. Baust; Michael D. Bender; Michael E.
Berman; Hossein Beyzavi; Howard Blumenfeld;
John Cannella; John C. Carmody; David R.
Cheslock; James J. Costabile; Dennis P. Dworkowski;
Michael D. French, S.J.; Alp Kayabasi; Randy J.
Kelsey; Joseph Kovacic; Geoffrey L. Matrangola;
James R. Means, Jr.; David T. Opitz; A. Spencer
Peterson; Carl M. Powell; James Reeder; Larry
Shackelford; G. Lawrence Sprigg; Patrick
Stakem; Vernon Williams; Gerald H. Zuelsdorf

The graduate program in computer science offers a Master of Science (M.S.) in Computer Science and a Master of Science (M.S.) in Software Engineering. Both programs are offered at Loyola's Columbia and Timonium Campuses.

The M.S. in Computer Science offers a practitioner-oriented curriculum which includes the study of advanced algorithms, computer networking, programming languages, operating systems, software engineering, and database systems. Students may choose courses in object-oriented analysis, programming, and design as well as contemporary software engineering techniques. In addition to an Independent Study course, courses in graphics

and human-computer interaction are among the advanced courses available. The degree requirements include six graduate computer science (CS) core courses and five graduate CS electives. Qualified students with any undergraduate degree are accepted into the program; a sequence of courses is available to prepare students for graduate study.

Professionals who obtain the M.S. in Software Engineering gain advanced skills in project and personnel management, modern analysis and design methods, and contemporary quality assurance techniques. Students have many opportunities to develop these skills in project-based courses and in their respective workplaces. The process of developing and maintaining large-scale, software-based systems is complex. It involves detailed analysis, sophisticated techniques, and the knowledge of how the system interacts with other components. Software engineers are the professionals charged with this task. Besides being familiar with the fundamentals of computer science, a software engineer must know the technical and management techniques required to construct and maintain such complex software systems.

The degree requirements for software engineering consist of six graduate CS core courses and five electives. However, four of the five electives must be chosen from CS, while one must be chosen from a list of approved graduate business (GB) courses offered by the Sellinger School of Business and Management.

Students wishing to pursue both degrees must complete all of the degree requirements for each degree. Some courses for the first degree may satisfy requirements for the second degree. If so, they need not be repeated. However, only three common courses may be counted to satisfy the requirements of a double degree.

**MASTER OF SCIENCE (M.S.)
IN COMPUTER SCIENCE**

The degree consists of thirty-three graduate credit hours. The course of study is as follows:

Preparatory Courses

The preparatory courses must be taken or may be waived without replacement based on previous college courses. These courses do not count toward the thirty-three required credit hours.

- CS 610 Discrete Mathematics and Algorithm Analysis
- CS 620 Foundations of Computer Architecture
- CS 622 Computer Networks
- CS 630 Computing Fundamentals I
- CS 631 Computing Fundamentals II

Core Courses

- CS 700 Advanced Data Structures and Algorithm Design
- CS 701 Principles of Programming Languages
- CS 702 Operating Systems
- CS 730 TCP/IP Architecture
- CS 762 Database Systems
- CS 770 Software Engineering

Electives

Five courses at the CS 710-level or above. A maximum of three of these courses may be selected from those numbered CS 771 or above. Unless otherwise noted, all CS 700-level courses have CS 600-level courses as prerequisites. CS 600-level courses are not applicable toward the degree.

- CS 718 Graphics
- CS 720 Modern Programming Languages
- CS 722 Object-Oriented Programming
- CS 732 Local Area Networks
- CS 734 Wide Area Networks
- CS 750 Special Topics
- CS 751 Independent Study
- CS 760 Advanced Operating Systems
- CS 764 Advanced Networks
- CS 771 Engineering Systems Analysis
- CS 772 Object-Oriented Analysis and Design
- CS 773 Software System Specification

- CS 774 Human-Computer Interaction
- CS 780 Software Reliability and Testing
- CS 790 Software Architecture and Integration
- CS 791 Cost Estimation and Management
- CS 792 Software Maintenance and Evolution

**MASTER OF SCIENCE (M.S.)
IN SOFTWARE ENGINEERING**

The degree consists of thirty-three graduate credit hours. It is assumed that all students starting the program have the equivalent of the following courses; however, these courses may be waived without replacement depending on the candidate's background. These courses do not count toward the thirty-three required credit hours.

- CS 700 Advanced Data Structures and Algorithm Design
- CS 701 Principles of Programming Languages
- CS 702 Operating Systems

The course of study is as follows:

Core Courses

- CS 762 Database Systems
- CS 770 Software Engineering
- CS 773 Software System Specification
- CS 774 Human Computer Interaction
- CS 780 Software Reliability and Testing
- CS 790 Software Architecture and Integration

Electives

- Two CS 710 or above courses or two approved GB courses
- Two CS 750-level or above courses
- At least one approved GB course

Approved CS and GB electives are listed below:

- CS 718 Graphics
- CS 720 Modern Programming Languages
- CS 722 Object-Oriented Programming
- CS 730 TCP/IP Architecture
- CS 732 Local Area Networks
- CS 734 Wide Area Networks
- CS 750 Special Topics
- CS 751 Independent Study

CS 760 Advanced Operating Systems
 CS 764 Advanced Networks
 CS 771 Engineering Systems Analysis
 CS 772 Object-Oriented Analysis and Design
 CS 791 Cost Estimation and Management
 CS 792 Software Maintenance and Evolution
 GB 700 Ethics and Social Responsibility
 GB 701 Operations and Project Management
 GB 705 Leadership and Management
 GB 754 Information Systems Security
 GB 895 Quality Management

COURSE DESCRIPTIONS

CS 610 Discrete Mathematic and Algorithm Analysis (3.00 cr.)

A survey of mathematical topics common to many areas of computer science. Topics include logic and proof techniques, sequences and summations, set theory and combinatorics, probability, recurrence relations and asymptotic growth of functions, graph theory, finite-state machines, and Turing machines.

CS 620 Foundations of Computer Architecture (3.00 cr.)

Covers basic concepts of digital logic including logic gates, flip flops, registers, and counters. Discusses elements of design including Karnaugh maps and sequential theory. Provides a glimpse of different microcomputer systems. Compares assembly language techniques for different microprocessors.

CS 622 Computer Networks (3.00 cr.)

Prerequisite: CS 620. The course begins with an overview of data and computer communications, including an introduction to the TCP/IP protocol architecture. Necessary areas of mathematics, science, and engineering are presented in preparation for a review of the underlying technology of networking. The area of data communication is surveyed including data transmission, transmission media, data encoding, data communication interface, data link control, and multiplexing. Wide area networking, including both circuit-switched and packet-switched implementations, is considered. Local area networking technology and implementations are reviewed. The course concludes with a look at Internet protocols, transmission control protocols, and security issues.

CS 630 Computing Fundamentals I (3.00 cr.)

An introduction to the basic concepts of computer organization and programming. Algorithms are defined and used. Numeric and character manipulation is carried

out. File handling, recursive functions, and elementary data structures are studied. Computer use is required.

CS 631 Computing Fundamentals II (3.00 cr.)

Prerequisite: CS 630. Intermediate programming in C/C++ emphasizing structured methodologies for development, debugging, testing, and verification of programs. Topics include recursion; pointers; dynamic memory allocation; file processing; simple time complexity analysis; and elementary data structures such as stacks, queues, linked lists, and binary trees.

CS 700 Advanced Data Structures and Algorithm Design (3.00 cr.)

Prerequisite: CS 610, CS 631. A study of the design and analysis of efficient computer algorithms and data structures. Topics include recurrences, sorting, order statistics, dynamic programming, graph algorithms, and NP-completeness. May include additional topics from the current literature.

CS 701 Principles of Programming Languages (3.00 cr.)

Prerequisite: CS 700. Concepts and structures governing the design and implementation of modern programming languages. Run-time representations of traditional block structured languages, typing systems, abstraction and procedure mechanisms, and storage management. Special emphasis on object-oriented and functional languages, their type systems, and operational and denotational semantics.

CS 702 Operating Systems (3.00 cr.)

Prerequisite: CS 700. Considers processes, process synchronization and mutual exclusion, and techniques for memory allocation, scheduling, and disk management. Surveys current computer operating systems and discusses research in distributed operating systems.

CS 718 Graphics (3.00 cr.)

Prerequisite: CS 700. A comprehensive analysis of the techniques and algorithms used to develop graphical images using computer generated data. Covers the mathematical concepts required to produce two- and three-dimensional text and graphics on raster and vector displays. Examines and evaluates hardware and software design considerations relative to current display technology. Explores techniques for three-dimensional photorealistic graphics, as well as advanced methods in object modeling and animation. Emphasis on the algorithms and mathematical principles that underpin programming techniques. Includes ray tracing, hidden

surface elimination, radiosity, physics-based modeling for animation, and other topics as possible.

CS 720 Modern Programming Languages (3.00 cr.)

Use of APIs for elements such as menus, accelerators, icons, bitmaps, and dialog boxes; timer basics; multi-tasking and multithreading; multiple-document interface; dynamic-link libraries; client-side technologies and dynamic object models; server-side technologies: configuration and administration, forms processing with CGI programs and Servlets; and special topics which may include web database management, JSP, XML, and multitiered architectures.

CS 722 Object-Oriented Programming (3.00 cr.)

Prerequisite: CS 701. Surveys major concepts in object-oriented analysis, design, and programming such as encapsulation, information hiding, inheritance, and polymorphism. Covers how these ideas are implemented in Smalltalk and C++. Students are assigned programming projects in these two languages.

CS 730 TCP/IP Architecture (3.00 cr.)

Prerequisite: CS 622. Students develop the following TCP/IP Layers: Link, Network, Transport, and Application. Use of diagnostic tools to watch constructed protocols in action.

CS 732 Local Area Networks (3.00 cr.)

Prerequisite: CS 730. Fundamentals of LAN architectures. Topics include OSI layers 0, 1, and 2; 10BASE-5, 10BASE-2, 10BASE-T, 100BASE-T, TOKEN RING, and FDDI. Students develop LAN strategies through case studies, ranging from actual implementation to business models.

CS 734 Wide Area Networks (3.00 cr.)

Prerequisite: CS 730. A survey of wide area networks which includes traditional telephone networks, frame relay networks, and ATM; asynchronous transfer networks; and switched, fast, and gigabit ethernet. In addition, dynamic routing protocols are studied and applied through laboratory experiments.

CS 750 Special Topics in Computer Science or Software Engineering (3.00 cr.)

An on-demand course for a current topic.

CS 751 Independent Study (3.00 cr.)

Students must submit a written proposal to a member of the faculty of the computer science program prior to the last day of class registration. Proposed topics, which are normally discussed in advance with the pro-

fessor, should permit study and/or laboratory work in considerable depth beyond the scope of a course offered in the curriculum.

CS 760 Advanced Operating Systems (3.00 cr.)

Prerequisite: CS 702. An in-depth inspection of the UNIX operating system internals via the C programming language. Topics include system calls and their internals, process implementation, communication, and management; file system implementation and management; device management; and networking.

CS 762 Database Systems (3.00 cr.)

Prerequisite: CS 700. Discusses major database organizations with emphasis on the relational approach. Topics include physical storage; design tools including entity-relationship modeling and normalization techniques; query processing including formal languages, SQL, QBE, and optimization; transaction modeling; concurrency issues; and current trends in DBMS. Includes laboratory experiences with the design and use of DBMS.

CS 764 Advanced Networks (3.00 cr.)

Prerequisite: CS 730. Topics include controls, cryptography, IPSEC, intrusion detection, physical and operations security, firewalls, and virtual private networks. Simple network management protocol (SNMP) has been the defacto standard for the management of multivendor TCP/IP based networks. Students study the requirements of a network management system, the models of management systems that have been developed, and the real-world architectural components comprising a total network management system (SNMP, MIBs, and network manager).

CS 770 Software Engineering (3.00 cr.)

Prerequisite: CS 700. Covers the field of software engineering: planning, product definition, design, programming, testing and implementation. Covers topics of structured design and programming in depth. Software systems design and program architecture-alternative system types. Module design, coding and language considerations. Considers design team methodology and member makeup. Industry standards, diagrammatic techniques, pseudocode. Programming language alternatives. Class examples are from real-world product situations. A complete overview and exposure to a total product development cycle and project. Real-time systems; design and testing/debugging phases.

CS 771 Engineering Systems Analysis (3.00 cr.)

Prerequisite: CS 770. Emphasizes engineering systems and the modern techniques of generating alternatives, evaluation and selection criteria including resource scheduling, decision theory, and optimization methods.

CS 772 Object-Oriented Analysis and Design (3.00 cr.)

Prerequisite: CS 770. Presents the concepts and techniques necessary to effectively use system requirements captured through use cases to drive the development of a design model. Students use Unified Modeling Language (UML) to represent fundamental object-oriented analysis and design concepts including architecture, objects, classes, components, stereotypes, relationships, and all supporting diagrams.

CS 773 Software System Specification (3.00 cr.)

Prerequisite: CS 770. Studies the following as they relate to the construction of large-scale software systems: axiomatics, algebraic specification languages, functional correctness, predicate transformers, denotational semantics, and communicating sequential processes. Emphasis is on the rigor required to design and build critical systems.

CS 774 Human-Computer Interaction (3.00 cr.)

Prerequisite: CS 770. Human factors issues in the development of software, the use of database systems, and the design of interactive systems. Issues include programming and command languages; menus, forms, and direct manipulation; graphical user interfaces, computer-supported cooperative work, information search and visualization; input/output devices; and display design.

CS 780 Software Reliability and Testing (3.00 cr.)

Prerequisite: CS 770. Topics covered include reliability: concepts and models, design techniques, management techniques, and issues of software security; testing: formal and informal methods; program analysis: dynamic static, and data flow; selection of test cases; program instrumentation; mutation analysis; and symbolic execution.

CS 790 Software Architecture and Integration (3.00 cr.)

Prerequisite: CS 770. Topics include the organization of a software system; the selection of the structural elements and their interfaces and behavior as specified in the collaboration among those elements; the composition of these elements into progressively larger subsystems; the architectural style that guides this organization, these elements, and their interfaces, collaborations, and composition.

CS 791 Cost Estimation and Management (3.00 cr.)

Prerequisite: CS 770. Covers both traditional and state-of-the-art methods, identifying advantages and disadvantages of each, and the underlying aspects in preparing cost estimates. Topics include estimation, risk analysis, scheduling, software quality assurance, software configuration management planning, and execution.

CS 792 Software Maintenance and Evolution (3.00 cr.)

Prerequisite: CS 770. Software maintenance, also known as software evolution, is the implementation of consistent changes to an existing system. This difficult task is compounded both by the pressing business constraints which lead to the required change and the inherent difficulty of safely modifying complex systems. Both the process under which software is changed (e.g., configuration control) and the modern techniques for reducing the engineer's effort when making changes (e.g., comprehension strategies, consistent change principles, ripple analysis, and regression test effort) are examined.

COLLEGE OF ARTS AND SCIENCES EDUCATION

OFFICE: Beatty Hall, Room 104
TELEPHONE: 410-617-5094/5095

CHAIR: Victor R. Delclos, Professor

GRADUATE PROGRAM DIRECTORS

Administration and Supervision: Vacant
Curriculum and Instruction: Michael L. O'Neal
Educational Technology: David Marcovitz
Montessori: Sharon L. Dubble
Reading: Debby I. Deal
School Counseling: Bradley T. Erford
Special Education: Elana E. Rock
Teacher Education Programs: Peter Rennert-Ariev; Kathleen Sears

WASHINGTON MONTESSORI INSTITUTE AT LOYOLA COLLEGE

Director of Training (Elementary Level):
Kay Baker
Director of Training (Primary Level):
Janet R. McDonell

INTERNSHIP COORDINATORS

Field Experience: Jack Woodward
Professional Development Schools: Deborah Anthony; Peggy Golden; Lisa C. Schonberger; Kathleen A. Sears
School Counseling: Vacant
Special Education: Diane C. Fadely

PROFESSORS: Victor R. Delclos; Donald B. Hofler (emeritus); Donald J. Reitz (emeritus); Lee J. Richmond; Beatrice E. Sarlos (emerita)
ASSOCIATE PROFESSORS: Bradley T. Erford; L. Mickey Fenzel; David Marcovitz; Michael L. O'Neal; Joseph Procaccini; Sharyn Simpson Rhodes; Elana E. Rock

ASSISTANT PROFESSORS: Marie Celeste; Debby I. Deal; Stephanie A. Flores-Koulish; Cheryl Moore-Thomas; Peter L. Rennert-Ariev; Lisa C. Schonberger (visiting); H. Lovell Smith; Wendy M. Smith

INSTRUCTORS: Deborah Anthony; Catherine Castellan; Eleanor S. Kaufmann

AFFILIATE FACULTY: Joyce Agness; S. Craig Bass; Maureen Beck; Lisa Boarman; JoAnn Bowlsbey; Nancy C. Briganti; E. Niel Carey; Wayne Carmean; Katharine J. Cobert; Thelma Daley; Margaret C. Dumler; Morton M. Esterson;

Susan A. Gallagher; Cynthia Hardie; Ellen A. Harrison; Debra R. Henninger; Jamie M. John; Katherine Johnson; Robin B. Levien; Lynn Linde; Estes J. Lockhart; Donald E. McBrien; Gordon A. Michaloski; John D. Mojzisek; Herbert E. Muse, Jr.; Eileen M. Oickle; Patricia R. Ourand; Sam Polack; Maryanne Ralls; Ronald Redmond; Mary L. Roby; Sharon L. Russell; James Snow; Christopher Sny; Pritchett R. Stacy; Phyllis Utterback; Jennifer Watkinson; William Wentworth; Jack Woodward

The Reverend Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus, has described the goal of Jesuit Education with the following words: "We aim to form...men and women of competence, conscience and compassionate commitment." In recognition of its connection to the Jesuit mission of the Loyola College community, the Education Department has adopted the three words, Competence, Conscience, Compassion as its motto.

These words capture the goals that the Education Department sets for its students and form the organizing structure for its learning outcomes. The department's conceptual framework states that it envisions an extensive learning community grounded in the values of our Jesuit mission, informed by a learner-centered model of instruction, and seeking to cultivate education leaders of competence, conscience, and compassion (see www.loyola.edu/education/).

MISSION

Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and *cura personalis*, the Education Department promotes leadership and scholarship in the development of teachers, counselors, administrators, and other educators.

The Education Department offers programs leading to a Master of Arts (M.A.), Master of Education (M.Ed.), the Certificate of Advanced Study in School Management (C.S.M.), and the Certificate of Advanced Study in Education (CASE). These programs are designed to advance the study of education as an academic discipline and to fur-

ther the professional development of teachers, administrators, and other educational personnel in public and independent schools.

ADMISSION CRITERIA

The Education Department seeks graduates from accredited institutions of higher learning who demonstrate significant academic ability. A minimum QPA of 3.000 in undergraduate work or a master's degree from an accredited institution is required for full acceptance. Provisional acceptance may be granted for students with a QPA between 2.750 and 3.000. Letters of recommendation, standardized tests, or a personal interview may be required. Applicants for teacher certification are required to submit evidence of a passing composite score (based on the Maryland cutoff level) on the PRAXIS Reading, Writing, and Mathematics Examinations.

Detailed admission information (application procedures, required documents, etc.) may be found in the Admission Chapter of this catalogue.

APPLICATION DEADLINES

M.Ed./M.A./CASE (excluding Montessori)

Fall Semester	June 1
Spring Semester	October 1
Summer Sessions	March 1

Applications may be submitted at any time and are reviewed on a rolling basis throughout the year. While students may be accepted after a deadline has passed, course availability cannot be guaranteed.

M.Ed./CASE Montessori Education

Full-Time Academic Year Programs	May 1
Multi-Summer Format Programs	May 1
Affiliated AMI Institutes	October 1

See Montessori Education section for admissions requirements in addition to those listed here.

CREDITS REQUIRED

Specific requirements for each degree and program are listed below.

ACADEMIC PROBATION/DISMISSAL

It is the student's responsibility to make certain that the minimum QPA requirement of 3.000 is maintained. Students who fall below this level of achievement will be placed on probation for one semester. Failure to raise the QPA above 3.000 in the following semester may result in dismissal from the program. The accumulation of two C/C+ (2.000/2.330) grades or the receipt of one F (0.000) will result in dismissal. Dismissal may also result from excessive withdrawals, academic dishonesty, or other unethical or unprofessional conduct reflecting upon a student's ability to enter into the academic or professional field in which the degree is being offered.

A student has the right to appeal an academic dismissal. A written request for appeal must be made to the department chair within 30 days after notice of dismissal. The appeal should include any information deemed appropriate to the case. Students have the right to appear in person before a review panel to present their cases.

If a dismissal involves a grade appeal, both the dismissal and the grade appeal must be filed within 30 days of the close of the semester. Students who have been academically dismissed and who are in the process of an appeal may not register for future terms until the appeal is resolved.

MASTER OF ARTS

This option is designed for individuals who wish to undertake a significant scholarly project as part of their degree program. This option is especially appropriate for those who plan to pursue an advanced degree beyond the master's level. Students complete a six-credit thesis project under the guidance of an adviser in place of six general elective credits. Guidelines for the development and completion of the proposal and thesis are available from departmental advisers.

WAIVERS

Any specific course requirement may be waived by a student's adviser based upon prior completion of graduate coursework in the same content area. The student must request a waiver in writing. The adviser's written approval will be sent to the

student and the Records Office. In the event a course requirement is waived, an elective course must be substituted in its place. No more than three courses may be waived in any graduate program.

SPECIAL STUDENTS

Special students admitted to the Education Department are limited to enrollment in two graduate courses before deciding to pursue a master's degree or a certificate of advanced study. Special students who wish to pursue a master's degree or advanced certificate must reapply to the specific program of interest. Courses taken as a special student may be advanced into a degree or certificate program with the approval of the academic adviser if the courses conform to the requirements of the degree or certificate.

ACCREDITATION

The Education Department at Loyola College in Maryland is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC, 20036; phone: 202-466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

ADMINISTRATION AND SUPERVISION

Provides opportunities for the development of a sound theoretical basis as well as effective management techniques and tools for practicing and future educational leaders. Programs are built on the fundamental assumption that administrators and supervisors function in complex organizations which must be sensitive to people and changing environments.

Every course will be based on research, and students will be expected to read and analyze current research; blend theory and practice as it relates to the course; emphasize personal dimensions by focusing on leader behaviors, interpersonal skills, and the demands and rights of a multicultural society; and include a problem-solving orientation

to encourage thinking, involvement, and relevance to education.

Programs:

Master of Arts (M.A.) – 45 credits (includes 6 thesis credits)

Master of Education (M.Ed.) – 42 credits
 Certification in Administration and Supervision – 18 credits in addition to an existing master's degree and 27 months of successful teaching

Certificate of Advanced Study in School Management (C.S.M.) – 30 credits beyond master's degree

Certificate of Advanced Study in Education (CASE) – 30 credits beyond master's degree

Upon completion of the M.Ed. or the post-master's eighteen-credit program and twenty-seven months of successful teaching, students are eligible for certification as Administrator I (Assistant in Administration, Supervisor in Central Administration, Supervisor in Instruction). To be certificated as Administrator II (School Principal), students must successfully complete the School Leadership Licensure Assessment which will be administered three times a year at testing centers throughout the state. Copies of Registration Bulletin can be obtained from Loyola's Career Development and Placement Center located in DeChiaro College Center, West Wing, First Floor, or by calling the Educational Testing Service at 609-771-7395.

MASTER OF EDUCATION (M.ED.)

Forty-two credits of required coursework must be completed:

- AD 662 Supervision and Staff Development
- AD 668 The Law, the Courts, and the School
- AD 674 Human Relations
in School Management
- AD 680 Leadership Seminar*
- AD 681 Organization Development
- AD 682 Technology for School Administrators
- AD 683 Leadership: Theories and Practices*
- AD 684 Resource Management
- AD 686 School Assessment: Issues and Skills
- AD 687 Internship in Administration and Supervision I (1 credit)

- AD 689 Internship in Administration and Supervision II (2 credits)
 AD 776 Theory and Research on Teaching
 ED 600 Foundations of Research in Education**
 ED 601 Philosophy and Education*
 ED 650 Curriculum Theories and Practices

* Should be taken **early** in the program.

** ED 600 is a prerequisite for all remaining courses and must be taken first.

Private School Management

To provide educational opportunities of special interest to private school administrators, faculty members, board members, and other personnel, Loyola College established the Institute of Private Education. Students who are interested in the private school sector may elect, with the consent of an adviser, to take the following courses in place of those normally required:

- AD 670 The Law, the Courts, and Private Schools
 AD 676 Fiscal Planning and Budgeting in the Private School
 AD 677 Organization and Administration of Private Schools
 ED 660 Curriculum Development in the Private School

The programs in administration and supervision qualifying for state certification have been approved by the Maryland State Department of Education and meet both state and national standards.

CERTIFICATION IN ADMINISTRATION AND SUPERVISION

A person with a master's degree from an accredited institution and twenty-seven months of satisfactory teaching performance or satisfactory performance as a specialist may complete state certification requirements by earning eighteen semester hours of graduate coursework, a sample of which follows:

School Administration

- AD 677 Organization and Administration of Private Schools
 AD 681 Organizational Development
 AD 683 Leadership: Theories and Practices (4 credits)

Clinical and/or Instructional Supervision

- AD 662 Supervision and Staff Development

Curriculum Design

- ED 650 Curriculum Theories and Practices
 ED 660 Curriculum Development in the Private School

Group Dynamics

- AD 674 Human Relations in School Management

School Law

- AD 668 The Law, the Courts, and the School
 AD 669 Constitutional Law and the Schools
 AD 670 The Law, the Courts, and Private Schools

Practicum/Internship

- AD 687 Internship in Administration and Supervision I (1 credit)
 AD 689 Internship in Administration and Supervision II (2 credits)
(Prerequisite: 15 credits of completed coursework.)

Students should apply and meet with their advisers to develop their programs.

CERTIFICATE OF ADVANCED STUDY IN EDUCATION (CASE)

Advanced graduate work beyond the master's degree may be pursued in specific program areas. The thirty-credit program leads to a Certificate of Advanced Study in Education (CASE). Requirements are eighteen hours of coursework in a specific area of concentration and twelve hours of coursework in other areas. Students must meet with an adviser prior to beginning the CASE.

CERTIFICATE OF ADVANCED STUDY IN SCHOOL MANAGEMENT (C.S.M.)

Provides advanced academic preparation and training in the field of administration and supervision. The advanced certificate prepares graduate students to assume middle and high level administrative, supervisory, and staff positions in public and private schools, school systems, and institutions of higher education. The program consists of thirty hours of graduate study beyond the master's degree. Upon successful completion of the program, the student is awarded the Certificate of Advanced Study in School Management (C.S.M.). Flexibility in individual student program development is anticipated, but it is expected that students build their program in the following areas: courses in instructional, management, and organizational leadership (27 credits) and an internship (3 credits).

Students design their individual programs in collaboration with their advisers. In addition to the learning experiences listed above, students may include appropriate courses offered by other graduate programs within the field of education (e.g., guidance, special education) or in other disciplines (e.g., psychology, business administration).

CURRICULUM AND INSTRUCTION

Programs:

- Master of Arts (M.A.) – 39 credits (includes 6 thesis credits in place of general electives)
- Master of Education (M.Ed.) – 39 credits
- Certificate of Advanced Study in Education (CASE) – 30 credits beyond master's degree

Students may also focus in the areas of science education or educational technology.

MASTER OF EDUCATION (M.ED.)

The emphasis of this program is on the planning, implementation, and evaluation of teaching and learning. Graduate study consists of courses, field studies, internships, seminars, and workshops blending theory and practice.

Program courses consist of a departmental core, a program core, and general electives. Electives pro-

vide flexibility for individualizing each student's program toward effective and meaningful study.

Individuals seeking certification in teaching may do so within the framework of this program in close consultation with an adviser. A personalized advising system allows students continuous access to consultation at all stages of their program (see Teacher Education section).

Departmental Core (6 credits)

- ED 600 Foundations of Research in Education
- ED 601 Philosophy and Education

Curriculum and Instruction Core (18 credits)

- ED 621 Learning Theory
- ED 650 Curriculum Theories and Practices
- ED 651 Evaluation and Assessment of Curriculum and Instruction
- ED 658 Seminar in Curriculum and Instruction
- ED 676 Theory and Research on Teaching
- ET 605 Introduction to Educational Technology

General Electives (15 credits)

Electives are selected from offerings in specific content areas or other departmental programs and used to customize the program of study to the student's particular needs and interests.

Science Education Focus (39 credits)

Graduate study in curriculum and instruction with a focus on science content is a thirty-nine-credit master's program designed for elementary and middle school teachers. Teachers will earn the degree of Master of Education (M.Ed.) in Curriculum and Instruction. Six courses in this program will be science content courses with emphasis on process skills and hands-on activities. The remaining seven required courses are designed specifically for those enrolled in the program and incorporate science content topics and issues. This program is often offered in a cohort-only format. As such, prospective students should check with the program coordinator for available cohort groups prior to applying.

Departmental Core (6 credits)

- ED 600 Foundations of Research in Education
 ED 601 Philosophy and Education

Curriculum and Instruction Core (15 credits)

- ED 621 Learning Theory
 ED 650 Curriculum Theories and Practices
 ED 651 Evaluation and Assessment of
 Curriculum and Instruction
 ED 658 Seminar in Curriculum and Instruction
 ET 605 Introduction to Educational Technology

Science Content (18 credits)

Elementary/Middle Level

- ED 700 Earth Science I
 ED 702 Earth Science II
 ED 703 Life Science
 ED 704 Physical Science I
 ED 705 Physical Science II
 ED 706 Environmental Field Study

Secondary Earth Science

- ED 714 Physical Earth Science
 ED 715 Historical Earth Science
 ED 716 Environmental Applications
 in Earth Science
 ED 717 Global Climate Change
 ED 718 Earth Science Field Methods
 ED 719 Field Study in Earth Science

Secondary Physics

- ED 721 Mechanics I
 ED 722 Mechanics II
 ED 723 Electricity and Magnetism
 ED 724 Waves, Sound, and Light
 ED 725 Thermodynamics and Modern Physics
 ED 726 Teaching AP Physics Level C
 in the Secondary School

Educational Technology Focus (39 credits)

The Master of Education (M.Ed.) in Curriculum and Instruction with a focus on educational technology prepares individuals to take leadership roles on school and district levels in the use of technology to enhance traditional instruction and to find ways that technology can enable school change. It blends a hands-on approach to technology with educational foundations in curriculum, learning theory, and educational research.

Departmental Core (6 credits)

- ED 600 Foundations of Research in Education
 ED 601 Philosophy and Education

Curriculum and Instruction Core (15 credits)

- ED 621 Learning Theory
 ED 650 Curriculum Theories and Practices
 ED 651 Evaluation and Assessment
 of Curriculum and Instruction
 ED 658 Seminar in Curriculum and Instruction
 ED 676 Theory and Research on Teaching

Technology Core (18 credits)

Choose six of the following:

- ET 605 Introduction to Educational Technology
 ET 610 Curricular Applications of Technology
 ET 620 Multimedia Design in the Classroom
 ET 630 Telecommunications in the Classroom
 ET 631 Distance Education
 ET 640 Adaptive/Assistive Technology
 for Education
 ET 680 The Role of the Technology Specialist
 ET 681 Technology and School Change
 ET 690 Educational Technology Seminar

**CERTIFICATE OF ADVANCED STUDY
 IN EDUCATION (CASE)**

Advanced graduate work beyond the master's degree may be pursued in specific program areas. The thirty-credit program leads to a Certificate of Advanced Study in Education (CASE). Requirements are eighteen hours of coursework in a specific area of concentration and twelve hours of coursework in other areas. Students must meet with an adviser prior to beginning the CASE.

EDUCATIONAL TECHNOLOGY**Programs:**

Master of Arts (M.A.) – 39 credits
(includes 6 thesis credits)

Master of Education (M.Ed.) – 36 credits

Technology is playing an increasing role in our schools. Schools and districts are spending millions of dollars on technology, and leadership is needed to ensure that this investment is used to benefit education. Technology leaders must be masters of the change process as well as experts in the technology. The program integrates hands-on applications of educational technology with practical and theoretical perspectives of change, school reform, staff development, and ethical considerations of technology in the schools. Methods of infusing technology into the teaching and learning process will be modeled throughout the program.

This program is geared toward those wishing to become technology specialists or technology leaders on the school, district and national levels.

MASTER OF EDUCATION (M.ED.)

Departmental Core (9 credits)

ED 600 Foundations of Research in Education
ED 608 Educational Innovations
AD 662 Supervision and Staff Development

Technology Core (24 credits)

Choose eight of the following:

ET 605 Introduction to Educational Technology
ET 610 Curricular Applications of Technology
ET 620 Multimedia Design in the Classroom
ET 630 Telecommunications in the Classroom
ET 631 Distance Education
ET 640 Adaptive/Assistive Technology for Education
ET 680 The Role of the Technology Specialist
ET 681 Technology and School Change
ET 690 Educational Technology Seminar

Required Internship (3 credits)

ET 691 Educational Technology Internship

MASTER OF ARTS (M.A.)

Departmental Core (9 credits)
Technology Core (24 credits)
ET 699 Thesis Seminar (6 credits)

SCHOOL COUNSELING**Programs:**

Master of Arts (M.A.) – 48 credits
Master of Education (M.Ed.) – 48 credits
Certificate of Advanced Study in Education
(CASE) – 30 credits beyond master's degree

Prepares students for careers as professional school counselors who work in elementary and/or secondary settings. Throughout the course of study, students have the opportunity to develop a sound theoretical foundation and acquire effective techniques for counseling school-aged youth. Upon successful completion of the program, students are eligible for state certification as a school counselor. In addition to schools, various public and private agencies outside of the educational field are interested in obtaining the services of counselors.

The course of instruction involves the successful completion of forty credits of study on the graduate level, including a practicum of one hundred hours and an internship of six hundred hours. Students must take a minimum of six elective credits in counseling, and all electives must be approved by the adviser.

The six hundred-hour internship may be completed in one semester (GC 728), two semesters (GC 722, GC 723), or four semesters (GC 730, GC 731).

GC 600 Research and Evaluation in Counseling
GC 606 Tests and Measurements
GC 700 Introduction to School Counseling
GC 701 Techniques of Educational Counseling
GC 703 Lifestyle and Career Development and Decision-Making
GC 704 Theories of Counseling
GC 706 Group Counseling in Schools
GC 708 Cross Cultural Counseling
GC 712 Human Development through the Life Span
GC 755 Marriage and Family Counseling
GC 791 School Counseling Practicum

GC 792 Professional Issues and Ethics
in Counseling
Internship (600 hours)
Electives (6 credits)

Students seeking a Master of Arts (M.A.) in School Counseling must substitute the six elective credits for thesis credits. For additional information please visit, <http://www.loyola.edu/education/counseling/>.

This program has been approved by the Maryland State Department of Education using recognized state or national standards. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

CERTIFICATE OF ADVANCED STUDY IN EDUCATION (CASE)

Provides advanced graduate work beyond the master's degree in an organized, thirty-credit program leading to a Certificate of Advanced Study in Education (CASE). Requirements are:

- A minimum of twelve hours of coursework in counseling (general).
- As many as twelve hours of coursework in other areas of education.
- As many as six hours of elective coursework in any area of graduate study. Internships may be suggested.

Special arrangements for course selection will be made in conjunction with a student's adviser.

MONTESSORI EDUCATION

Programs:

Master of Education (M.Ed.) – 36 credits
Certificate of Advanced Study in Education
(CASE) – 30 credits beyond master's degree

PURPOSE AND SCOPE

The goal of the graduate program in Montessori education is to guide adults as they prepare for the work and the responsibility of helping each child to develop the fullness of his or her potential. The program provides students with opportunities to develop an understanding of a child's stages of development and the different conditions and strategies necessary to support development at each stage.

The Washington Montessori Institute (WMI) at Loyola College in Maryland offers students the choice of specialized graduate study in Montessori Education at either the primary level (ages 3–6) or elementary level (ages 6–12). Graduates receive both the internationally recognized Association Montessori Internationale (AMI) diploma and the Master of Education (M.Ed.). The program is offered in a full-time academic year or multi-summer format (over three or four consecutive summers).

Students may qualify for Maryland state teacher's certification in early childhood or elementary education. Requirements include coursework in content areas (based on analysis of undergraduate transcript); additional hours of student teaching/practicum; and satisfactory scores on the PRAXIS exams. Interested students should contact a departmental adviser regarding the certification option.

A master's degree in Montessori education does not lead directly to state certification. Students must submit official transcripts and course descriptions directly to their respective State Departments of Education to determine if courses satisfy specific certification requirements.

ADMISSION

Students seeking admission to the degree program in Montessori education must meet departmental admission criteria. In addition, demonstrated pro-

fessional competence and/or academic ability as evidenced by letters of recommendation is required. A personal interview may also be requested. The program admits full-time students only. Priority consideration is given to applications received before **May 1**.

PREREQUISITE COURSE

Candidates for the Montessori elementary program must either have an AMI primary diploma or must successfully complete the prerequisite course. The prerequisite course (MO 599) is not part of the credit hour requirements of the M.Ed. and requires an additional fee.

Refund Policy

prior to first class meeting	100%
during first week of classes	50%

Subsequently, no refund is made.

COURSE OF STUDY

The M.Ed. in Montessori Education consists of thirty-six graduate credits plus oral comprehensive examinations. The coursework is divided into two parts. The Montessori courses comprise the requirements for the AMI diploma. These courses total twenty-seven credit hours and are listed in the catalogue with the MO course key. The education core courses are designed to broaden the student's knowledge of research and trends in the field of education. These courses total nine credit hours and are listed with ED or SE course keys.

Montessori Course (AMI)

During the first two semesters, students are fully engaged in Montessori study, as they complete all AMI requirements. Although Montessori courses are listed as discrete courses for purposes of registration, the actual program during these two semesters is presented as an integrated program of child development, methodology, practice, observation, and practice teaching.

At the end of these two semesters, if the AMI written examinations are passed and all requirements to date have been completed, grades for twenty-seven graduate credits (MO designation) are posted on

the student's Loyola transcript. In addition, if oral comprehensive examinations are successfully completed, the AMI diploma is awarded.

Education Core Courses

The three core courses are offered in a special intensive summer session and students must complete two independent study papers as part of Advanced Study in Education (ED 625). Students have the option of taking the three education core courses in any combination during the regular course schedule. All core courses must be completed within four semesters following completion of the Montessori courses.

M.Ed., Montessori Infant Education (Birth–Age 3) (available only with off-site AMI Institute)

ED 600	Foundations of Educational Research
ED 625	Advanced Study in Education
MO 637	Psychology and Philosophy of the Montessori Method
MO 638	Child Growth and Development I
MO 639	Child Growth and Development II
MO 640	Creating Healthy, Safe Environments for Infants
MO 641	Creating Healthy, Safe Environments for Toddlers
MO 642	Developmentally Appropriate Practices for Infants
MO 643	Developmentally Appropriate Practices for Toddlers
MO 644	Working with Parents and Families of Young Children
MO 645	Montessori Observation and Practicum
SE 769	Teaching Students with Special Needs

Note: This program is **not** approved for V.A. benefits.

M.Ed., Montessori Primary Education (Ages 3–6)

ED 600	Foundations of Research in Education
ED 625	Advanced Study in Education
MO 628	Practicum
MO 630	Human Relations and Self Awareness among Young Children
MO 631	Language Arts/Reading Curriculum and Instruction
MO 632	Mathematics and Science Curriculum and Instruction

- MO 633 Creative Activities (Music, Art, Movement, and Drama)
 MO 634 Foundations of the Montessori Method
 MO 635 Perceptual-Motor Development
 MO 636 Teaching Strategies and Social Development
 SE 769 Teaching Students with Special Needs (Focus: Grades K–8)

M.Ed., Montessori Elementary Education (Ages 6–12)

- ED 600 Foundations of Research in Education
 ED 625 Advanced Study in Education
 MO 646 Foundations of the Montessori Method
 MO 647 Montessori Classroom Methods
 MO 648 Laboratory: Using Montessori Materials
 MO 649 Language Curriculum and Instruction for the Elementary Years
 MO 650 Art Curriculum and Instruction for the Elementary Years
 MO 651 Mathematics Curriculum and Instruction for the Elementary Years
 MO 652 Physical and Biological Science Curriculum and Instruction for the Elementary Years
 MO 653 Social Studies Curriculum and Instruction for the Elementary Years
 MO 654 Music/Movement Curriculum and Instruction for the Elementary Years
 MO 655 Practicum
 SE 769 Teaching Students with Special Needs (Focus: Grades K–8)

CERTIFICATE OF ADVANCED STUDY IN EDUCATION (CASE)

Advanced graduate work beyond the master's degree may be pursued in either Montessori primary or elementary education. The thirty-credit program leads to a Certificate of Advanced Study in Education (CASE). Requirements are twenty-seven credit hours of coursework in the Montessori concentration; three credit hours developing an independent research project; and comprehensive examinations

READING

Programs:

- Master of Education in Reading, Reading Teacher (M.Ed.) – 33 credits
 Master of Education in Reading, Reading Specialist (M.Ed.) – 39 credits
 Certificate of Advanced Study in Education (CASE) – 30 credits beyond master's degree

M.ED., READING TEACHER (33 CREDITS)

Designed for the certified teacher who wishes to become more knowledgeable about reading. This program provides candidates with a strong foundation in reading instruction and assessment at the PK–12 levels.

Program of Study

Candidates should complete each block before proceeding to the next block. Courses from the preceding block are prerequisites for the blocks that follow. Courses within a block may be taken in any order unless otherwise stated.

Block 1 (6 credits)

- RE 510 Foundations of Reading
 RE 723 Language Development and Emergent Literacy

Block 2 (15 credits)

- RE 509 Content Area Reading
 RE 600 Research for Reading Professionals
 RE 601 Media Literacy Education
 RE 722 Children's and Adolescent Literature
 RE 731 Language Arts: Theory and Instruction

Block 3 (9 credits)

- RE 737 Reading Assessment and Diagnosis I
 RE 739 Reading Assessment and Diagnosis II (Prerequisite: RE 737)
 RE 759 Current Issues in Reading and Language Arts

General Electives (3 credits)

M. Ed., Reading Specialist (39 Credits)

Designed for the certified teacher who wishes to be certified by the Maryland State Department of Education (MSDE) as a reading specialist. This program provides candidates with a strong foundation in reading instruction and assessment at the PK–12 levels and the skills and knowledge required to take on leadership roles within their school or school system. Students completing this program satisfy the course requirements for Maryland state certification as a reading specialist. (Note: The MSDE requires three years of classroom experience to be certified as a reading specialist).

Candidates should complete each block before proceeding to the next block. Courses from the preceding block are prerequisites for the blocks that follow. Courses within a block may be taken in any order unless otherwise stated.

Block 1 (6 credits)

- RE 510 Foundations of Reading
 RE 723 Language Development and Emergent Literacy

Block 2 (15 credits)

- RE 509 Content Area Reading
 RE 600 Research for Reading Professionals
 RE 601 Media Literacy Education
 RE 722 Children's and Adolescent Literature
 RE 731 Language Arts: Theory and Instruction

Block 3 (18 credits)

- RE 737 Reading Assessment and Diagnosis I
 RE 739 Reading Assessment and Diagnosis of II (*Prerequisite: RE 737*)
 RE 740 Role of the Reading Specialist
 RE 756 School Year Practicum in Reading I* *and*
 RE 757 School year Practicum in Reading II* *or*
 RE 758 Summer Practicum in Reading* (6 credits)
 RE 759 Current Issues in Reading and Language Arts

* *Prerequisite: RE 737, RE 739*

Certificate of Advanced Study in Education (CASE)

Advanced graduate work beyond the master's degree may be pursued in specific program areas. The thirty-credit program leads to a Certificate of Advanced Study in Education (CASE). Requirements are eighteen hours of coursework in a specific area of concentration and twelve hours of coursework in other areas. Students must meet with an adviser prior to beginning the CASE.

SPECIAL EDUCATION

Master of Education (M.Ed.), Early Childhood Special Education (Birth to Age 8) – 39 credits and prerequisites (as needed)

Master of Education (M.Ed.), Elementary/Middle (Grades 1–8) – 39 credits and prerequisites (as needed)

Master of Education (M.Ed.), Secondary (Grades 6–12) – 39 credits and prerequisites (as needed)

Certificate of Advanced Study in Education (CASE) – 30 credits in special education beyond master's degree

The M.Ed. in Special Education can be used to meet requirements for initial certification in special education at the early childhood, elementary, or secondary levels and is also appropriate for teachers seeking advanced professional development. These special education graduate programs prepare both beginning and advanced professionals with full qualifications to provide effective services to students with disabilities and to take leadership roles in the field of special education. The programs emphasize legal issues, service delivery, classroom techniques, and advanced professional skills necessary to promote the provision of quality services to students with special needs.

Students from a variety of academic backgrounds and careers are eligible to apply to the graduate programs in special education. Students do not need to complete the prerequisite requirements before applying and being accepted into the master's programs. Once accepted, each student will meet with an academic adviser to develop an individualized program plan of prerequisite and program courses and experiences.

Students may demonstrate completion of prerequisite coursework at the undergraduate or graduate level. In addition, students may complete school-based experiences or demonstrate evidence of these experiences through teaching, volunteering, or serving in other capacities in regular and special education school programs. Students must demonstrate appropriate computer skills including word processing, Internet usage, and database searching. These skills may be assessed through personal interview, hands-on demonstration, or product illustration.

Students who have not completed the required coursework or mastered all of the prerequisite skills may be accepted into the program but will need to take the appropriate courses (or complete the appropriate experiences) before beginning program coursework. A non-credit computer workshop on uses of the Internet and database searching may be provided for students.

M.ED., EARLY CHILDHOOD SPECIAL EDUCATION

At the early childhood level, the program focuses on infants, toddlers, and young children from birth to age eight.

Prerequisite courses are intended to provide key foundational coursework and early childhood experiences for all students, particularly those who are not currently certified in an area of education. If needed, prerequisite courses may be taken at the graduate or undergraduate level. Observation and participation, if required, may be completed through a supervised, semester-long internship.

Prerequisite Courses/Experiences

- RE 782 Process and Acquisition of Reading
- SE 720 Human Growth and Development
- SE 761 Introduction to Special Education
- SE 900 Observation and Participation in Special Education (Early Childhood Level)

Core Courses

- ED 600 Foundations of Research in Education (required)
- SE 906 Developmental, Remedial, and Corrective Reading

- SE 911 Assessment, Diagnosis, and Evaluation of Learning and Behavior Problems
- SE 912 Instructional Planning, Adaptations, and Learning Strategies for Students with Special Needs
- SE 913 Comprehensive Classroom Management for Teachers of Students with Special Needs
- SE 915 Diagnosis and Intervention in Reading Disorders

Early Intervention Courses

- SE 922 Medical Aspects of Development Disabilities
- SE 923 Assessment and Intervention for Young Children with Special Needs: Birth through Age 2
- SE 924 Assessment and Intervention for Young Children with Special Needs: Ages 3 to 5
- SE 925 Assessment and Intervention for Young Children with Special Needs: Ages 5 to 8
- SE 926 Resources and Strategies for Communication Development and Early Literacy

Supervised Practicums

- SE 780 Practicum I (Infant/Toddler)*
- SE 781 Practicum II (Preschool)*

* Practicum placements involve intensive experiences and teaching in schools or other programs serving young children. Extended daytime availability is required.

M.ED., ELEMENTARY/MIDDLE (GRADES 1–8)

M.ED., SECONDARY (GRADES 6–12)

At the elementary/middle and secondary levels, the program focuses on students with high incidence disabilities including language or learning disabilities, emotional/behavioral disorders, and mild mental retardation. Differentiation of content area courses, age-specific course projects, and grade-appropriate practicum placements allow for specialization at the appropriate age/grade level.

Prerequisite courses are intended to provide key foundational coursework and school experiences

for all students, particularly those who are not currently certified in an area of education. Prerequisite courses may be taken at the graduate or undergraduate level. Observation and participation may be met through a variety of classroom experiences. These courses **do not count** as credits completed toward the degree requirements.

- RE 733 Introduction to Teaching Reading in the Content Area (*for Special Education Grades 6–12*) *or*
 RE 782 Processes and Acquisition of Reading (*for Special Education Grades 1–8*)
 SE 720 Human Growth and Development
 SE 761 Introduction to Special Education Observation and Participation in Special Education Observation and Participation in General Education Technology Usage for Research and Writing

Program Courses

The following are required program courses to be completed in three phases.

Phase I

- ED 600 Foundations of Research in Education
 SE 905 Characteristics of Learners with Mild and Moderate Disabilities
 SE 906 Developmental, Remedial, and Corrective Reading
 SE 907 Developmental, Remedial, and Corrective Mathematics
 SE 908 Comprehensive Language Development: Methods and Resources for Teaching Students with Special Needs
 SE 909 Science and Social Studies: Content, Methods, and Modifications for Students with Mild and Moderate Disabilities (*for Grades 1–8*) *or*
 SE 917 Instruction in Secondary Content Areas for Students with Mild and Moderate Disabilities (*for Grades 6–12*)

Phase II

- SE 911 Assessment, Diagnosis, and Evaluation of Learning and Behavior Problems
 SE 912 Instructional Planning, Adaptations, and Learning Strategies for Students with Special Needs

- SE 913 Comprehensive Classroom Management for Teachers of Students with Special Needs
 SE 914 Communication, Collaboration, and Consultation with Parents and Professionals Serving Students with Disabilities
 SE 915 Diagnosis and Intervention in Reading Disorders (*for Grades 1–8*) *or*
 SE 916 Promoting Successful Transitions to Postsecondary Settings for Students with Mild and Moderate Disabilities (*for Grades 6–12*)

Phase III

- SE 918 Practicum I: Teaching Students with Special Needs*/**
 SE 919 Practicum II: Teaching Students with Special Needs*/**

The elementary/middle and secondary programs have been approved by the Council on Exceptional Children (CEC), and all programs have been approved by the Maryland State Department of Education using recognized state or national standards. All programs include the Maryland approved reading courses and lead to eligibility for Maryland certification in special education.

* Persons already certified in special education at the appropriate age/grade level may substitute elective courses for the two practicum experiences.

** Practicum placements involve intensive experiences and teaching in schools or other programs serving young children. Extended daytime availability is required.

CERTIFICATE OF ADVANCED STUDY IN EDUCATION (CASE)

Advanced graduate work beyond the master's degree may be pursued in specific program areas. The thirty-credit program leads to a Certificate of Advanced Study in Education (CASE). Requirements are eighteen hours of coursework in a specific area of concentration and twelve hours of coursework in other areas. Students must meet with an adviser prior to beginning the CASE.

TEACHER EDUCATION

Programs:

Certification in Elementary Education
 Certification in Secondary Education

Provides professional coursework and experience required for initial teacher certification in Maryland for individuals who have completed a baccalaureate degree. Many credits earned in this program may be applied to a Master of Education (M.Ed.) in Curriculum and Instruction.

Students must meet with an adviser to have their transcripts reviewed, determine coursework for certification in either elementary education (grades 1–8) or secondary education (grades 7–12) and plan additional courses if the M.Ed. is desired.

Coursework in specific content areas and methods differs according to the area of certification. An internship consisting of field experience and student teaching concludes the certification coursework. Internships are completed in a professional development school and include performance-based portfolio assessment.

Elementary Education Certification

ED 621 Learning Theory
 ED 631 Classroom Techniques in Arithmetic
 ED 644 Internship I: Elementary
 ED 662 Assessment for the Classroom: Models, Techniques, and Procedures
 ED 680 Internship II: Elementary
 RE 782 Processes and Acquisition of Reading
 RE 783 Instruction of Reading
 RE 784 Materials of Reading
 SE 720 Human Growth and Development
 SE 737 Assessment and Diagnosis of Reading Disorders for Students with Special Needs
 SE 761 Introduction to Special Education

Note: Undergraduate content requirements must be met in English, math, science, and social studies.

Secondary Education Certification

ED 612 Secondary Methods of Teaching
 ED 621 Learning Theory
 ED 643 Internship I: Secondary/Middle Level
 ED 662 Assessment for the Classroom: Models, Techniques, and Procedures
 RE 733 Introduction to Teaching Reading in the Content Area
 RE 744 Reading, Writing, and Study Skills in the Content Area
 SE 720 Human Growth and Development
 SE 761 Introduction to Special Education Methods of the Specific Content Area
 Internship II

Note: Undergraduate content requirements vary depending on area of certification. Generally, a bachelor's degree or twenty-seven to thirty credits are required in the area of certification.

Internship

An internship consisting of two phases concludes the certification coursework and is completed in a professional development school.

Phase I (one day a week for the semester)
 Phase II (full-time student teaching)

Students wishing to complete a master's degree in curriculum and instruction or reading should see their adviser for specific course requirements.

These teacher certification programs have been approved by the Maryland State Department of Education using recognized state and national standards and include the Maryland approved reading courses.

COURSE DESCRIPTIONS
ADMINISTRATION AND SUPERVISION**AD 662 Supervision and Staff Development (3.00 cr.)**

Examines the impact of the school reform movement on the principles and practices of supervision and staff development. Special attention paid to the role of the contemporary supervisor and principal, as well as the study of supervision as a process to stimulate professional growth/development.

AD 668 The Law, the Courts, and the School (3.00 cr.)

Reviews statutory requirements and case decisions to determine the legal responsibilities of teachers, counselors, and administrators in day-to-day school management. Special attention given to nondiscriminatory hiring procedures; dismissal for cause; tort liability in the classroom, special teaching situations, and on field trips. Considers the confidentiality of school records, freedom of speech for students/teachers, and malpractice in education.

AD 669 Constitutional Law and the Schools (3.00 cr.)

Explores a variety of U.S. Supreme Court decisions to determine their impact on the management of public schools and school districts. Topics include such pivotal constitutional issues as: freedom of speech; freedom of religious expression; sex, race, and age discrimination; curriculum issues; governmental control of education; and school discipline.

AD 670 The Law, the Courts, and Private Schools (3.00 cr.)

Introduces teachers, administrators, counselors, and other professional personnel to the impact of court decisions and statutory requirements upon the operation of the private school. Examines issues such as the legal status of the independent schools, hiring and dismissal procedures, due process, negligence, and the handling of records.

AD 674 Human Relations in School Management (3.00 cr.)

Grounded in recent research and development of sound relationships in an organizational setting. Examines human relations from philosophical, psychological, and sociological perspectives. Includes communication, uncovering and resolving conflicts, parent involvement, group dynamics, and balancing stress in personal and organizational life. Thoroughly examines and discusses the issues of racism, sexism, and classism.

AD 676 Fiscal Planning and Budgeting in the Private School (3.00 cr.)

Meets the needs of administrators, fiscal officers, school managers, and board members of independent and private schools. Focuses on management and planning techniques in relation to contemporary procedures for developing, allocating, and projecting fiscal resources. Basic budgeting and accounting procedures are reviewed and clarified.

AD 677 Organization and Administration of Private Schools (3.00 cr.)

Acquaints private school administrators with fundamental concepts of policy making, basic models of organization, trusteeship and boards of control, delegation of authority, leadership styles, and personnel management. A special attempt is made to meet the needs of students involved in a wide spectrum of organizational situations.

AD 679 Administering the Special Education Program (3.00 cr.)

An overview of the administrative requirements under the federal and state laws governing special education. Specific emphasis placed on the role of the individual principal.

AD 680 Leadership Seminar (3.00 cr.)

An introduction to the administration and supervision program. Identifies strengths and weaknesses of the student as related to the thinking and research of academics and the state of the art practiced by administrators and supervisors. A relationship between concepts presented in the seminar course and concepts presented in the internship program will be reviewed.

AD 681 Organization Development (3.00 cr.)

A critical examination of contemporary models for designing, developing, and managing complex social organizations. Particular attention placed on organization structure, interaction with the environment of the organization, organizational climate, intra- and inter-organization dynamics, organizational life-cycle patterns. Discusses implications for school-based management.

AD 682 Technology for School Administrators (3.00 cr.)

Examines effective curricular and administrative uses of technology, planning for technology, and major issues surrounding technology in the K-12 environment. This laboratory-based course provides hands-on computer experience in class and requires extensive computer work outside of class.

AD 683 Leadership: Theories and Practices (3–4.00 cr.)

Examines leadership within an historical and conceptual framework. Focuses on the implications of leadership research and theory for school administration. Presents theories such as social systems, formal organizations, bureaucracy, compliance, game, and general systems. Discusses concepts like role, power, iteration, synergy, homeostasis, and heuristic. Students analyze and solve problems in case studies by applying leadership theories learned.

AD 684 Resource Management (1–3.00 cr.)

Major issues involved in managing school resources including budget and finance, school facilities, fund accounting, school-based management, guidance programs, and community resources. Considers federal, state, and local funding and governance aspects related to these resources. Other topics based on student needs.

AD 686 School Assessment: Issues and Skills (3.00 cr.)

Emphasizes examination of the assessment process and its contribution to school improvement and student achievement. Studies/discusses Criterion Reference Testing, Norm-Reference Tests, the Maryland School Performance Program, and alternative assessment practices. Encourages students to analyze and evaluate various assessment instruments/procedures and their impact on student success. Includes the role of the school leader in program implementation.

AD 687 Internship in Administration and Supervision I (1.00 cr.)

Prerequisite: M.Ed. students must have thirty-six credits completed. Certification students must have fifteen credits completed.

The purpose of internships is twofold: to provide an opportunity for students to apply and develop their conceptual knowledge of educational administration/supervision in the field under the guidance of an experienced administrator/supervisor, and to provide an opportunity to assess and evaluate the performance of graduate students in a real administrative/supervisory situation. In addition to hands-on leadership experience, interns are asked to reflect on the total picture or gestalt of administrative behavior. Interns are assisted in learning how to make a systematic appraisal of how the building-level (or central office) administrator functions in leading an organization. A portfolio of achievement is developed. *AD 687 and AD 689 constitute the full internship required.*

AD 689 Internship in Administration and Supervision II (2.00 cr.)

Prerequisite: AD 687. M.Ed. students must have thirty-six credits completed. Certification students must have fifteen credits completed. The purpose of internships is twofold: to provide an opportunity for students to apply and to develop their conceptual knowledge of educational administration/supervision in the field under the guidance of an experienced administrator/supervisor, and to provide an opportunity to assess and evaluate the performance of graduate students in a real administrative/supervisory situation. In addition to hands-on leadership experience, interns are asked to reflect on the total picture or gestalt of administrative behavior. Interns are assisted in learning how to make a systematic appraisal of how the building-level (or central office) administrator functions in leading an organization. A portfolio of achievement is developed. *AD 687 and AD 689 constitute the full internship required.*

AD 690 Field Study in School Management (3.00 cr.)

Under the guidance of an Education Department staff member, students examine, analyze, and assess administrative behavior patterns in a real situation. Students use knowledge and skills resulting from coursework and simulation experiences as criteria for evaluating administrative performances.

AD 691 Field Study in School Supervision (3.00 cr.)

Under the guidance of a departmental staff member, students examine, analyze, and assess a problem relating to the supervision of instruction. Observes and evaluates supervisory behavior in a real situation. Students use knowledge/skills resulting from coursework and simulation experiences as criteria for evaluating supervisory performances.

AD 775 Seminars on Catholic School Education (3.00 cr.)

Provides participants with an opportunity to identify and examine problems and issues related to Catholic schools and leadership through readings, discussions, case studies, and presentations.

AD 776 Theory and Research on Teaching (3.00 cr.)

Introduces students to recent developments in the field of research on teaching. Students become familiar with the prevailing paradigms and modes of research, as well as areas and topics of contemporary and historical concern relative to theory, research, and practice as they pertain to teaching and learning. Assignments

include papers, exams, in-class discussions, and a significant amount of outside reading.

EDUCATION

ED 600 Foundations of Research in Education (3.00 cr.)

Examines various approaches to research in education, including historical/experimental methods, the survey, case study, and philosophical inquiry. Focuses on quantitative and qualitative methodology. Encourages students to develop a basis for evaluating and understanding research in the field and to familiarize themselves with the literature in their chosen areas of concentration. Acquisition of state-of-the-art information searching and accessing strategies is an integral part of the course objectives.

ED 601 Philosophy and Education (3.00 cr.)

Philosophy of education for educators at all levels, with special emphasis on the ethical dimensions of educational practice with regard to school governance, teaching, counseling, curriculum decisions, and matters of discipline. Participants engage in discussion of fundamental problems as they apply to their specific areas of professional activity in the field of education. Readings from current ethical and broader philosophical discourse are selected for analysis and oral/written discussion.

ED 602 Methods of Teaching Science (3.00 cr.)

Prerequisite: Written permission of the adviser. Presents the general theory of education as applied to the teaching of science. Consideration is given to the selection and organization of content, as well as the methods and techniques associated with national and state standards for science instruction. *One of the six content methods courses is required by the State Department of Education for secondary school teachers.*

ED 603 Methods of Teaching English (3.00 cr.)

Prerequisite: Written permission of the adviser. Presents the general theory of education as applied to the teaching of English. Consideration is given to the selection and organization of content, as well as the methods and techniques associated with national and state standards for English instruction. *One of the six content methods courses is required by the State Department of Education for secondary school teachers.*

ED 604 Methods of Teaching Foreign Language (3.00 cr.)

Prerequisite: Written permission of the adviser. Presents the general theory of education as applied to the teaching of modern foreign language. Consideration is given to the selection and organization of content and the methods, as well as the techniques associated with national and state standards for foreign language instruction. *One of the six content methods courses is required by the State Department of Education for secondary school teachers.*

ED 605 Methods of Teaching Social Studies (3.00 cr.)

Prerequisite: Written permission of the adviser. Presents the general theory of education as applied to the teaching of social studies. Consideration is given to the selection and organization of content, as well as the methods and the techniques associated with national and state standards for social studies instruction. *One of the six content methods courses is required by the State Department of Education for secondary school teachers.*

ED 607 Methods of Teaching Mathematics (3.00 cr.)

Prerequisite: Written permission of the adviser. Presents the general theory of education as applied to the teaching of mathematics. Consideration is given to the selection and organization of content, as well as the methods and the techniques associated with national and state standards for mathematics instruction. *One of the six content methods courses is required by the State Department of Education for secondary school teachers.*

ED 608 Educational Innovations (3.00 cr.)

Prerequisite: ED 600 or written permission of instructor. Examines innovation in schools, including the philosophical and psychological assumptions that underline departures from traditional schooling. Provides an historical perspective to understand how current and future innovations can impact the educational process.

ED 612 Secondary Methods of Teaching (3.00 cr.)

Introduces students to the general concepts required for teaching at the secondary level. Includes objectives of secondary education, unit and lesson planning, varied instructional techniques, dealing with individual differences, classroom management, and assessment. *This course is a pre- or corequisite for content methods in specific subjects.*

ED 613 Methods of Teaching Business**(Secondary Level)****(3.00 cr.)**

Prerequisite: Written permission of the adviser. Presents the general theory of education as applied to the teaching of business. Consideration is given to the selection and organization of content and the methods, as well as the techniques associated with national and state standards for mathematics instruction. *One of the six content methods courses is required by the State Department of Education for secondary school teachers.*

ED 618 Special Topics in Classroom**Instruction****(3–6.00 cr.)**

A survey of current research on topics in instruction strategies. Topics vary. *May be repeated once with a different topic.*

ED 619 Thesis Seminar**(6.00 cr.)**

Students planning to propose a thesis topic enroll with their adviser's consent. Informal meetings, scheduled at the convenience of participants and advisers, provide an opportunity for critical discussion of planned research. *Participants receive credit upon successful completion of their thesis. Required for M.A. only.*

ED 621 Learning Theory**(3.00 cr.)**

An examination of the various interpretations of the learning process. Includes historical perspectives but focuses on current research and developments in the field. Emphasis on assisting educators in deciding on instructional strategies.

ED 623 Independent Study in Education**(3.00 cr.)**

Prerequisite: Written permission of the adviser and the department chair. Individual projects geared to specific needs or interests of students. Specific requirements related to each independent study will be approved on an individual basis.

ED 625 Advanced Study in Education**(3.00 cr.)**

Prerequisite: Written permission of the adviser or the department chair. Individual projects geared to specific needs or interests of students. Specific requirements related to each independent study will be approved on an individual basis.

ED 627 Advanced Research Project**in Education****(3.00 cr.)**

Students design and implement a research project related to their field of specialization. A proposal is submitted for approval. Documentation of the project is submitted in a portfolio that includes a research paper.

ED 631 Classroom Techniques in Arithmetic (3.00 cr.)

Teaching and assessment strategies in numeration, computational skills, measurement, geometry, and problem solving. Discusses teacher constructed and commercially prepared materials.

ED 632 Diagnosis of Arithmetic Disabilities (3.00 cr.)

Emphasizes educational diagnosis and assessment in arithmetic, as well as the use and construction of informal diagnostic arithmetic tests. The use of standardized measures as supplementary procedures is provided.

ED 635 Classroom Management Techniques (3.00 cr.)

An introduction to a variety of management techniques. Topics include time management, physical management, and the role of the parent and principal in classroom management. Presents behavior management techniques of instruction, reward, modeling, punishment, and contracting. Requires student participation and stresses application of the techniques discussed.

ED 637 Instructional Strategies**for the Gifted****(3.00 cr.)**

Prerequisite: Written permission of the adviser. A review of basic research, theories of learning, and instructional models related to gifted education. Students have the opportunity to develop and evaluate various models suitable for implementation within the classroom.

ED 638 Basic Counseling Skills for Teachers (3.00 cr.)

Emphasizes the helping relationship, with focus on both process and content. Content includes self concept, developmental concerns, and personality needs. Process involves communication skills that facilitate understanding, clarification and action. Values clarification, conflict resolution, and stress management are considered in terms of personal development, interpersonal relationships, and decision-making. Teachers acquire facilitative communication skills for working with students, parents, and peers in group or one-on-one situations.

ED 640 Supervising Teacher:**Helping the Student Teacher****(3.00 cr.)**

Orientation and management of the student teacher in the classroom environment. Presents competencies of preparing for the student teacher arrival, determining roles and relationships, and developing a positive interpersonal relationship. Discusses basic concepts in observation, conferencing, and evaluation.

**ED 641 Internship II Seminar: Elementary/
Middle/Secondary (2.00 cr.)**

Provides support and a forum for discussing concerns during the student teaching experience. In addition, topics of importance to the pre-service teacher are presented. These include classroom management techniques, dimensions of learning, alternate forms of assessment, interviewing techniques, resume writing, job application, and the process for applying for certification.

ED 643 Internship I: Secondary/Middle (1.00 cr.)

The first phase of a two semester internship in a specified area of certification. Interns observe, reflect, and begin to gain teaching experience in both a middle and a high school placement. They become acquainted with support systems, school climate, and resources in both placements and participate in the preparation of learning materials and in classroom instruction. Techniques of teaching adolescents and managing secondary classrooms are experienced in realistic professional development school settings. (*Pass/Fail*)

ED 644 Internship I: Elementary (1.00 cr.)

The first phase of a two semester internship. Interns observe, reflect, and begin to gain teaching experience in the elementary school placement. They become acquainted with support systems, school climate, and resources to the placement. They also participate in the preparation of learning materials and in classroom instruction. Techniques of teaching and managing classrooms are experienced in realistic professional development school settings. (*Pass/Fail*)

ED 649 Field Study in Classroom Teaching (3.00 cr.)

Under the guidance of an Education Department staff member, students conduct an independent project designed to facilitate a meaningful integration of the components of the graduate program. Serves as the culminating experience in the curriculum and instruction program.

ED 650 Curriculum Theories and Practices (3.00 cr.)

Focuses on methodologies and approaches for determining the validity and usefulness of curriculum aims, the effectiveness of the curriculum decision-making process, successful curriculum implementation, and other significant aspects of the curriculum. Special attention paid to evaluation of various types of learning goals such as behavioral objectives, performance-based curriculum outlines, and learner affectivity. Fundamentals of curriculum placing needs, assessment, design, and evaluation receive attention. Studies the develop-

ment of programs for special needs students. Theoretical foundations and practical projects for application in the field receive balanced treatment.

**ED 651 Evaluation and Assessment
of Curriculum and Instruction (3.00 cr.)**

Specialized study focusing on methodologies and approaches for determining the validity and utility of curriculum aims, the effectiveness of the curriculum decision-making process, successful implementation (e.g., instructional methodology and deployment of personnel and material resources), and other significant aspects of the curriculum. In addition, this course emphasizes the instructional assessment process and its contribution to school improvement and to student achievement. Assessment topics include Criterion-Referenced Testing, Norm-Referenced Tests, the Maryland School Performance Assessment Program, and alternative assessment practices. Emphasizes both theory and practice.

**ED 653 Internship II: Mathematics
(Secondary/Middle) (8–10.00 cr.)**

The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers. *A field study fee is charged.*

**ED 654 Internship II: Science
(Secondary/Middle) (8–10.00 cr.)**

The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers. *A field study fee is charged.*

**ED 655 Internship II: English
(Secondary/Middle) (8–10.00 cr.)**

The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers. *A field study fee is charged.*

ED 656 Internship II: Foreign Language
(Secondary/Middle) (8–10.00 cr.)

The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers. *A field study fee is charged.*

ED 657 Internship II: Social Studies
(Secondary/Middle) (8–10.00 cr.)

The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers. *A field study fee is charged.*

ED 658 Seminar in Curriculum and Instruction (3.00 cr.)

An in-depth introduction to a topic significant to contemporary teaching and learning/curriculum and instruction. It is aimed toward advanced students with at least some experience in educational research, theory, philosophy, and/or practice. Currently, it is required of all graduate students majoring in curriculum and instruction. Assignments generally include independent and group readings, class discussions, original papers, in-class presentations, and/or examinations. *Topics vary by semester and instructor.*

ED 661 Teaching Thinking Across the Curriculum (3.00 cr.)

Designed for classroom teachers, administrators, and supervisors. Emphasizes practical strategies for the development of thinking skills (K–12) through direct instruction. Participants have ongoing opportunities to develop and apply these strategies to their specific curriculum.

ED 662 Assessment for the Classroom: Models, Techniques, and Procedures (3.00 cr.)

Explores effective models, techniques, and procedures for comprehensive classroom assessment. Participants develop an understanding of interactive processes as ways for students to construct meaning, be involved in problem solving approaches, and apply higher level thought processes. In designing instructional tasks for classroom learning, participants examine the use of student developed criteria and student constructed projects as a focus for developing self-directed learners.

ED 664 Methods of Teaching Art
(Elementary Level) (2–4.00 cr.)

Prerequisite: Written permission of the adviser. Presents the general theory of education as applied to specific subject area. Introduces current research and teaching methods related to the respective discipline.

ED 665 Student Teaching (Secondary Level): Business (10.00 cr.)

The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers. *A field study fee is charged.*

ED 667 Ethical Issues in Teaching (3.00 cr.)

Examines the sensitive questions involved in teaching moral roles in public elementary and secondary schools from the perspective of both philosophy and law. Legal perimeters are clearly defined in terms of recent court decisions, and fundamental concepts of morality are analyzed from an existential perspective. Classroom discussion by experienced teachers and administrators is encouraged.

ED 668 The Law, the Courts, and the School (3.00 cr.)

Statutory requirements and case decisions reviewed to determine the legal responsibilities of teachers, counselors and administrators in day-to-day school management. Special attention given to nondiscriminatory hiring procedures; dismissal for cause; tort liability in the classroom, special teaching situations, and on field trips. Considers the confidentiality of school records, freedom of speech for students/teachers, and malpractice in education.

ED 676 Theory and Research on Teaching (3.00 cr.)

Introduces students to recent developments in the field of research on teaching. Students become familiar with the prevailing paradigms and modes of research, as well as areas and topics of contemporary historical concern relative to theory, research, and practice as they pertain to teaching and learning. Assignments include papers, exams, in-class discussions, and a significant amount of outside reading.

ED 679 Mentoring in a Professional Development School (3.00 cr.)

Through class discussion, readings, and clinical experiences, experienced teachers gain skills in mentoring

and professional growth leadership within the Professional Development School.

ED 680 Internship II: Elementary (8–10.00 cr.)

An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of sixteen weeks under the supervision of a college supervisor and experienced classroom teacher. *A field study fee is charged.*

ED 683 Professional Growth Experience I: Elementary (1.00 cr.)

During this internship, a Professional Growth Team is formed to determine appropriate direction for individualized professional growth for the candidate as a teacher. The team is comprised of supervisory/mentoring personnel at the school in which the candidate is working and supervisory personnel from Loyola College. This team observes the candidate and confers on appropriate goals and projects for the second phase of the internship experience. The candidate begins to do a review of relevant literature as part of this internship.

ED 684 Professional Growth Experience I: Secondary/Middle (1.00 cr.)

During this internship, a Professional Growth Team is formed to determine appropriate direction for individualized professional growth for the candidate as a teacher. The team is comprised of supervisory/mentoring personnel at the school in which the candidate is working and supervisory personnel from Loyola College. This team observes the candidate and confers on appropriate goals and projects for the second phase of the internship experience. The candidate begins to do a review of relevant literature as part of this internship.

ED 685 Professional Growth Experience II: Elementary (3.00 cr.)

During this internship, a Professional Growth Team provides feedback to the candidate on the areas identified for growth within the Professional Growth Plan. The team—comprised of the individual candidate as well as supervisory/mentoring personnel at the school in which the candidate is working and from Loyola College—provides ongoing feedback about the candidate's targeted areas of growth and general teaching expertise. The internship culminates with the presentation of the chosen Professional Growth Project selected by the candidate with input from the Professional Growth Team. Successful presentation of this project constitutes successful completion of the internship experience.

ED 686 Professional Growth Experience II: Secondary/Middle (3.00 cr.)

During this internship, a Professional Growth Team provides feedback to the candidate on the areas identified for growth within the Professional Growth Plan. The team—comprised of the individual candidate as well as supervisory/mentoring personnel at the school in which the candidate is working and from Loyola College—provides ongoing feedback about the candidate's targeted areas of growth and general teaching expertise. The internship culminates with the presentation of the chosen Professional Growth Project selected by the candidate with input from the Professional Growth Team. Successful presentation of this project constitutes successful completion of the internship experience.

ED 687 Professional Growth Experience in Mathematics (6.00 cr.)

This culminating course in the certification in secondary mathematics program includes recursion, ranking methods, combinatorics, probability, conic sections, trigonometry, logic, abstract algebra, and preparation for the Praxis II for mathematics. Participants read and analyze state learning goals and publications that influence the scope and sequence of secondary mathematics programs throughout the United States. Participants also analyze student work and develop assessments that match anticipated learning outcomes.

ED 690 Museums and Classroom Learning (3.00 cr.)

Examines the connections between classroom learning and the cultural resources and experiences museums offer. K–12 teachers and administrators are introduced to the wide range of curriculum-based learning activities and teaching methods used by museums and to the research and theory that serves as the foundation for education programs at all types of museums—art, science, history, and zoos. *Evening and/or weekend field trips required.*

ED 700 Earth Science I (Elementary/Middle) (3–4.00 cr.)

An introduction to rocks, minerals, and the forces that shape the earth. Studies the relationship of the earth and moon to the solar system. Laboratory activities, Internet investigations, and field excursions emphasize hands-on exercises for use in elementary and middle school situations. *Weekend field trips required.*

ED 702 Earth Science II**(Elementary/Middle) (3.00 cr.)**

Concentrates on the relationship between the lithosphere, atmosphere, hydrosphere, and biosphere in which life has evolved. Topics include the geologic history of eastern North America as interpreted from the rock and fossil record of Maryland, as well as an examination of tectonic and climatic influences on the evolution of life. Natural and human influences on global climate changes are also addressed. *Saturday field trips required.*

ED 703 Life Science (Elementary/Middle) (3.00 cr.)

The exploration of basic concepts of the life sciences such as living versus nonliving systems, sources of energy for life, and the relationship of organisms to their surroundings. Cell structure and function, ecology, and classification systems are stressed through hands-on activities suitable for elementary and middle school classrooms. *Weekend field trips required.*

ED 704 Physical Science I**(Elementary/Middle) (3.00 cr.)**

Explores basic concepts in physics such as motion, mechanical advantage, simple machines, light, sound, electricity, and magnetism. Applications to common, everyday life experiences are stressed through hands-on, student-centered, inquiry-based elementary and middle school laboratory exercises.

ED 705 Physical Science II**(Elementary/Middle) (3.00 cr.)**

Explores matter, gases, liquids, and solids; their properties and interactions; and physical and chemical changes. Uses an understanding of atomic structure and bonding to explain matter behavior. Hands-on elementary and middle school level investigative activities explore basic physical laws, solutions, acids and bases, and the application of chemical concepts to everyday experiences.

ED 706 Environmental Field Study (3.00 cr.)

A capstone course which synthesizes and integrates scientific and educational principles addressed in the graduate program. Uses field-based, cooperative group projects to integrate earth, life, and physical science principles and techniques into environmental studies and assessments. Water quality studies, land use assessments, and current-practice analyses are conducted during field excursions. *Field trips required.*

ED 707 Geology of Harford County (3.00 cr.)

Focuses on field investigation, collection, and identification of local rocks and minerals. Effective techniques

for geologic interpretation and appropriate instructional strategies for making the study of geology locally relevant are emphasized. Most instruction takes place in the field.

ED 708 Environmental Study of the Upper Chesapeake Watershed (3.00 cr.)

Focuses on the upper western shore watershed and the land use within this watershed. Instruction takes place in the field and includes overnight lodging for one evening. Much of the course occurs on water via canoes and a skipjack.

ED 709 Field Ecology of Harford County (3.00 cr.)

The overall purpose of this course is to compare and contrast significant ecosystems, habitats, and biological communities in the local environment and demonstrate an understanding of the interaction of abiotic and biotic factors.

ED 713 Geology and Geoarchaeology of Baltimore Area Cathedrals (3.00 cr.)

An introduction to the earth and human history contained in the building stone of Catholic churches and cathedrals in the Baltimore area. Classroom lectures, discussions, hands-on laboratory activities, and on-site field excursions focus on basic principles of geology, geoarchaeology, and global climate change as well as local, regional, and global earth history.

ED 714 Physical Earth Science (3.00 cr.)

An introduction to the dynamic processes affecting the surface and interior of the planet. Uses inquiry-based investigations of minerals, rocks, volcanism, seismic activity, and evidence of crustal deformation to understand the surface of the earth in a plate tectonic setting. Surficial modification processes are explored through hands-on exercises in weathering, erosion, and sediment transport and deposition in a variety of geomorphic and climatic environments. *Weekend field trips required.*

ED 715 Historical Earth Science (3.00 cr.)

Students explore the assembly of eastern North America during the last one and a half billion years from stratigraphic and structural evidence in the rock record of Maryland. Field excursions emphasize the factors which influence the development and continued modification of life, climate, landforms, and their resultant environments throughout geologic time. *Weekend field trips required.*

**ED 716 Environmental Applications
in Earth Science (3.00 cr.)**

Uses field-based, cooperative group projects to integrate earth science principles and techniques into environmental studies and assessments. Water quality studies, land use assessments, hydrologic investigations, and soil surveys are conducted during on-site analyses. *Field trips required.*

ED 717 Global Climate Change (3.00 cr.)

Students examine the timing, extent, and possible causes of global climate fluctuations during the last two million years from evidence contained in terrestrial, marine, polar ice, and atmospheric records. Attention is given to the dynamic interrelated lithospheric-hydrospheric-atmospheric systems and associated geochemical cycles and feedback mechanisms. Geochronologic methods used in dating global climate change records are investigated. *Weekend field trips required.*

ED 718 Earth Science Field Methods (3.00 cr.)

Practical experiences in field study techniques appropriate for teachers of high school earth science classes. Traditional methods include thematic and geologic mapping, field relationships of rock structures, and subsurface sampling and sediment processing using hand augers and vibracores. Technological field methods include experiences in topographic and site mapping using a laser theodolite system, computer mapping and geographic information system programs, and geophysical surveys using a ground penetrating radar system. *Weekend field trips required. No previous field experience required.*

ED 719 Field Study in Earth Science (3.00 cr.)

Firsthand experience in field-based investigations integrating traditional and technological geologic, geographic, environmental, and geophysical techniques. Participation in a class-designed, cooperatively grouped research project of societal relevance and significance to the earth sciences. Represents a culminating application of earth science content and field methods learned in the graduate program. *Field trips required.*

ED 721 Mechanics I (3.00 cr.)

Instruction in the concepts of kinematics, dynamics, and energy with emphasis on problem solving techniques. Coursework is enhanced with appropriate laboratory activities using graphical analysis programs, graphing calculators, and a calculator-based laboratory program to collect and analyze data. Simulations using interactive physics are used to reinforce instruction.

ED 722 Mechanics II (3.00 cr.)

Instruction in the concepts of momentum, rotational motion, and simple harmonic motion with emphasis on problem solving techniques. Coursework is enhanced with appropriate laboratory activities using graphical analysis programs, graphing calculators, and a calculator-based laboratory program to collect and analyze data. Simulations using interactive physics are used to reinforce instruction.

ED 723 Electricity and Magnetism (3.00 cr.)

Instruction in consists of electrostatics, electric potential, electric fields, capacitance, and DC circuits. Magnetism consists of magnetic fields and their interaction with charged particles and electric fields. There are practical discussions of the operation of numerous electrical devices including fuses, transformers, and electric motors. Coursework is enhanced with appropriate laboratory activities using multimeters, circuit boards, the calculator-based laboratory program, and interactive physics simulations.

ED 724 Waves, Sound, and Light (3.00 cr.)

Instruction in wave theory and its applications to light and sound. Also includes optics and historical perspective of the wave/particle theory of light. Coursework is enhanced with appropriate laboratory activities including the oscilloscope, optical bench, and laser technology.

**ED 725 Thermodynamics
and Modern Physics (3.00 cr.)**

Instruction in thermodynamics consisting of the thermal properties of matter and the first and second laws of thermodynamics. Modern physics covers relativistic mechanics, photons, electrons, and atoms and nuclear physics.

**ED 726 Teaching AP Physics Level C
in the Secondary School (3.00 cr.)**

Theories of calculus are applied to topics in mechanics, electricity and magnetism. The objectives of Level C Physics are reviewed and recommended laboratory activities are performed.

ED 727 Earth in Space (3.00 cr.)

Examines the role of the earth as a planet, in space and time. Uses in-class and long-term observational, inquiry-based activities and exercises to explore relationships in the earth-moon-sun system, solar system, and visible objects within the galaxy. Concepts of cosmology, stellar evolution, planetary formation, and space exploration are covered through class discussions, independent

research projects, and classroom-appropriate activities. *Evening field trips required.*

ED 728 Geometry (3.00 cr.)

Computer software is used to make conjectures in two-dimensional geometry. Deductive methods are then used to prove or disprove these conjectures. Relationships within plane figures and relationships preserved through transformations are explored.

ED 729 Number Theory (3.00 cr.)

A study of integers, divisibility, Euclid's algorithm, prime numbers, tests for primes, congruences, phifunction, Euler's theorem, Fermat's theorem, Diophantine equations, and arithmetic functions.

ED 750 Thesis Seminar I (3.00 cr.)

Prerequisite: Written permission of the adviser. Restricted to M.A. students. Students register for this course as they begin the thesis process. Meetings scheduled at the convenience of the participants and advisers provide an opportunity for critical discussion of planned research. Participants receive credit upon successful completion of the thesis. *Topic must be approved by the adviser prior to enrollment.*

ED 751 Thesis Seminar II (3.00 cr.)

Prerequisite: ED 750 and written permission of the adviser. Restricted to M.A. students. The culmination of work begun in ED 750. Students register for this course during the last semester of thesis work. Participants receive credit upon successful completion of the thesis.

ED 760 Cell Biology (3.00 cr.)

An introduction to the structure and function of cells and their role as and in organisms. Chemical processes regulating cell operation, energy use, and reproduction are stressed in relation to living and nonliving factors in the surrounding environment. Topics include organelle structure and function, metabolic processes and cycles, and genetic control of cell operation and reproduction. Classroom lectures and discussions are complemented with inquiry-based laboratory exploration. *Weekend field trips required.*

ED 761 Genetics (3.00 cr.)

An exploration of classical, molecular, and population genetic processes. DNA-oriented, protein-based chemical processes of cell and organism reproduction and trait transfer are stressed, in the context of their effect on individuals, species, and the environment. Topics include inheritance, DNA, RNA and gene protein structure and function, mutation and disease, population dynam-

ics, and genetic engineering. Classroom lectures and discussions are complemented with inquiry-based laboratory exploration. *Weekend field trips required.*

ED 762 Evolution (3.00 cr.)

An examination of evolution as a unifying theme in biological development through time. Living and nonliving factors and processes affecting genetic, species, and population variation are stressed, supporting modern schemes of classification of the great diversity of life on earth, now and in the past. Topics include genetic variation and mutation; natural and artificial selection; biological classification, adaptation, speciation, and extinction; and environment/time-dependent models of evolutionary theory. Classroom lectures and discussions are complemented with inquiry-based laboratory exploration. *Weekend field trips required.*

ED 763 Ecology (3.00 cr.)

An analysis of the fundamental interdependence between living organisms and the living and nonliving components of the biosphere. The interaction between organisms and their environment is stressed at the individual, population, community, and ecosystem levels. Topics include ecosystem structure and stability at a variety of temporal scales; energy transfer and storage; food webs; and human modification of ecosystem dynamics. Classroom lectures and discussions are complemented with inquiry-based laboratory exploration. *Weekend field trips required.*

ED 764 Biochemistry (3.00 cr.)

An exploration of the processes by which cells, tissues, organs, and organ systems sustain the life of an organism. The role of carbohydrate, lipid, protein, and nucleic acid macromolecules in life processes, function, and variation is stressed. Topics include macromolecules, chemical bonding, enzyme kinetics, and metabolic processes and systems. Classroom lectures and discussions are complemented with inquiry-based laboratory exploration. *Weekend field trips required.*

ED 765 Field Study in Biology (3.00 cr.)

Firsthand experience in laboratory and/or field-based investigations integrating traditional and technological biological, ecological, and environmental techniques. Participation in a class designed, cooperatively grouped research project of societal relevance and significance to the biological sciences. Represents a culminating application of biological science content and laboratory/field methods learned in the graduate program. *Several day-long, weekend laboratory sessions and/or field trips required.*

ED 780 Methods of Teaching Art
(Focus: Grades Pre-K–12) (2–5.00 cr.)

Prerequisite: Written permission of the adviser. Presents the general theory of education as applied to the specific subject area. Introduces current research and teaching methods related to the respective discipline.

EDUCATIONAL TECHNOLOGY

ET 605 Introduction to Educational Technology (3.00 cr.)

Examines applications of traditional and emerging technology to the curriculum with an emphasis on the use of technology as an instructional tool to enhance the quality of classroom instruction and facilitate the work of the teacher. Includes hands-on experience with a variety of technology as well as discussions of the place of technology in school reform. This laboratory-based course provides hands-on computer experience in class and requires extensive computer work outside of class.

ET 610 Curricular Applications of Technology (3.00 cr.)

Prerequisite: ET 605 or written permission of the instructor. Studies applications of technology to the curriculum in a variety of disciplines. Reviews software and technology projects to enhance science, mathematics, social studies, and language arts. Criteria for evaluating software and technology projects are discussed, and technological resources in each curricular area are presented.

ET 620 Multimedia Design in the Classroom (3.00 cr.)

Prerequisite: ET 605 or written permission of the instructor. An introduction to design, development, and evaluation of multimedia projects with an emphasis on multimedia production in the K–12 classroom. Students use multimedia authoring tools to produce courseware for classroom use and learn how to incorporate multimedia design projects into their curricula. Emphasis is on the use of multimedia design to teach K–12 students to be critical consumers of information. This laboratory-based course provides hands-on computer experience in class and requires extensive computer work outside of class.

ET 630 Telecommunications in the Classroom (3.00 cr.)

Prerequisite: ET 605 or written permission of the instructor. Examines the technical and curricular aspects of telecommunications in schools. Introduces telecommunications software and hardware such as World Wide Web browsers and servers, electronic mail systems, networks, and modems. Explores curricular implications of tele-

communications and internetworking such as networked projects with students and adults outside the school walls; research on the Internet; authentic publishing on the World Wide Web; and critical information literacy.

ET 631 Distance Education (3.00 cr.)

Prerequisite: ET 605 or written permission of the instructor. An introduction to the different methods of delivering instruction at a distance, including asynchronous learning networks and two-way interactive video. Discusses the pedagogical obstacles that distance imposes and why educators might or might not choose to teach at a distance. Provides hands-on practical experience with designing instruction for use over the Internet and in Loyola's state-of-the-art distance learning classroom.

ET 640 Adaptive/Assistive Technology for Education (3.00 cr.)

Prerequisite: ET 605 or written permission of the instructor. Examines adaptive/assistive technologies for helping special needs students in the classroom.

ET 680 The Role of the Technology Specialist (3.00 cr.)

Prerequisite: ET 605 or written permission of the instructor. Analyzes the role of the technology specialist in the school, including practical issues for managing the school's technology infrastructure, balancing a teaching load with technology specialist responsibilities, and the technology specialist as a catalyst for change.

ET 681 Technology and School Change (3.00 cr.)

Explores issues and ethics of technology as a tool for change in schools. Topics include ethical and legal considerations of the Internet, technology planning, and issues surrounding using technology as a catalyst for change.

ET 690 Educational Technology Seminar (3.00 cr.)

Prerequisite: ED 600 or written permission of the instructor and ET 605. Examines current trends in the field of educational technology. May be repeated for credit with written permission of adviser.

ET 691 Educational Technology Internship (3.00 cr.)

Prerequisite: Twenty-four credits completed. At meetings with the department coordinator, assigned readings in specific areas of educational technology are discussed to provide some theory for the educational technology practice in which individual participants engage. At the discretion of the College, participants may earn graduate credit for experiences with educational technology on the school, district, or state level. Students who are inter-

ested in obtaining internship credit may contact the adviser at any time. *Offered on an individual basis or in groups.*

ET 699 Thesis Seminar (6.00 cr.)

Students planning to propose a thesis topic enroll with their adviser's consent. Informal meetings scheduled at the convenience of participants and advisers provide an opportunity for critical discussion of planned research. Participants receive credit upon successful completion of their thesis.

SCHOOL COUNSELING

GC 600 Research and Evaluation in Counseling (3.00 cr.)

Examines various approaches to research methodology, statistical analysis, and program evaluation in counseling. The methodological focus is on qualitative, quantitative, single-case designs, action research, and outcome-based evaluation. Methods for enhancing program effectiveness and decision-making using needs assessment and program evaluation are emphasized. Research aimed at improving counseling effectiveness as well as opportunities, challenges, ethics, and legal issues in research and evaluation are considered.

GC 606 Tests and Measurements (3.00 cr.)

Surveys and discusses the major concepts involved in psychological and educational testing and measurement. Exposes students to a variety of educational and psychological tests. Emphasis is on those aspects important to the counselor as a consumer and administrator of testing information.

GC 624 Stress and Stress Management (3.00 cr.)

Emphasizes the basic theories, causes, and prevention and intervention practices related to stress. Careful consideration is given to evaluating sources of stress and the acquisition of management skills for dealing with stress.

GC 625 Summer Institute for School Counselors (3–12.00 cr.)

A five-day professional development institute to update and prepare practicing counselors for transforming school counseling programs to meet the challenge of twenty-first century schools. School counselors examine program standards, professional competencies, and use. They also examine the management of the regional databases needed to plan, deliver, and evaluate a comprehensive school counseling program that addresses the needs of increasingly diverse student populations and

supports the learning and achievement of all students, especially poor and minority students.

GC 626 Career Development Facilitation Training (3.00 cr.)

The National Workforce and Career Development Facilitator Curriculum is approved to satisfy the 120-hour educational requirement for the Career Development Facilitator (CDF) credential. The curriculum is designed to provide practical help and skills development for workforce career development facilitators and to ground students in associated history, policy, and theory, including the Workforce Investment Act of 1998. Qualified instructors are trained to offer the 120-hour curriculum.

GC 627 Working Ahead: Global Career Development Facilitator Instructor Training (3.00 cr.)

The "Working Ahead GCDF" curriculum provides front-line counselors with the skills needed to operate in a public or private one-stop career center, educational training, or job service environment. The education content is based on theory and research and focuses on current Workforce Investment Act legislative policies, Internet use, ethical issues, and assessment. Successful completion of the course results in a listing in the Rutgers Heldrick Center International Registry and eligibility for national certification as a GCDF instructor.

GC 700 Introduction to School Counseling (3.00 cr.)

Studies the specialized knowledge and skills requisite to both elementary and secondary counseling including foundations of school counseling, its history and philosophy, and the role and function of the professional school counselor. Introduces contextual dimensions of school counseling and consultation, and diversity issues relevant to the professional practice of school counseling. Also includes a systematic, programmatic approach to practice as well as ethical standards and guidelines of the American School Counseling Association and the American Counseling Association.

GC 701 Techniques of Educational Counseling (3.00 cr.)

Prerequisite: GC 704 (may be taken concurrently). Focuses on the helping relationship including: interviewing, application of counseling and consultation skills, and basic change strategies. Considers verbal and nonverbal behaviors and characteristics in both client and counselor. Discusses diversity and ethical considerations.

GC 702 Analysis of the Individual (3.00 cr.)

Provides participants with the knowledge and skills necessary to obtain and integrate information about the student from various schools and non-school sources, with a view to giving the school counselor a holistic understanding of the student. Stresses a framework for understanding the individual, including methods of data gathering/interpretation, case study approaches, and individual and group assessment. Includes studies that provide a broad understanding of the nature and needs of individuals at all developmental levels.

GC 703 Lifestyle and Career Development and Decision-Making (3.00 cr.)

Prerequisite: GC 700, GC 701, GC 704. An introduction to the principal theories of career development and decision-making and the counseling procedures appropriate to each theoretical position. Acquaints students with the various kinds of educational and occupational information sources for obtaining this information and the means for imparting it. Considers assessment and computer-based systems as well as the needs of special populations.

GC 704 Theories of Counseling (3.00 cr.)

Emphasizes counseling and consultation theories, both from individual and systems perspectives. Presents the philosophical underpinning of theories of personality and the theories incorporated in counseling practice. Discusses client characteristics, behaviors, and multicultural considerations that influence the counseling process.

GC 706 Group Counseling in Schools (3.00 cr.)

Prerequisite: GC 700, GC 701, GC 704. An introduction to the theories and techniques of group procedures in school counseling. Emphasizes the understanding of concepts, as well as the development of group leadership skills for effective school counseling in a cultural context. Presents research in the field of group counseling and its methods. The roles of group leaders and group members are clearly delineated as are selection criteria.

GC 708 Cross Cultural Counseling (3.00 cr.)

Prerequisite: GC 700, GC 701, GC 704. An exploration of ethnic groups and subcultures. Emphasizes the establishment of effective communication between the counselor and client across cultures. Presents ethical dilemmas related to cross cultural counseling.

GC 709 Counseling in the Elementary School (3.00 cr.)

Prerequisite: GC 700, GC 701, GC 704. For those students who plan to function as counselors in elementary schools. Emphasizes theories and practices which are unique to guidance and counseling activities in such a setting.

GC 712 Human Development through the Life Span (3.00 cr.)

Studies human behavior through the life span at all developmental levels. Family, career, aging, and other processes are examined developmentally. Considers both normal and abnormal processes. Stresses strategies for facilitating development over the life span; emphasizes theories of learning and personality development; discusses cultural consideration with regard to human developmental processes.

GC 720 Independent Study in School Counseling (1-3.00 cr.)

Allows advanced students to study independently in special disciplinary or topical areas related to counseling of specific, rather than general, interest. Specific requirements related to each independent study are approved on an individual basis.

GC 721 Advanced Study in School Counseling (1-3.00 cr.)

Individual projects geared to specific needs or interests of students. Specific requirements related to each independent study approved on an individual basis.

GC 722 Internship in School Counseling I (3.00 cr.)

Prerequisite: GC 791. The culminating activity of the school counseling program which provides students with the opportunity to put into practice, in an actual school setting, the knowledge and skills learned in all previous courses. GC 722 and GC 723 constitute one six hundred-hour internship in a school setting under the supervision of a certified school counselor. Two hundred forty hours must be in direct service which includes individual counseling, group work, developmental classroom guidance, and consultation. Students must attend one hour per week of individual supervision as well as one and one-half hours per week of group supervision. *A field study fee is charged.*

GC 723 Internship in School Counseling II (3.00 cr.)

Prerequisite: GC 791. The culminating activity of the school counseling program which provides students with the opportunity to put into practice, in an actual school setting, the knowledge and skills learned in all previous courses. GC 722 and GC 723 constitute one

six hundred-hour internship in a school setting under the supervision of a certified school counselor. Two hundred forty hours must be in direct service which includes individual counseling, group work, developmental classroom guidance, and consultation. Students must attend one hour per week of individual supervision as well as one-and-one-half hours per week of group supervision. *A field study fee is charged.*

GC 728 Internship in School Counseling I and II (6.00 cr.)

Prerequisite: GC 791. The culminating activity of the school counseling program which provides students with the opportunity to put into practice, in an actual school setting, the knowledge and skills learned in all previous courses. GC 728 constitutes one six hundred-hour internship in a school setting under the supervision of a certified school counselor. Two hundred forty hours must be in direct service which includes individual counseling, group work, developmental classroom guidance, and consultation. Students must attend one hour per week of individual supervision as well as one-and-one-half hours per week of group supervision. *Fulfills the same requirement as GC 722 and GC 723 combined. A field study fee is charged.*

GC 730 Internship in School Counseling Year I (3.00 cr.)

Prerequisite: GC 791. The culminating activity of the school counseling program which provides students with the opportunity to put into practice, in an actual school setting, the knowledge and skills learned in all previous courses. GC 730 constitutes the first year (three hundred hours, fall to spring) of a six hundred-hour internship in a school setting under the supervision of a certified school counselor. Two hundred forty hours must be in direct service which includes individual counseling, group work, developmental classroom guidance, and consultation. Students must attend one hour per week of individual supervision as well as one-and-one-half hours per week of group supervision. GC 730 is intended to be a yearlong internship and must be taken over two semesters. It may not be compacted into one semester. One final grade is given at the end of the second semester. *A field study fee is charged.*

GC 731 Internship in School Counseling Year II (3.00 cr.)

Prerequisite: GC 791. The culminating activity of the school counseling program which provides students with the opportunity to put into practice, in an actual school setting, the knowledge and skills learned in all

previous courses. GC 731 constitutes the second year (three hundred hours, fall to spring) of a six hundred-hour internship in a school setting under the supervision of a certified school counselor. Two hundred forty hours must be in direct service which includes individual counseling, group work, developmental classroom guidance, and consultation. Students must attend one hour per week of individual supervision as well as one-and-one-half hours per week of group supervision. GC 731 is intended to be a yearlong internship and must be taken over two semesters. It may not be compacted into one semester. One final grade is given at the end of the second semester. *A field study fee is charged.*

GC 744 Instructional Strategies for School Counselors (3.00 cr.)

Focuses on skills which help school counselors who have not had formal training as a classroom teacher. Students have the opportunity to learn techniques and strategies used in classroom management, understanding student behavior, and planning presentations.

GC 755 Marriage and Family Counseling (3.00 cr.)

Prerequisite: GC 701. Designed to help counselors and other mental health workers and educators learn what makes marriage work. Students learn what makes a marriage fall apart and what binds it together. Starting with an overview of system theories, this course identifies the principles of counseling couples and families with school age children. Class members become familiar with the stages of marriage and family life cycle development. The course's main focus is on the various intervention strategies designed to help couples and families reorganize and achieve cohesion, balance, and direction for continued growth, change, and stability.

GC 773 Diagnosis of Mental and Emotional Disorders (3.00 cr.)

Prerequisite: GC 701. Students are expected to understand the use of diagnostic and multiaxial assessment. The DSM-IV classification system is used. Students are expected to complete multiaxial evaluations and report them using the multiaxial evaluation form of the DSM-IV.

GC 774 Advanced Counseling Techniques and Treatment (3.00 cr.)

Prerequisite: GC 701. Focuses on the design and implementation of advanced treatment strategies relative to diverse psychological disorder. Emphasizes the building of advanced counseling skills case studies. Demonstrations of treatment methods based on various theoretical positions are included.

GC 784 Alcohol and Drug Counseling (3.00 cr.)

Prerequisite: GC 701. Because children of alcoholics and drug addicts face a tremendous challenge in coping with the abuse and neglect of dysfunctional parents, success often suffers. Informed counselors and teachers can have tremendous influence and effect in supporting students and families in crisis. Reviews family literature on drug and alcohol abuse and investigates the demographic, economic, sociological, legal, and psychological data's impact on family functioning. Using family systems interventions, the class members means to assess student learning in school. A case study approach will be implemented.

GC 791 School Counseling Practicum (3.00 cr.)

Prerequisite: GC 700, GC 701, GC 704, GC 706, GC 792. GC 706 and GC 792 may be taken concurrently. Students practice individual and group skills under the tutelage of a supervisor in a laboratory situation. Forty hours of direct service are required. Knowledge and skills acquired in GC 700, GC 701, GC 704, and GC 706 are practiced. *A field study fee is charged.*

GC 792 Professional Issues and Ethics in Counseling (3.00 cr.)

A seminar related to all aspects of professional life including issues of credentialing; licensure; and professional development, associations, and ethics. Studies the new ethical standards of the American Counseling Association as well as the ACA legal series. Covers principles of risk management.

GC 793 Psychoeducational Assessment I (3.00 cr.)

Prerequisite: ED 606. An introduction to the administration, scoring, and interpretation of psychological and educational tests commonly used with school aged youth. Covers intelligence, aptitude, and achievement tests. *A lab fee is charged.*

GC 794 Psychoeducational Assessment II (3.00 cr.)

Prerequisite: ED 606 and written permission of instructor. An introduction to the administration, scoring, and interpretation of psychological and educational tests commonly used with school aged youth. Covers perceptual, behaviors, and personality tests. *A lab fee is charged.*

GC 795 Thesis Seminar (6.00 cr.)

Prerequisite: Written permission of the adviser. Students planning to propose a thesis topic enroll with their adviser's consent. Informal meetings, scheduled at the convenience of the participants and advisers, provide an opportunity for critical discussion of planned research.

Participants receive credit upon successful completion of their thesis. Required for M.A. only.

KODALY**KM 850 Voice Development Intensive for the Music Educator (1–3.00 cr.)**

Music educators develop the skills to use their own singing voices efficiently, comfortably, accurately, and beautifully. They also develop an understanding of the child voice, as well as the methods and techniques that can help students learn to use their own voices with confidence and skill.

KM 852 Kodaly Methodology, Level 1 (1–3.00 cr.)

A sequential, child-developmental approach to vocal music pedagogy for American children in preschool through grade two is presented. Participants are introduced to the philosophy and practices inspired by Zoltan Kodaly, as well as the principles of music learning theory developed through the research of Dr. Edwin Gordon. They learn to plan and teach a curriculum, based largely on the use of American folk songs, that leads children to musicianship and musical literacy. Teachers learn techniques for developing in their students music readiness, good vocal production, in-tune singing, aural discrimination, rhythm skills (via movement), beginning skills in the use of solfa and rhythm syllables, and the foundations of music notation and reading.

KM 853 Kodaly Materials, Level 1 (1–3.00 cr.)

Participants research, collect, and learn American rhymes, folk songs, and singing games that support Kodaly methodology for preschool through grade two. They learn the principles of folk song analysis and create a retrieval system to organize their materials for the sequential teaching of tonal, rhythmic, and formal skills. They also learn basic principles of accompanying children's singing with folk instruments, with an emphasis on playing the Appalachian dulcimer.

KM 854 Folk Dance in the Music Class (1–3.00 cr.)

Singing games and folk dances provide movement experiences essential to the understanding of rhythm, phrasing, and musical form. Simple dances of the United States are related to commonly known singing games, ensuring a smooth and easy transition into the use of these dances as part of the vocal music curriculum. Participants learn the principles of calling, timing, and choosing appropriate recorded music for dancing.

KM 856 Choral Studies for the Music Educator,**Level I (1–3.00 cr.)**

Music educators begin the process of preparing to be effective teachers and conductors in a choral setting. Participants develop their choral singing skills and receive instruction and practice in score study, conducting gestures, and rehearsal techniques as they lead portions of the rehearsals. A performance of the works rehearsed is given during the concluding concert of the course.

KM 860 Solfa: Sight Singing Ear Training,**Level I (1–3.00 cr.)**

The Kodaly philosophy requires that every music teacher be the best musician he or she can be. To that end, this course focuses on the development of musical skills for the teacher—ear training, sight singing, improvisation, dictation, musical memory, transposition, part singing, and form. Students learn a variety of activities and strategies to develop these skills in the areas of rhythm, melody, and harmony. The movable-do system of solfa, a German system for absolute note name singing, and a rhythm language are used.

KM 952 Kodaly Methodology, Level II (1–3.00 cr.)

A sequential, child-developmental approach to vocal music pedagogy for American children in grades three to four is presented. Participants explore the philosophy and practices inspired by Zoltan Kodaly, as well as the principles of music learning theory developed through the research of Dr. Edwin Gordon, as applied to students on the intermediate level. They learn to plan and teach a curriculum, based largely on the use of American folk songs, that leads children to musicianship and musical literacy. Teachers learn techniques for developing in their students good vocal production, in-tune singing, aural discrimination, intermediate level skills in rhythm (via movement), use of solfa and rhythm syllables, form, music notation and reading, and part-singing.

KM 953 Kodaly Materials, Level II (1–3.00 cr.)

Participants research, collect, and learn American rhymes, folk songs, and singing games that support Kodaly methodology for grades three to four. They apply the principles of folk song analysis to expand their retrieval systems to include repertoire for the intermediate grades and organize their materials for the sequential teaching of vocal, melodic, rhythmic, formal, and part-singing skills. They also learn basic principles of accompanying children's singing with folk instruments, with an emphasis on playing the folk guitar.

KM 956 Choral Studies for the Music Educator,**Level II (1–3.00 cr.)**

Music educators continue the process of preparing to be effective teachers and conductors in a choral setting. Participants develop their choral singing skills and receive instruction and practice in score study, conducting gestures, and rehearsal techniques as they lead portions of the rehearsals. A performance of the works rehearsed is given during the concluding concert of the course.

KM 957 Conducting I (1–3.00 cr.)

Participants begin the process of acquiring the knowledge and skills that will enable them to be effective teachers and conductors in a choral setting. Participants study and practice basic score analysis/preparation and conducting techniques, with an emphasis on selection, study, preparation, teaching, and conducting of music especially appropriate for children's choirs at the elementary school level.

KM 958 Singing Games and Play Parties**for the Music Class (1–3.00 cr.)**

Singing games and folk dances provide movement experiences essential to the understanding of rhythm, phrasing, and musical form. Simple dances of the United States are related to commonly known singing games, ensuring a smooth and easy transition into the use of these dances as part of the vocal music curriculum. Participants learn the principles of calling, timing, and choosing appropriate recorded music for dancing.

KM 960 Solfa: Sight Singing Ear Training,**Level II (1–3.00 cr.)**

The Kodaly philosophy requires that every music teacher be the best musician he or she can be. To that end, this course focuses on the development of musical skills for the teacher—ear training, sight singing, improvisation, dictation, musical memory, transposition, part singing, and form. Students learn a variety of activities and strategies to develop these skills in the areas of rhythm, melody, and harmony. The movable-do system of solfa, a German system for absolute note name singing, and a rhythm language are used.

KM 990 Solfa Fundamentals (1.00 cr.)

Focuses on the development of musical skills for the teacher: sight singing, ear training, inner hearing, dictation, musical memory, transposition, improvisation, part work, and form. Participants learn a variety of activities and strategies to develop these skills in the areas of rhythm, melody, and harmony. The movable-

do system of solfa, a German system for absolute note name singing, and a rhythm language are used. Skills are presented in a sequence compatible with Kodaly methodology in order to prepare teachers to develop music literacy skills in their students.

**KM 991 Alexander Technique
for the Music Educator (1.00 cr.)**

Music educators learn to use their bodies in a conscious, fluid way for effective singing, playing of instruments, and conducting through application of the principles of body awareness, release of tension, and healthy, efficient use of the body. Teachers develop skills and a vocabulary to assist students in singing or playing an instrument so that their whole bodies support that activity with increased awareness and without interference from excess tension. Topics include the physiology of the voice, the physiology of playing instruments, the physiology of conducting, muscular connections, bone structure, joint functions, body mapping, release of tension, use of gesture, posture, support of the torso, development of flexibility, and breath management.

**KM 992 Choral Studies for the Music Educator,
Level III (2.00 cr.)**

Participants continue beyond the work done in Levels I and II in the development of their personal choral singing skills and mastery of the knowledge and skills required to be effective teachers and conductors in a choral setting. During the choir segment, participants continue the study and practice of vocal production, principles of choral singing, interpretation, musical style, and application of solfege in learning music. The choral literature studied is performed for an audience during the concluding concert of the program. During the conducting segment, participants study and practice advanced level score analysis/preparation and conducting techniques, including such topics as the International Phonetic Alphabet, teaching strategies for presenting new choral music to children, the rehearsal flow chart, and rehearsal techniques. Opportunity is given to practice advanced conducting techniques, with an emphasis on selection, study, preparation, teaching, and conducting of music especially appropriate for children's choirs at the high school level.

KM 993 Kodaly Materials, Level III (3.00 cr.)

Participants collect and learn American folk songs and singing games that support Kodaly methodology for grades five and six. They continue the study begun in Levels I and II of the principles of folk song analysis

and add upper level materials to the retrieval systems they created to organize their materials for the teaching of vocal, expressive, rhythmic, melodic, formal, and harmonic skills. They also learn basic principles of accompanying children's singing with folk instruments, with an emphasis on five-string banjo. Participants prepare songs to sing and play on the banjo for a group demonstration/performance at the end of the course. This course also reviews and expands upon the singing game, play party, and folk dance skills mastered in Levels I and II, adding new repertoire suitable for grades five and six.

KM 994 Kodaly Methodology, Level III (2.00 cr.)

A sequential, child-developmental approach to vocal music pedagogy for American children in grades five and six is presented. Participants continue the study begun in Levels I and II of the philosophy and practices inspired by Zoltan Kodaly, as well as the principles of music learning theory developed through the research of Dr. Edwin Gordon, as applied to students on the intermediate level. They learn to plan and teach a curriculum, based largely on the use of American folk songs, which leads children to musicianship and musical literacy. Teachers learn techniques for continuing the development in their upper grade students of good vocal production, in-tune singing, expressive performance, aural discrimination, rhythm skills, skills in the use of solfa and rhythm syllables, part-singing skills, skills in analysis and labeling of various musical forms, and intermediate skills in music notation and reading.

**KM 995 Solfa: Sight Singing and Ear Training,
Level III (2.00 cr.)**

Focuses on the development of musical skills for the teacher on a more challenging level than that of Levels I and II in the areas of sight singing, ear training, inner hearing, dictation, musical memory, transposition, improvisation, part work, and form. Participants learn a variety of activities and strategies to develop these skills in the areas of rhythm, melody, and harmony. The movable-do system of solfa, a German system for absolute note name singing, and a rhythm language are used.

MONTESSORI**MO 599 Montessori Elementary****Preparatory Course (0.00 cr.)**

The prerequisite course gives the prospective elementary student an overview of the content of the primary course. Montessori's theory of human development during the first six years of life is given extensive treatment. All basic elements of the activities offered to the child in a primary class are touched upon but are not fully developed. *A fee is charged. (Pass/Fail)*

MO 628 Practicum (6.00 cr.)

By working along with a qualified Montessori teacher in a children's group, students may practice in "slow motion" the various tasks which a Montessori teacher does. Student-teachers may discern which facets of their personalities are appealing to young children and which are antagonistic to this stage of development.

MO 630 Human Relations and Self-Awareness among Young Children (3.00 cr.)

To show by demonstration and lecture a group of activities known in Montessori education as the practical life exercises. These exercises are designed to enable independent functioning, social grace, and self-esteem among children of three to six years of age. Content includes development of coordinated movement, health, safety in both indoor and outdoor environments, and play (spontaneous, free choice of activities).

MO 631 Language Arts/Reading Curriculum and Instruction (3.00 cr.)

To provide information about the development of spoken and written language in the areas of daily life, story telling, composition, literature, geography, history, biology, science, music, art, as well as the functional aspects of grammar, syntax, and reading analysis.

MO 632 Mathematics and Science Curriculum and Instruction (3.00 cr.)

To show by demonstration and lecture the exercises of mathematics and science which give sensorial foundations for counting, arithmetic, geometry, algebra, and fractions of whole numbers, as well as for biological and physical science experiences appropriate for young children.

MO 633 Creative Activities (Music, Art, Movement, and Drama) (3.00 cr.)

To focus on developing potentialities as the basis for designing learning experiences in art, music, movement,

drama, and literature. Students will research, design, and demonstrate appropriate materials and activities in each of these areas.

MO 634 Foundation of the Montessori Method (3.00 cr.)

To give a survey of the development of the young child in accordance with the psychology of Maria Montessori and the philosophy of the Montessori Method. Particular emphasis is given to children three to six years old.

MO 635 Perceptual-Motor Development (3.00 cr.)

To show by demonstration and lecture a group of activities known in Montessori education as Exercises for the Education of the Senses that are designed to lead the child to an intelligent and imaginative exploration of the world. Content includes identification of a child's process of classifying his/her world, problem solving, and critical thinking.

MO 636 Teaching Strategies and Social Development (3.00 cr.)

To research teacher-learner interaction, analyze planning techniques and learning environments, general classroom management, interpersonal relationships.

MO 637 Psychology and Philosophy of the Montessori Method (2.00 cr.)

Provides a study of child psychology and child development from a Montessori perspective, including an historical overview of Dr. Montessori's work which led to the development of Montessori pedagogy.

MO 638 Child Growth and Development I (3.00 cr.)

Focuses on the psychological, physical, social, and cognitive development of children from conception through one year.

MO 639 Child Growth and Development II (2.00 cr.)

Focuses on the psychological, physical, social, and cognitive development of children from one to three years of age.

MO 640 Creating Healthy, Safe Environments for Infants (3.00 cr.)

Focuses on how to assist caregivers in creating environments which support optimal development in infants.

MO 641 Creating Healthy, Safe Environments for Toddlers (3.00 cr.)

Focuses on how to assist caregivers in creating environments which support optimal development in toddlers.

**MO 642 Developmentally Appropriate Practices
for Infants (4.00 cr.)**

Students learn the rationale for application of Montessori-based developmental materials for children from birth to one year.

**MO 643 Developmentally Appropriate Practices
for Toddlers (3.00 cr.)**

Students learn the rationale for application of Montessori-based developmental materials for children from one to three years.

**MO 644 Working with Parents and Families
of Young Children (1.00 cr.)**

Students are given guidelines for the implementation of effective parent education. They create and present sample programs for peer review.

**MO 645 Montessori Observation
and Practicum (6.00 cr.)**

Provides guided observations of children from birth to three years in a minimum of three selected sites. The emphasis is on developing skills in observation and assessment and the ability to implement developmentally appropriate practices with infants and toddlers.

**MO 646 Foundations of the Montessori
Method (2.00 cr.)**

To give a survey of the development of the young child in accordance with the psychology of the child proposed by Dr. Maria Montessori. To give an overview of the principles underlying Montessori pedagogy. Particular emphasis is directed to children six to twelve years of age.

MO 647 Montessori Classroom Methods (3.00 cr.)

To communicate the principles of classroom management for six- to twelve-year-old children that are derived from the philosophical and pedagogical ideas of Dr. Montessori.

**MO 648 Laboratory: Using
Montessori Materials (3.00 cr.)**

Provides the opportunity for the individual student to practice with the developmental and didactic materials. Students develop skill in handling the materials and in giving presentations and work through individual difficulties in technique and understanding.

**MO 649 Language Curriculum and Instruction
for the Elementary Years (2.00 cr.)**

To show by demonstration and lecture the presentations for the development of spoken and written lan-

guage, as well as the important functional aspects of grammar that are appropriate for children from six to twelve years of age.

**MO 650 Art Curriculum and Instruction
for the Elementary Years (1.00 cr.)**

To show by demonstration and lecture the scope of expression opportunities through art appropriate for children between the ages of six to twelve.

**MO 651 Mathematics Curriculum and Instruction
for the Elementary Years (5.00 cr.)**

To show by demonstration and lecture presentations of arithmetic and geometry which provide the child with understanding of and proficiency with key ideas in mathematics. Links between arithmetic and geometry are explored, and the importance of problem solving is stressed. The use of a computer is introduced as a support mechanism for the child's exploration of mathematics.

**MO 652 Physical and Biological Science
Curriculum and Instruction
for the Elementary Years (2.00 cr.)**

This is a two-part course. Part I will show by demonstration and lecture the presentations of biology which are designed to give an understanding of the life on earth. Part II will show by demonstration and lecture the presentations of physical and political geography which are designed to give an understanding of the interdependencies of the earth and life upon it.

**MO 653 Social Studies Curriculum and Instruction
for the Elementary Years (2.00 cr.)**

To show by demonstration and lecture the presentations of social studies, which give an understanding of the origins and development of the universe and of the human being's relationships to this development.

**MO 654 Music/Movement Curriculum and Instruction
for the Elementary Years (1.00 cr.)**

This is a two-part course. Part I will show by demonstration and lecture the scope of expression opportunities in music appropriate to children between the ages of six to twelve. Part II will show by demonstration and lecture the scope and importance of movement, nutrition, and physical exercise for the development of mind and body health of children between the ages of six to twelve.

MO 655 Practicum (6.00 cr.)

To give the student the opportunity to practice Montessori pedagogy with children in a classroom under the supervision of a qualified Montessori teacher.

READING**RE 509 Content Area Reading (3.00 cr.)**

Prerequisite: RE 510, RE 723. An introduction to the research and application that addresses literacy as a tool for learning content area material. Students explore a wide range of strategies related to reading, writing, speaking, listening, and viewing in the content areas. Particular attention is given to the development of vocabulary, comprehension, study skills, and writing strategies for all learners, including struggling readers and English language learners.

RE 510 Foundations of Reading Instruction (3.00 cr.)

Students analyze and explore topics including various theories, processes, and models of reading; definitions of literacy; knowledge of language and cueing systems, metacognition, vocabulary, and comprehension; formal and informal assessment; and multiple, balanced, relevant, problem-solving instructional strategies adapted to the specific needs and interests of literacy learners K–12. *(Formerly RS 510)*

RE 600 Research for Reading Professionals (3.00 cr.)

Prerequisite: RE 510, RE 723. Investigates aspects of action research including choosing a topic to study, examining ethical issues, planning and implementing methodologies, becoming a reflexive practitioner, analyzing data collected, and sharing with an audience. Lectures, demonstrations, and hands-on activities comprise the body of the course procedures. Emphasizes reflective practice and group work to enable students to become novice researchers in the area of action research in language arts. *(Formerly RS 600)*

RE 601 Media Literacy Education (3.00 cr.)

Prerequisite: RE 510, RE 723. An in-depth introduction to media literacy education, its curriculum and pedagogy. Media literacy education is defined as the ability to access, analyze, evaluate, and communicate media in a variety of forms; media literacy expands notions of “reading” beyond traditional print texts to acknowledge the various multiple literacies necessary for our twenty-first century. Like multiculturalism, media literacy education can be integrated into a variety of subject areas, and it considers perspective and difference. Stu-

dents are introduced to this emerging field and conduct teacher research.

RE 722 Children’s and Adolescent Literature (3.00 cr.)

Prerequisite: RE 510, RE 723. Students explore the world of children’s and adolescent literature and how to use it effectively across the curriculum. They read and evaluate books from a variety of genres and investigate how to embed literature in teaching across the curriculum. Students gain experience evaluating and designing literacy curriculum materials. They also apply their research skills to locate and summarize literature related research. *Formerly RS 722.*

RE 723 Language Development and Emergent Literacy (3.00 cr.)

Emergent literacy theory has replaced the concept of reading “readiness” in reading research. The major theories of language development, cognition and learning are explored as related to emergent literacy learners. A field experience working with an emergent literacy learner is a central part of the course. *Formerly RS 723.*

RE 725 Literature for the Adolescent (3.00 cr.)

An overview of current literature published for the adolescent. Emphasis on teaching the novel, short story, poetry, and drama. Discussions center on such topics as bibliotherapy, multicultural literature, class readings. *(Formerly RS 725)*

RE 731 Language Arts: Theory and Instruction (3.00 cr.)

Prerequisite: RE 510, RE 723. Investigates best practice in language arts instruction in the areas of writing, comprehension, technology, integrated instruction, and vocabulary, spelling and word study. Lectures, demonstrations, and hands-on practice comprise the body of the course procedures. Instructional techniques and reflective practice are emphasized in order to enable students to become exemplary teachers and instructional decision-makers in the area of language arts. *(Formerly RS 731)*

RE 733 Introduction to Teaching Reading in the Content Area (3.00 cr.)

Emphasizes the interactive nature of the reading process in content areas. Particular attention given to the link between assessment and instruction, the significance of vocabulary/concept development, and various strategies for gaining information from text and developing intrinsic motivation students. The Maryland State Department of Education has approved this course for

the Reading in the Content Area I course requirement. (Formerly RS 733)

RE 736 Classroom Techniques in Written Expression (3.00 cr.)

Provides an overview of the writing process; integrates research and theory about reading/writing connections and writing across the curriculum. Emphasis given to the process of writing and the quality of compositions. Includes practical strategies for teaching written expression. Discusses eight writing forms: journal, descriptive, letter, biographical, expository, narrative, poetry, and persuasive. Also addresses the assessment of written expression. (Formerly RS 736)

RE 737 Reading Assessment and Diagnosis I (3.00 cr.)

Prerequisite: RE 509, RE 600, RE 601, RE 722, RE 731. The major emphasis of this course is on group assessment and diagnosis of literacy. It emphasizes the reading specialist role in understanding, using, and interpreting standardized and informal tests in reading, spelling, and writing as a diagnostic basis for generating appropriate instructional decisions for all learners. Strategies for standardized test preparation that are compatible with best practices in literacy instruction and communication with other professionals and parents are examined. (Formerly RS 737)

RE 738 Reading and Writing for Students with Special Needs (3.00 cr.)

Prerequisite: RE 510. Alternative techniques for children with severe reading disabilities. Develops thorough understanding of multisensory techniques such as the Gillingham and Fernald methods, as well as other procedures used with disabled readers. Students become familiar with the development and writing of individual educational plans (IEPs). (Formerly RS 738)

RE 739 Reading Assessment and Diagnosis II (3.00 cr.)

Prerequisite: RE 509, RE 600, RE 601, RE 722, RE 731, RE 737. Participants learn to use a variety of reading assessment techniques, processes and instruments; data from individual assessments of reading to make instructional/educational decisions; and effective techniques for reporting assessment results to parents and others. The course focuses specifically on the struggling reader as an individual. Sensitive and accurate assessment of the struggling reader's often-idiosyncratic literacy development is crucial for reading specialists. (Formerly RS 739)

RE 740 Role of the Reading Specialist (3.00 cr.)

Prerequisite: RE 509, RE 600, RE 601, RE 722, RE 731. The role of the reading specialist as a literacy leader is examined as it relates to students, parents, staff, and other stakeholders. Current trends as they affect the role of the reading specialist are emphasized. The course is consistent with the IRA Position Statement: Teaching All Children to Read: The Role of the Reading Specialist (2000). The model for teaching is collaborative learning and includes class discussion, independent study, reading assignments, research review, simulations, student presentations, and think pieces. (Formerly RS 740)

RE 744 Reading, Writing, and Study Skills in the Content Area (3.00 cr.)

Provides an application of current theory and research into the teaching of reading, writing and study skills to the classroom situation. Through the development of assessment techniques and an awareness of individual differences of students, teachers develop a knowledge base which allows for the teaching of various strategies necessary for the understanding of content material. The Maryland State Department of Education has approved this course for the Reading in the Content Area II course requirement. (Formerly RS 744)

RE 756 School Year Practicum in Reading I (3.00 cr.)

Prerequisite: RE 509, RE 600, RE 601, RE 722, RE 731, RE 737, RE 739. The culminating experience of the reading specialist program. Each graduate student assesses and instructs two "school-year scholars" (K-12 students) in all aspects of literacy. Reading and writing strategy work is a major focus, as the students range in ability from those who struggle with literacy to those who are gifted in reading and writing. RE 756 and RE 757 constitute the full internship required.

RE 757 School Year Practicum in Reading II (3.00 cr.)

Prerequisite: RE 509, RE 600, RE 601, RE 722, RE 731, RE 737, RE 739. The culminating experience of the reading specialist program. Each graduate student assesses and instructs two "school-year scholars" (K-12 students) in all aspects of literacy. Reading and writing strategy work is a major focus, as the students range in ability from those who struggle with literacy to those who are gifted in reading and writing. RE 756 and RE 757 constitute the full internship required.

RE 758 Summer Practicum in Reading (3-6.00 cr.)

Prerequisite: RE 509, RE 600, RE 601, RE 722, RE 731, RE 737, RE 739. The culminating experience of the reading specialist program. Each participant assesses

and instructs two “summer scholars” (K–12 students) in all aspects of literacy. Reading and writing strategy work are a major focus, as the students range in ability from those who struggle with literacy to those who are gifted in reading and writing. *(Formerly RS 758)*

RE 759 Current Issues in Reading and Language Arts (3.00 cr.)

Prerequisite: RE 509, RE 600, RE 601, RE 722, RE 731. Current issues in literacy education are addressed. Students explore a common set of issues through a seminar approach and complete the action research project initiated in RS 600. Part of each class is dedicated to developing the skills necessary to successfully analyze data and prepare a publishable action research study. An emphasis is placed on effective written and oral communication skills and the ability to locate, interpret, and synthesize research. *(Formerly RS 759)*

RE 782 Processes and Acquisition of Reading (3.00 cr.)

An introduction to the teaching of reading. Current research in language development, phonemic awareness, phonics, reading acquisition and writing is addressed. The interactive nature of the reading process and related brain research is explored. The Maryland State Department of Education has approved this course for the Processes and Acquisition of Reading course requirement. *(Formerly RS 782)*

RE 783 Instruction of Reading (3.00 cr.)

Prerequisite: RE 782 or written permission of the adviser. Emphasizes a variety of strategies and techniques in order to provide explicit and systematic instruction in word recognition and comprehension. Particular attention given to the components of a balanced literacy program providing developmentally appropriate instruction to all students while also fostering positive attitudes and perceptions regarding all aspects of literacy. The Maryland State Department of Education has approved this course for the Instruction of Reading course requirement. *Formerly RS 783.*

RE 784 Materials of Reading (3.00 cr.)

Prerequisite: RE 782 or written permission of the adviser. Explores various methods, materials, and resources available when developing a balanced reading program. In particular, students become familiar with a range of children’s literature and literacy-related technology and effective strategies for classroom implementation. The Maryland State Department of Education has approved

this course for the Materials for Teaching Reading course requirement. *(Formerly RS 784)*

SPECIAL EDUCATION

SE 720 Human Growth and Development (3.00 cr.)

An in-depth review of theories and issues involving the growth and development of human beings from conception through adolescence. More specifically, numerous developmental theories incorporating the perspectives of biology, learning, psychoanalysis, and cognition are examined. Further, current trends in research involving young children are highlighted and related issues explored to provide students with the knowledge and awareness of how factors can affect human growth and development at any stage of life. Students have several opportunities to both respond to essay questions and develop thought papers using information learned from the text, class discussions, guest presentations, and findings from quantitative and qualitative research investigations. *(Formerly RS 720)*

SE 726 Instructional Strategies for Math Disabilities (3.00 cr.)

Strategies for teaching math to exceptional children at the elementary level. Discussion of formal and informal assessments. *(Formerly RS 726)*

SE 761 Introduction to Special Education (3.00 cr.)

Students identify and describe major philosophies, theories, and trends in the field of special education. Topics include cultural impact, delivery of service, and past to present knowledge and practices. For each area of disability, students become familiar with general information on etiology, characteristics, interventions, technology, and research. Students demonstrate understanding of issues related to the assessment, identification, and placement of students with various exceptionalities. In addition, students are expected to identify the various local, state, and federal laws and regulations relative to rights and responsibilities, student identification, and delivery of services. *(Formerly RS 761)*

SE 769 Teaching Students with Special Needs (Focus: Grades K–8) (3.00 cr.)

Strategies and materials for teaching exceptional students in the regular classroom. Emphasis on recognizing learning and behavioral characteristics, and on meeting those challenges in the mainstream of the elementary school. *(Formerly RS 769)*

**SE 780 Practicum for Students with Special Needs
(Infant/Toddler) (3.00 cr.)**

Prerequisite: All coursework completed and written permission of the adviser. An application course requiring students to diagnose and program for young children with mild to severe disabilities. Emphasizes appropriate assessment, instructional strategies, and parent education, focusing on the specific needs of the learner at the infant/toddler level. A field study fee is charged. (Formerly RS 780)

**SE 781 Practicum for Students with Special Needs
(Preschool) (3.00 cr.)**

Prerequisite: All coursework completed and written permission of the adviser. An application course requiring students to diagnose and program for young children with mild to severe disabilities. Emphasizes appropriate assessment, instructional strategies, and parent education, focusing on the specific needs of the learner at the preschool level. A field study fee is charged. (Formerly RS 781)

**SE 794 Diagnosis and Remediation
of Arithmetic Disabilities (3.00 cr.)**

Principles of diagnosis and remediation; experience with formal and informal tests used to diagnose learning problems in arithmetic; evaluation of techniques and materials. (Formerly RS 794)

**SE 861 Practicum for Students
with Special Needs (3–6.00 cr.)**

Prerequisite: Written permission of the adviser. An application course requiring students to diagnose and program for students with learning problems. Emphasizes use of appropriate assessment and instructional strategies focusing on the specific needs of the learner at the appropriate age/level. A field study fee is charged. (Formerly RS 861)

**SE 869 Teaching Students with Special Needs
(Focus: Grades 6–12) (3.00 cr.)**

Strategies and materials for teaching exceptional students in the regular classroom. Emphasis on recognizing learning and behavioral characteristics and meeting those challenges in the mainstream of the school. (Formerly RS 869)

SE 879 Seminar in Special Education (3.00 cr.)

Prerequisite: 30 program credits completed or written permission of the instructor. Focuses on the critical issues and emerging concerns of the special education field. Individual areas of student interest are explored in a round-table format. (Formerly RS 879)

**SE 900 Observation and Participation
in Special Education (3.00 cr.)**

Prerequisite: Written permission of the adviser. Provides practical in-classroom experience with children in various special education placements. (Formerly RS 900)

**SE 901 Advanced Human Development
through the Life Span (3.00 cr.)**

Prerequisite: SE 720 and written permission of the adviser. Studies human behavior through the life span. Aging, career, marriage, and other processes are examined developmentally. Considers both normal and abnormal processes. (Formerly RS 901)

SE 903 PDS 1: Special Education (3.00 cr.)

Prerequisite: Written permission of the adviser. An overview of the role and responsibilities of the special educator in today's schools. Students spend ninety hours in a pre-professional development school involved in hands-on participation with special and regular needs children and teachers, as well as attending ARD meetings, collaborative planning sessions, and required in-school seminars on specific topics. Students keep reflection logs, start a portfolio, and develop lesson plans. Designed for students who are new to Education. Meets the special education program prerequisite observation requirements for both regular and special education. (Formerly RS 903)

**SE 905 Characteristics of Learners with Mild
and Moderate Disabilities (3.00 cr.)**

Prerequisite: SE 761 or equivalent or written permission of the instructor. Students demonstrate knowledge of high incidence disorders typically resulting in mild or moderate disabilities. Topics include in-depth study of characteristics and course of atypical growth and development patterns, similarities and differences among and between disabilities, and the lifelong impact of these disabilities. Educational, social, behavioral, and other issues specific to LD, MR, and E/BD are covered in detail, including overlapping disabilities and associated problems. (Formerly RS 905)

**SE 906 Developmental, Remedial,
and Corrective Reading (3.00 cr.)**

Prerequisite: SE 782 or equivalent or written permission of the instructor. Provides an overview of reading instruction including the K–12 curriculum, developmental reading approaches, and various reading instructional methods. Students demonstrate an understanding of the relationship between reading and language. Various instructional techniques and strategies to develop reading ability and

comprehension are demonstrated. Current research in reading instruction is also covered. (Formerly RS 906)

SE 907 Developmental, Remedial, and Corrective Mathematics (3.00 cr.)

Prerequisite: SE 761 or equivalent or written permission of the instructor. Provides an overview of math instruction for the K–12 curriculum. Students demonstrate knowledge of a variety of math instructional techniques and methods, and are able to determine the appropriateness of these techniques in creating and implementing a balanced math program. Current research in the area of math instruction is reviewed. (Formerly RS 907)

SE 908 Comprehensive Language Development: Methods and Resources for Teaching Students with Special Needs (3.00 cr.)

Prerequisite: SE 761 or equivalent or written permission of the adviser. Students demonstrate knowledge of typical language development as well as K–12 curricula in the areas of spelling, handwriting, and written language. Developmental, remedial, and compensatory techniques are reviewed for the areas above, as well as for oral language and listening skills. Students demonstrate various instructional methods and strategies to promote or correct language difficulties, and identify, access, evaluate, develop, and modify instructional resources. Current findings in language research are examined. (Formerly RS 908)

SE 909 Science and Social Studies: Content, Methods, and Modifications for Students with Mild and Moderate Disabilities (3.00 cr.)

Prerequisite: SE 761 or equivalent or written permission of the instructor. Students review the instructional domains of science and social studies as currently taught in elementary schools, and describe teaching methodologies typical to regular educational settings. Students understand the role of the special educator in preparing and using curricular modifications for content instruction in both team taught and self-contained settings. Development of lesson plans incorporating adaptations, accommodations, and technological resources is required. Methods to promote reading and writing across the curriculum are demonstrated. (Formerly RS 909)

SE 911 Assessment, Diagnosis, and Evaluation of Learning and Behavior Problems (3.00 cr.)

Prerequisite: SE 761 or equivalent or written permission of the instructor. Students demonstrate a thorough understanding of the role of the assessment process in education. The content addresses the principles and ethics related

to test selection, formulation of diagnoses, and development of appropriate educational programs. Students become familiar with a variety of informal and formal assessment techniques (norm-referenced, criterion-referenced, curriculum-based, and authentic measures). Opportunities to administer, score, and interpret such measures, as well as to demonstrate awareness of the ethical and legal requirements, roles of professionals, and the implications of culture and diversity in the assessment process. (Formerly RS 911)

SE 912 Instructional Planning, Adaptations, and Learning Strategies for Students with Special Needs (3.00 cr.)

Prerequisite: SE 761 and SE 911 or written permission of the instructor. Students demonstrate knowledge of IEP development including measurement, maintenance, and revision. Students construct goals and objectives using assessment information and input from parents and other professionals. Students select and/or modify curriculum and materials and design instructional programs to include appropriate adaptations and accommodations to meet the unique needs of individuals. Students describe the importance of learning environments (e.g., grouping techniques), learning styles, and individual differences and design instruction that encourages motivation and active participation. Lesson planning, critical presentation skills, and various individual and group teaching methods are modeled and rehearsed. The integration of curricula and the use of technology and adaptive equipment are also demonstrated. (Formerly RS 912)

SE 913 Comprehensive Classroom Management for Teachers of Students with Special Needs (3.00 cr.)

Prerequisite: SE 761 or equivalent or written permission of the instructor. Students demonstrate knowledge and understanding of the various models, theories, and principles of behavior management. Students recognize the impact of student cultural background, classroom environment, and instruction on classroom behavior as well as the importance of effective rules, routines, and logical consequences. Social skill development and instruction are modeled. Students create behavioral intervention plans using skills such as selecting target behaviors, measurement and recording techniques, strategies for increasing or decreasing behavior, and evaluating plan effectiveness. (Formerly RS 913)

SE 914 Communication, Collaboration, and Consultation with Parents and Professionals Serving Students with Disabilities (3.00 cr.)

Prerequisite: SE 761 or equivalent or written permission of the instructor. Students become familiar with parents' needs and concerns and demonstrate the ability to communicate with parents, as well as assist and encourage them to become active participants in the educational process. Students demonstrate understanding of parent rights, ethical concerns, and professional practices. Students explain the various roles and responsibilities of special and regular educators, other professionals, and parents. Students demonstrate the principles and techniques of collaboration and consultation necessary to work effectively with interdisciplinary teams and the ability to use various models of service delivery including inclusive education, resource services, team teaching, consultation, and itinerant programming. (Formerly RS 914)

SE 915 Diagnosis and Intervention in Reading Disorders (3.00 cr.)

Prerequisite: SE 782 and SE 906 or written permission of the instructor. Students administer and interpret formal and informal measures to evaluate reading problems in a classroom or clinical setting. Individual case studies are used to emphasize both causal and/or inhibiting factors in reading disability as well as in the analysis of the reading problem. Students devise a program of appropriate remedial instruction in relation to diagnostic findings and develop recommendations for parents and other teachers serving the specific child. (Formerly RS 915)

SE 916 Promoting Successful Transitions to Postsecondary Settings for Students with Mild and Moderate Disabilities (3.00 cr.)

Prerequisite: SE 761 or equivalent or written permission of the instructor. After examining recent research on student outcomes, students review essential competencies in the areas of career/vocation, daily living, and recreation/leisure skills necessary for independent living. Students are expected to demonstrate skill in integrating instruction in these skill areas into the secondary curriculum. Students model skills necessary to work with a multidisciplinary team, assess student interests and aptitudes, and develop individualized transition plans. (Formerly RS 916)

SE 917 Instruction in Secondary Content Areas for Students with Mild and Moderate Disabilities (3.00 cr.)

Prerequisite: SE 761 or equivalent or written permission of the instructor. Designed to familiarize students with the terminology, characteristics, curriculum models, specialized

curriculum, and instructional materials for secondary students with mild and moderate disabilities. Students examine instructional environments serving special education students in inclusion, team-taught, resource, and content mastery settings. Learning strategies, study skills, critical thinking skills, educational assessment, interactive teaming, and self-determination are emphasized as they relate to IEP development and graduation requirements across the secondary content areas: math, social studies, science, and technology. (Formerly RS 917)

SE 918 Practicum I: Teaching Students with Special Needs (3.00 cr.)

Prerequisite: All program courses completed and written permission of the adviser. Students exhibit skills in the areas of assessment, observation, and data collection; evaluation/adaptation of curriculum and materials; instructional planning and delivery; classroom management; and collaboration, consultation, and communication with parents, teachers, and other professionals. Students demonstrate an awareness of the various ethical, legal, and interpersonal concerns (including cultural issues) and are expected to practice within the CEC Code of Ethics and Standards for Professional Practice. (Formerly RS 918)

SE 919 Practicum II: Teaching Students with Special Needs (3.00 cr.)

Prerequisite: All program courses completed and written permission of the adviser. Students exhibit skills in the areas of assessment, observation, and data collection; evaluation/adaptation of curriculum and materials; instructional planning and delivery; classroom management; and collaboration, consultation, and communication with parents, teachers, and other professionals. Students demonstrate an awareness of the various ethical, legal, and interpersonal concerns (including cultural issues) and are expected to practice within the CEC Code of Ethics and Standards for Professional Practice. (Formerly RS 919)

SE 921 Autism: Characteristics, Research, and Interventions (3.00 cr.)

Prerequisite: SE 761 or equivalent or written permission of the instructor. An overview of autism and the variety of autism spectrum disorders. Students become familiar with common characteristics, symptoms, and differential diagnostic criteria of autism, Asperger's Syndrome, Fragile X, and other pervasive developmental disorders. Current research findings related to etiology and increase in prevalence rates are examined. Students learn research-supported interventions for children with autism, including behavior modification, communica-

tion development strategies, social skill training, applied behavior analysis, discrete trial methods, and functional communication training. Special emphasis is placed on the educational implications for the student with autism and the professionals and paraprofessionals who serve them. (Formerly RS 921)

SE 922 Medical Aspects of Developmental Disabilities (3.00 cr.)

Prerequisite: SE 761 or equivalent or written permission of the instructor. An overview of neurodevelopmental disabilities in infancy and early childhood, with a focus on neurologically-related disorders. Students examine aspects of medical care for premature, low birth weight, and other medically fragile babies and describe methods to care for technologically dependent children. Students examine atypical development of young children, with special attention given to motor domain. Educational and therapeutic interventions for infants and young children with physical and sensory disabilities, positioning techniques, and other effective ways to promote IFSP outcomes are demonstrated. (Formerly RS 922)

SE 923 Assessment and Intervention for Young Children with Special Needs: Birth through Age Two (3.00 cr.)

Prerequisite: SE 761 or equivalent or written permission of the instructor. Focuses on the major philosophies, theories, and legislation in early childhood special education specific to children from birth through age two and their families. Topics include state and federal laws and regulations governing delivery of services to infants and toddlers and their families; collaboration strategies, family systems theory, cultural and linguistic diversity; and implications of both legislation and family needs on service delivery. Students learn assessment procedures related to screening, diagnosis, eligibility, program planning, and program evaluation and examine therapeutic models of intervention, including current curricula and materials for infants and toddlers. (Formerly RS 923)

SE 924 Assessment and Intervention for Young Children with Special Needs (Focus: Ages 3–5) (3.00 cr.)

Prerequisite: SE 761 or equivalent or written permission of the adviser. Focuses on collaboration strategies, assessment procedures, curricula, and “best practice” intervention strategies specific to children from ages three to five. Topics include collaboration of special educators, related service personnel, and parents; implications for service delivery; assessment procedures related to screening, diagnosis/eligibility, program planning and evaluation;

conceptual and models of intervention, and curricula as well as strategies to facilitate transition to school-age services. (Formerly RS 924)

SE 925 Assessment and Intervention for Young Children with Special Needs: Ages 5 to 8 (3.00 cr.)

Prerequisite: SE 761 or equivalent or written permission of the instructor. Focuses on the major theories and practices of assessment and intervention in early childhood special education specific to children from ages five to eight. Students examine existing models of special education services delivery, including methods of collaboration with parents, general educators, paraprofessionals, and related service providers; curriculum-based, performance-based, and informal assessment of learning and behavior; assessment for and the use of assistive technology; as well as the implementation and modification of research-validated curricula and materials to meet the needs of all children. (Formerly RS 925)

SE 926 Communication Development and Early Literacy: Materials, Resources, and Instructional Strategies (Focus: Birth to Age 5) (3.00 cr.)

Prerequisite: SE 761 and SE 782 or written permission of the instructor. An in-depth examination of communication and literacy development in early childhood. Students learn methods for assessing communication, pre-reading, and pre-writing skills in young children. In addition, students explore strategies for promoting growth in speech, language, and communication skills; pre-reading and pre-writing skills; phonological development; phonemic awareness; visual decoding skills; and graphomotor development. Specific attention is focuses on identifying, evaluating, and modifying resources and materials which promote the early literacy and communication development of young children for both classroom and home use. A case study requires that students work with an infant or young child with communication related difficulties and the child’s family. (Formerly RS 926)

INSTITUTION LEVEL PASS-RATE DATA: REGULAR TEACHER PREPARATION PROGRAM

Academic Year and Testing Period: 2002-2003

Number of Program Completers: 76 Submitted; 69 Found and Used in Passing Rate Calculations*

According to Section 207 of the Title II of the federal Higher Education Act, each institution of higher education is required to publish students' results on the teacher licensing examination, known as PRAXIS. The following describes both undergraduate and graduate students' scores on the PRAXIS test(s).

TYPE OF ASSESSMENT	ASSESSMENT CODE NO.	NO. TAKING ASSESSMENT	NO. PASSING ASSESSMENT	INSTITUTIONAL PASS RATE	STATEWIDE PASS RATE
Professional Knowledge					
Elementary Education Content Area Exercises	012	42	40	95%	97%
Mathematics Pedagogy	065	13	11	85%	85%
Academic Content Areas					
Elementary Education Content Knowledge	014	42	42	100%	100%
Mathematics Content Knowledge	061	15	14	93%	89%
Aggregate Scores					
Aggregate – Basic Skills		64	63	98%	99%
Aggregate – Professional Knowledge		65	59	91%	96%
Aggregate – Academic Content Areas (Math, English, Biology, etc.)		68	67	99%	98%
Summary Totals and Pass Rates⁵		76	69	91%	95%

* The number of program completers found, matched, and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

COLLEGE OF ARTS AND SCIENCES
MODERN STUDIES

OFFICE: Humanities Building, Room 234

TELEPHONE: 410-617-2418/2410

DIRECTOR: David Dougherty, Professor of English

FACULTY: Faculty from a variety of academic disciplines teach the courses in this program.

The graduate program in modern studies is designed to satisfy a wide variety of student interests. It exists for those whose professional lives demand a greater expertise or a broader knowledge base: teachers who want a graduate degree in a content area and government workers or librarians whose advancement requires further academic work. It also exists for those whose professions demand a greater breadth: business persons, lawyers, physicians, anyone whose education has been so specialized that it did not provide the diversity necessary to an understanding of the complex social and intellectual currents of the time. The program exists for those who are intellectually curious; people from all walks of life who feel the need to examine unexpected aspects of the modern experience just to see what is there and to refine their perspectives. It exists for all who believe that the mind constantly needs to be enriched, to be challenged to see new things, or to see old things in new ways.

Because of these convictions, the program blends the traditional with the innovative. It is traditional in that it is a graduate program which emphasizes the academic rigor long associated with a graduate school and with the Jesuit/Mercy traditions of Loyola College. It is innovative in that the traditional graduate emphasis upon depth of focus and research has been replaced by an emphasis upon breadth of reading and study.

The graduate program in modern studies challenges students to continue their journey as citizens who: interact energetically and creatively with a changing world; grow in their awareness of cultural tendencies; cultivate their analytical and communication skills to reach their full potential; develop and expand a commitment to others; attain a liberal studies perspective on contemporary problems and opportunities; and become, in the Jesuit ideal central to Loyola College's educational mission, men and women for others.

Grounded in the core commitment to the liberal arts and sciences central to Loyola College's mission, the graduate program in modern studies aims to "liberate" in the classic sense of that term. It reaches out to those who want a rich and satisfying intellectual experience as well as enhancement of their analytical and communication skills. Its subject matter is the whole spectrum of the modern American experience, as well as the roots of that experience as we discover them in other times and cultures. Areas of study include, but are not limited to, literature, business, economics, the arts, politics, philosophy, science, sociology, intellectual and social history. Although the program is not practitioner oriented and does not inevitably lead to a doctorate, modern studies graduates often discover career benefits—in the development of the Jesuit ideal *eloquentia perfecta*—as well as personal satisfaction and enrichment.

Classes are held on the Baltimore, Columbia, and Timonium Campuses. Administrative office hours on the Baltimore Campus are 8:30 a.m. to 5:00 p.m., Monday through Friday, during the fall and spring semesters, and 9:00 a.m. to 4:00 p.m. during the summer months.

ADMISSION CRITERIA

Loyola welcomes graduates from accredited undergraduate or graduate institutions of higher learning who demonstrate the ability to contribute to the intellectual atmosphere of a seminar-based degree program. In view of the broad nature of the program, no specific undergraduate major is required or preferred. The Admission Committee considers most favorably those graduates who maintained at least a *B* (3.000) average during the final two years of college. Applicants who have no undergraduate degree but who have special qualifications may be accepted into certain courses on a noncredit basis. A personal interview is ordinarily a condition of admission. Detailed admission information (application procedures, required documents, etc.) may be found in the Admission chapter of this catalogue.

APPLICATION DEADLINES

Fall Semester	September 1
Spring Semester	January 1
	<i>(of the year the semester begins)</i>
Summer Sessions	May 15

Applications may be submitted at any time and are reviewed on a rolling basis throughout the year. Students who have been accepted will be notified in writing and assigned an adviser to help them work out a program of studies. While students may be accepted after an application deadline has passed, course availability cannot be guaranteed.

CREDITS REQUIRED

Two options are offered for the Master of Modern Studies (M.M.S.). One, composed entirely of modern studies courses, requires twelve courses (36 credits) for graduation. The second requires at least nine courses (27 credits) in modern studies and permits up to three courses (9 credits) in Loyola programs other than modern studies. Only one of these can be a workshop. The director's approval is required for all courses outside the modern studies program.

With the prior written permission of the director, up to nine credits can be taken in the Master of Liberal Studies (M.A.L.S.) program at the College of Notre Dame of Maryland. The remaining twenty-seven credits must be taken in the Loyola modern studies program. Independent study courses are seldom permitted, and then only very late in the student's program of studies when the student has a well developed research plan in mind and has discussed it with a faculty member, who has agreed to monitor it. The Capstone Project option permits students to engage in extended, cross-disciplinary research and to present a sustained composition and a public presentation as the final course in the program.

DEGREE REQUIREMENTS

In both options, the program is centered around three themes. At least one course from each of the segments is required for graduation.

Historical Approaches

Courses numbered 600–619, 660–679, 700–719, and 760–779. The courses in this segment are essentially historical in nature. They emphasize the origin, evolution, and development of ideas and movements crucial to the modern American experience.

Themes in the Modern Experience

Courses numbered 620–639, 680–699, 720–739, and 780–795. The courses in this segment are organized around the structure of an institution or an idea. They concentrate on central characteristics of the idea or institution and ways in which these elements contribute to the uniqueness and relevance of the idea or institution.

Creative Process

Courses numbered 640–659 and 740–759. The courses of this segment stress the importance of students discovering their own forms of expression. Emphasis is on the communication of ideas. Traditional research is encouraged, but students are also given the opportunity to employ film, paint, and other media.

COURSE DESCRIPTIONS

Courses change each semester. The following listing reflects courses offered in the past and those the program may offer in the future. Students are encouraged to consult the modern studies webpage (www.loyola.edu/academics/alldepartments/liberalstudies/) for lists and extended descriptions of classes to be offered in coming semesters. All courses are three credits.

MM 799 Capstone Project in Modern Studies (3.00 cr.)

Prerequisite: Completion of ten courses (30 credit hours) toward the Master of Modern Studies (M.M.S.), and written permission of the instructor and the director. This independent project builds on the work of one or more graduate courses in liberal studies, developing the concept, method, or approach of that course in greater depth and intellectual subtlety. The course may develop methodology from any of the three course categories (historical, thematic, or creative), but it may not in itself fulfill the curricular requirement to take at least one course from each group. The course aim is the production of a publishable paper or an art product worthy of exhibition. A public presentation to an audience of current and former liberal studies students and faculty is required.

HISTORICAL APPROACHES

MM 601 **Guilt and Innocence: America in the Twentieth-Century** (3.00 cr.)

Traditionally, Americans have tended to see themselves as new Adams in a Garden of Eden. In the twentieth century, however, a debate emerged concerning America's guilt or innocence. This debate is viewed as it appears in fiction, popular essays, philosophy, politics, science, and the arts. Readings include Dewey, Fromm, Updike, Mary Gordon, Stephen Jay Gould, and others.

MM 602 **The Twentieth-Century Woman and Beyond: From Corsets to Running Shoes** (3.00 cr.)

The evolution of the female role through the twentieth century: how ideology, the institutions of education, family, work, mass media, and law have functioned to inform and limit or broaden society's definition of woman.

MM 604 **Modern Hispanic-American Fiction** (3.00 cr.)

In the United States, Hispanics are one of the fastest growing ethnic groups. The writing they produce is diverse, creative, and passionate. This course looks at three types of Latino authors: those who have emigrated to the United States, those who were born in the United States, and those who live in Latin America but are influential in the United States. Representative writers include Isabel Allende (Chile), Rudolfo Anaya (New Mexico), and Garbrel García Márquez (Colombia). All works are read in English translation.

MM 605 **"Father of All Things": A Country Forged in the Crucible of Modern War** (3.00 cr.)

Ancient theory identified war as "The Father of All Things." This notion certainly holds true in the case of the United States. This course looks at the way in which "total" wars (WWI, WWII) and limited wars (Korea, Vietnam, the Persian Gulf, etc.) have affected and transformed American society.

MM 606 **Popular Culture in America** (3.00 cr.)

The roles of the mass media as a dominant institution within American society. Traces the historical development of mass media—film, radio, television—and the accompanying impact of those media on social behavior. Mass media critiques—psychological, Marxist, structuralist—are considered through readings and discussions of contemporary thinkers. Various media theories are explored in order to understand the shifts in thinking about mass media in the twentieth century.

MM 607 **On the Eve of Today** (3.00 cr.)

The major social and intellectual movements of the 1960s, 1970s, and 1980s and an assessment of their legacies: the civil rights movement, protest against the Vietnam War, the New Left, the counter culture, and the feminist movement.

MM 608 **The Parade of the Planets** (3.00 cr.)

A survey of human attempts to understand the solar system starting with the great systems of the past—Ptolemy, Copernicus, Newton, and Einstein—and concluding with an analysis of the results of contemporary space exploration and a guess at the future. *Non-mathematical in treatment.*

MM 609 **"Two Scorpions in a Bottle": America and Russia Today** (3.00 cr.)

Mutual suspicions and dislike preceded the virulent stage of United States-Soviet relations during the Cold War Era. Students examine the sources and manifestations of this suspicion and dislike, as well as speculation about the probability of their outlasting the present era of good feeling.

MM 610 **The Existential Imagination** (3.00 cr.)

Explores the work of a variety of existentialist thinkers in the areas of art, film, literature, and philosophy. Among the readings are works by Dostoevski, Nietzsche, Sartre, Camus, and Walker Percy. We also study the existential work of artists such as Munch, Giacometti, Picasso, and Pollack as well as films by Bergman, Woody Allen, and others.

MM 613 **American Skylines** (3.00 cr.)

Baltimore has long been a center of historic preservation activity. This preservation movement is examined from several points of view—aesthetic, historic, economic, and political. Readings include basic documents of the historic preservation movement, and there is some field work.

MM 614 **Neighborhood and Community in Urban America** (3.00 cr.)

An exploration of the social, political, and moral implications of urban life in modern America. Topics include patterns of city growth; the loss of traditional community; urban social organization (family, neighborhood, community); the growth of the urban underclass; economics, crime, and the welfare state. Students also examine significant theoretical issues and perspectives of community.

MM 615 “Our Americas”: Contemporary Influences on American Literature and Culture (3.00 cr.)

The imaginative, cultural, and political construct we call “America” has always gripped the collective psyche of New World citizens. But what does it mean when we speak of our “place,” ideologically or spatially, as “America”? Students explore those tensions in novels, poems, essays, and films of an impressive array of “American” artists, including recent Nobel laureates Gabriel García Márquez, Toni Morrison, Octavio Paz, Derek Walcott, and V.S. Naipaul.

MM 616 Modernism and Nationalism in American Art (3.00 cr.)

American artists from the post-Civil War era to contemporary times, especially Thomas Eakins, Arthur Dove, John Sloan, Georgia O’Keeffe, Jackson Pollock, and Jasper Johns. Broader issues, like the creation of an art that was distinctly American and modern, are also examined.

MM 617 Political Parties and Elections (3.00 cr.)

Political parties are examined, both historically and in contemporary American politics, focusing on the electoral process and presidential elections. The origin, development, and evolution of political parties; current political parties; and the rise of the independent voter.

MM 619 Morality and the Modern World: Ethics in Crisis (3.00 cr.)

Numerous philosophical theories attempt to provide a rational foundation for moral action, but much contemporary thought challenges these theories. Doubts persist about the morality of abortion, euthanasia, reverse discrimination, nuclear warfare, etc. Alternative theories about the nature of morality are examined in light of their ability to help formulate and clarify the ethical dilemmas confronting contemporary life.

MM 700 Political Violence in Modern Times (3.00 cr.)

Murder, mobs, and mayhem are everyday experiences in the modern world as desperate, crazy, or oppressed people seek to achieve political goals through violence. Students examine the history of political violence in Europe and America, from the French Revolution to the present, and the ideological roots and continuing presence of anarchism.

MM 701 Fairy Tales and Modern Times (3.00 cr.)

An examination of the origins of modern fairy tales. Students read German, French, and Italian tales and contrast them to their modern filmed versions. Spe-

cial attention is paid to Walt Disney’s (and other filmed) versions of popular tales as reflections of our present-day value system.

MM 702 Scientists or Psychics: Victorian Era Science, Empiricism, and Belief (3.00 cr.)

The prelude to modern science in the work of English, American, and European scientists of the late nineteenth and early twentieth centuries: the assumptions upon which both scientists and psychics based their research, as well as the cultural milieu that inspired and supported investigations of both types. Special attention is given to theories of Charles Darwin and Francis Galton as well as other scientists who revolutionized scientific theory and investigated paranormal phenomena.

MM 703 Spirituality and Autobiography (3.00 cr.)

Modern writers, whether religious or secular, continue to explore and expand the relationship between private life and public confession. This course puzzles with questions of conversion, calling, and commitment as well as the value and limits of autobiography as a method of theological reflection. Readings in Mary McCarthy, Simone Weil, Malcolm X, Philip Berrigan, and others.

MM 705 The Supreme Court in the Twentieth-Century: Personalities, Philosophies, and Problems in Perspective (3.00 cr.)

A look at the highest court in modern times, focussing on the seesaw battles for liberal or conservative control; the impact of towering figures like Taft, Hughes, Brandeis, Frankfurter, Black; and the major church/state, Civil Rights, criminal justice, and abortion cases.

MM 706 Germany in America: The Influence of German Culture on American Thought (3.00 cr.)

Traces the impact of German culture on American intellectual development from the transcendentalism of the early nineteenth century through the expressionism of the 1920s to the social, political, and literary re-evaluations of the postwar period. Readings from the natural sciences, literature, music, history, and business including selections from Nietzsche, Freud, Thomas Mann, Walter Gropius, Einstein, and O’Neill.

MM 707 The Freudian Adventure (3.00 cr.)

Freud’s essential insights, exploring the meaning of the psychoanalytic revolution for our understanding of self and other, sexuality, dreams, addiction, religion, violence, and death. Readings from Freud and from literature.

MM 708 The Growth of the Law (3.00 cr.)
Our law is constantly changing. Twentieth century legal issues are examined in the light of historical events and evolving schools of jurisprudence. Students trace changed legal attitudes in areas like criminal justice, integration, affirmative action, church and state, and privacy. Each student is assigned a single issue to trace through the century.

MM 709 American Foreign Policy (3.00 cr.)
The theory and practice of American foreign policy is examined from a multidisciplinary perspective: traditional topics and cases, as well as new issues and challenges, as foreign policy evolves to meet the challenges of the twenty-first century. Students acquire and cultivate the skills necessary to evaluate past, present, and future foreign policy questions from both academic and policy-making perspectives.

MM 710 Detective Fiction and the Quest Romance (3.00 cr.)
Students examine those special, unique appeal(s) the detective story has; what it may tell us about what we as a culture believe in; and the theories developed to discover to what psychological and cultural needs the fantasy of the detective-hero responds. Readings and film adaptations include plays, stories, or novels by Sophocles, Shakespeare, Poe, Doyle, Hammett, Chandler, Parker, and others. *Class project is an original mystery story.*

MM 711 Gods, Monsters, and Heroes: Cultural Icons of Nineteenth- and Twentieth-Century Europe and America (3.00 cr.)
A study of selected images and individuals whose public personae reflected and influenced the intellectual climate of two centuries. These figures and images are studied in the context of the most powerful thinkers of the two centuries, such as Nietzsche, Freud, Darwin, and Marx. Icons include the Frankenstein figure, Florence Nightingale, and Oscar Wilde, among others.

MM 715 From Melting Pot to Boiling Pot (3.00 cr.)
The historical forces that created America's ethnic heterogeneity, as well as episodes in the national experience when immigration occupied a central position in the American social agenda, are examined to try to determine the extent to which race has played a part in shaping relationships between white ethnic groups and blacks in the United States.

MM 717 Sex and Modernity (3.00 cr.)
Sexuality is the central metaphor, the privileged myth of modern world. Revolutions in both sexual behavior and attitudes toward love and sex are central to the phenomenon that we call "modernity." The nature and function of sexuality in modern life is examined through readings from psychological and political theorists and from several literary figures.

MM 719 Impeachment and the Constitution (3.00 cr.)
A study of the federal impeachment process from the perspectives of constitutional law and American history, with special emphasis on four major impeachment events: the trials of Supreme Court Justice Samuel Chase, Presidents Andrew Johnson and William Clinton, and the Watergate investigation of President Richard Nixon. Attention is given to the basic constitutional question of what constitutes an impeachable offense, whether conduct must be proved willful, and to twentieth century impeachments of lower federal officials.

THEMES IN THE MODERN EXPERIENCE

MM 620 New Traditions and Old: Free Verse and Formal Verse in the Twentieth-Century (3.00 cr.)
Were the technically innovative poems of the 1950s and 1960s in America natural successors to the formal tradition in English or a whole new ballgame? Students read traditional, innovative, and contemporary poems (American and English) to see what happened, what is happening, and (maybe) what will happen.

MM 621 Free Speech/Free Expression (3.00 cr.)
Although the First Amendment reads that Congress "shall make no law" abridging our freedom of speech, throughout our history, freedom of speech has not been absolute. Through a reading of selected U.S. Supreme Court decisions ranging from the 1920s through the current Court session and other materials, students explore the trade-offs between the right to free speech and the other social values, including prior restraint, national security, privacy, and expressive speech. The Internet raises new challenges concerning the nature and extent of free speech, an issue this class explores in depth.

MM 622 Science, Magic, and Religion: European Cultural History of the Scientific Revolution (3.00 cr.)
Key social, political, and philosophical changes facilitated a radical shift in the European world view between the sixteenth and twentieth centuries: the rise and

decline of the witch craze, the scientific revolution, the evolution of positivism, and recent efforts to deal with relativity in mathematics and physics.

**MM 624 The Tradition and the Revolt
in Fiction (3.00 cr.)**

In the twentieth century, when many British and Continental novelists revolted against their traditions, many American writers did so as well. Yet the American revolt had a very different end. Both British and American patterns of tradition and revolt are examined. Authors may include Flaubert, Hawthorne, Hemingway, Woolf, and others.

MM 625 The Absurd in Life and Literature (3.00 cr.)

Traces the concept of absurdity from first principles to modern postulates. First principles are assembled from Kierkegaard, Sartre, Brecht, Camus, and Kafka. Modern postulates include the notion of an absurd hero (or antihero) and absurd tragedy (or tragic farce) called Theater of the Absurd: Beckett, Pinter, and Barth.

MM 626 Myths on the American Landscape (3.00 cr.)

The myth or dream of freedom, specifically the freedom to succeed, has defined Americans' understanding of themselves and their home for over two hundred years. Investigates the ways in which literature represents both the surface realities of American social life and the intellectual currents that underlie social reality. Authors may include Emerson, Twain, Wharton, Fitzgerald, and Faulkner.

MM 627 The Story of the Stars (3.00 cr.)

A study of what modern science has learned in the last few decades on the nature of the stars. An examination of the startling contemporary developments including supernovas, neutron stars, pulsars, black holes, quasars, and theories of the birth and death of the universe. *Non-mathematical in treatment.*

**MM 628 The Emergence
of Modern Journalism (3.00 cr.)**

The emergence of the mass news media, from yellow journalism through the O.J. Simpson trial. Through videos, novels, biographies, and other readings, the philosophy and practices of American journalism in modern and contemporary society are explored to determine the impact of mass media on politics, culture, and society.

MM 629 The Culture Wars (3.00 cr.)

Profound social, economic, and political changes of the last several decades have had a decentering effect on America's definition of itself. All of our major institutions—the family, religion, the economy, politics, education, law, art, entertainment—have become battlegrounds for groups advancing sharply differing conceptions of what is good, moral, and true. Readings are from a number of scholars and social critics who have analyzed and participated in America's current culture wars.

**MM 630 Psychology's Insights into
Interpersonal Behavior (3.00 cr.)**

Understanding the psychological processes of being in relationship with another person and groups of people is vital for any career, workplace environment, family, or other social setting. Students explore psychological insights in the study of interpersonal behavior, pursuing several multidisciplinary avenues.

**MM 631 The American Sixties: Transformations
in Film and Fiction (3.00 cr.)**

Focuses upon the search for an escape from the wasteland in the narratives of a decade of political and social change and instability. Emphasizes film and fiction as products of the culture and as commentators on the culture. Updike, Kesey, Bellow, Roth, Elkin, and others. Films include *The Graduate* and *Easy Rider*.

**MM 632 The Tradition and the Revolt
in Poetry (3.00 cr.)**

Reflections on how the modern perspective on ourselves and our institutions affected one of our most private and, paradoxically, public art forms. Poems by Shakespeare, Milton, Keats, Wordsworth, Frost, Eliot, Williams, Stevens, Marianne Moore, and many contemporary poets.

**MM 633 New Myths on the American Landscape:
Writing (and) the American Dream (3.00 cr.)**

Classic and contemporary presentations of the American Dream's promise and challenge. Students explore the ways writers from many differing communities define the American Dream, where these dreams come together, and where they diverge. Readings include works by F. Scott Fitzgerald, Arthur Miller, William Faulkner, Martin Luther King, Jr., Toni Morrison, and Louise Erdrich.

MM 634 Modern Fantasy Literature (3.00 cr.)

An examination of the four major fantasy writers of the twentieth century, C.S. Lewis, Charles Williams,

J.R.R. Tolkien, and Madeleine L'Engle, which focuses on their novels and their theory of fantasy.

MM 635 The Internet: Understanding the Medium of the New Millennium (3.00 cr.)

Students investigate the social, cultural, intellectual, and economic impact of this medium in areas ranging from electronic commerce to education to digital storytelling. Students assess the way the Internet and its application have influenced the way they see themselves and others, the way they interact, and even the way they think. *HTML will not be taught but access to the Internet is essential.*

MM 636 The Election of 2000: A Constitutional and Legal Inquiry (3.00 cr.)

An inquiry into the theme of contested American elections via a comprehensive review of the most controversial election in American political history, this course analyzes the opinions in the cases before the Florida courts and the United States Supreme Court. It also critiques the literature generated by the election.

MM 637 The Stories of the Seventies (3.00 cr.)

A study of the narratives of that transformational decade. Concentration on the absurdists, the relativists, and the search for form, order, and/or values that grew out of the cultural redefinitions of the sixties and the general disillusionment of the later twentieth century. Readings include Bellow, Doctorow, Percy, Updike, and others. Films from a controversial decade.

MM 638 Marxism: The Grand Failure (3.00 cr.)

An explanation of the current political collapse of communism in the Soviet Union, Eastern Europe, and China through an investigation of the flawed foundations of the ideology. The psychological appeal of Marxist ideology is examined in order to understand how communism could have assumed such importance in the twentieth century, as well as to understand the sources of its continuing intellectual appeal.

MM 639 Violence and Competition in Urban America (3.00 cr.)

The character and origins of ethnic and racial conflict in America's cities: cultural, social, and political factors associated with competition and violence between and within these communities. Among the issues studied are political contest and coalition building, intergroup violence, economic restructuring, drug warfare, welfare and welfare reform, housing opportunities, and school desegregation.

MM 680 Shades of Black: Film Noir and Postwar America (3.00 cr.)

The darkest genre in American cinema, with tales of crime, corruption, and anti-heroism. Origins in German expressionist film; the way it reflected and shaped post-World War II cultural anxieties about gender, race, power, and violence. Students read source novels and important critical writings about the genre.

MM 682 Explorations in Psychoanalytic Thought (3.00 cr.)

A liberal-arts-oriented introduction to psychodynamic thought from 1895 to the present. The first part of the course is a historical coverage of the four main schools of psychoanalytic thought, as well as brief coverage of the hermeneutic school of psychoanalysis. The second part examines applications of psychoanalytic theories to child development, business, education, the arts, and mental health counseling.

MM 720 Enterprise, Government, and the Public (3.00 cr.)

Applied economic analysis toward an understanding of the strengths and weaknesses of free markets and of regulatory attempts to render these markets more perfect. Focuses on environmental policy, health and safety regulation, monopoly, poverty, and discrimination.

MM 721 Fiction and Film (3.00 cr.)

Explores the cross-fertilization of cinema and fiction. Part One examines film adaptations of novels, especially those that translate fictional techniques and conventions into specifically cinematic ones such as Raymond Chandler's Philip Marlowe. Part Two analyzes the use of film techniques and the portrayal of Hollywood in such authors as Nathaniel West. Part Three selects one writer who works in both media to discover how his oeuvre specifically reflects this cross-fertilization.

MM 723 "In Bed with an Elephant": The United States and Its Neighbors (3.00 cr.)

In dealing with its neighbors to the south, the United States is not dealing with equals. While it has foresworn hegemonic ambitions and wants to be (seen as) a "Good Neighbor," it would seem that "the spirit may be willing, but the flesh is too strong." Examines our advertent and inadvertent flexing of the muscle.

MM 724 Crime and Punishment in Modern Europe and America (3.00 cr.)

The development of criminal justice in modern Europe and America in the context of changing social,

political, and intellectual pressures. Evolving patterns of crime, different definitions of deviance, innovations in law enforcement, and the impact of ideology on forms of punishments are examined.

MM 725 Culture of Consumption (3.00 cr.)

The philosophical underpinning of American advertising is examined in order to consider the appropriateness of persuading consumers to buy through commercial appeals. Students use observation and self-reflective techniques to describe and interpret participation in our culture of consumption.

MM 726 Technology and Humanity (3.00 cr.)

A philosophical reflection on the impact of technology. The dangers of technology for the natural environment and the effects of technology on ourselves, its supposed masters. Is modern technology simply a more efficient means for attaining our goals and satisfying our needs, or does technology change us as much as it changes the world around us?

MM 727 War in the Twentieth-Century (3.00 cr.)

The first half of that century was blighted by two of mankind's most destructive wars. Much of the second half involved preparing for a third. Various historical perspectives are employed in order to study this phenomenon in terms of economic, social, legal, bureaucratic, technological, and human factors—beginning with the prototype for twentieth century wars, the United States Civil War.

MM 728 The American Short Story in the Twentieth-Century (3.00 cr.)

Traces the development of American short fiction from the late nineteenth century to present times. Works by Hemingway, Fitzgerald, O'Connor, and Cheever, as well as contemporary practitioners including Latin American and European writers whose work has been influential in the United States.

MM 729 Cauldron: The Middle East Today (3.00 cr.)

The region between the Mediterranean and the Persian Gulf remains a global tinderbox. Located where three continents meet, giving birth to the three great religions, and boasting the world's largest oil reserves, the Near East seems predestined to perennial turmoil and upheaval. If this were not enough, steady outside intervention keeps the cauldron boiling.

MM 731 The Society Without the Father: Philosophical Reflections on the Meaning of Modernity (3.00 cr.)

What is a father? What role does the father play in the emotional and symbolic development of the child? These questions have special urgency amid the epochal changes of the modern period; in many ways modernity represents a crisis of father's role. A philosophical reflection about the meaning of paternity is pursued, including a psychoanalytic perspective and the symbolic function of paternity as it has variously evidenced itself in social, political, moral, and religious life.

MM 732 Twentieth-Century Tensions: Religion and Science (3.00 cr.)

What is the place of religion in an age of science? Is there a view of God that is consistent with scientific understanding? The thought of modern scientific writers like Carl Sagan, Stephen Hawking, and others are compared with the theological reflections of Teilhard de Chardin and others. Topics include views of creation and evolution, life and mind, and God and nature.

MM 734 The End of Order: The New Southern Writers (3.00 cr.)

A study of the modern myth of the South as revealed by its foremost writers, who present themselves as the last champions of an order vitally needed in contemporary experience. Includes works by Faulkner, O'Connor, Percy, Warren, Welty, Williams, and others as well as a significant film component.

MM 735 American Life in Film (3.00 cr.)

Since their beginning, the movies have been used to explore and sometimes criticize national attitudes and mores. This course examines films about life in the United States, focusing on both American and European directors, including Welles, Capra, Altman, Chayefsky, and Antonioni. The course also provides students with basic cinematic terms and techniques, and with some of the central issues in recent film criticism.

MM 736 Music in America: The Coming of Age (3.00 cr.)

American music burst into the twentieth century not as the awkward stepchild of European parentage but as a respectable sophisticate. The development of the American music(al) scene is examined, including music for the concert hall, stage, and theatre. The marketing of "serious" music via radio and television is also discussed.

MM 737 The Camera's Eye: The Films of William Wyler and Alfred Hitchcock (3.00 cr.)

An examination of the work of two of Hollywood's great directors, whose "creative eye" helped refine American taste in film and reflected this nation's morals, fears, pride, happiness, and cruelties. Films include *Dodsworth*, *Psycho*, *The Little Foxes*, *Rear Window*, *The Heiress*, *Marnie*, and others.

MM 739 Marriage as Metaphor (3.00 cr.)

From the nineteenth century doctrine of separate spheres to the widespread use of prenuptial contracts and marital imagery to describe corporate mergers, the marriage metaphor has undergone great changes in the past hundred years. This course focuses on the religious, legal, and literary evolution of the idea of marriage in the twentieth century.

CREATIVE PROCESS

MM 640 Introduction to Photographic Expression (3.00 cr.)

An introduction to photography as an artistic medium as well as a vehicle for illustration, persuasion, and propaganda. The methods by which the black and white image is manipulated and controlled in both the studio and the darkroom are examined to facilitate the student's understanding of the creative process through which the photographer creates an image that is more than "recording." *Students must supply their own 35mm SLR camera for the course.*

MM 641 Minding Metaphors (3.00 cr.)

Through workshops, lecture, and discussion, students explore the crafting of contemporary poetry. Readings encompass theory and a wide range of poets. Writing assignments consist exclusively of poems; students will enjoy broad latitude in subject and approach. *No previous experience or expertise in writing poetry is required.*

MM 642 America's Own Art Form: The Evolution of Jazz (3.00 cr.)

The birth and evolution of jazz, with special attention to understanding the cultural, historical, and societal forces that led to its origins and evolution. The class also examines ways of actively listening to jazz, the various forms and types, and major figures. *No specialized musical knowledge is assumed. Open to all students.*

MM 643 A Sensory Approach to Creative and Practical Non-Fiction Writing (3.00 cr.)

Through a variety of sensory-based activities and readings from a number of literary genres, this course helps students to understand how good writers with a mission have approach their blank sheets. Students refine their own non-fiction writing strategies, while carefully examining how some well-known writers have used theirs.

MM 644 Living Theater (3.00 cr.)

Students experience firsthand many important aspects of modern theater production while working as actors, directors, playwrights, designers, and critics. Because the course is taught in McManus Theater, it is a hands-on experience of the modern theater culminating in a class production of an original theater piece.

MM 645 Workshop in Creative Expression (3.00 cr.)

The nature of creative activity as problem solving, as effective communication, and as artistic expression. Students work in one visual medium (painting, drawing, photography, collage) and one performance medium (acting, mime, dance). Techniques of theatrical improvisation assist students in understanding creative activity. *Technical mastery of media is not required.*

MM 647 Writing and Reading Children's Literature (3.00 cr.)

A study of recurring themes in classic and contemporary children's literature and picture books. Students write original children's stories and consider such questions as: What makes a children's book a classic? What are the current trends in children's publishing?

MM 648 Thinking through Art (3.00 cr.)

A study of the nature of creativity, the creative process and how this has been revealed through contemporary art. Students explore creativity by doing a series of art projects involving mixed media and displaying aspects of contemporary art. *Visits to local museums and galleries.*

MM 649 Creative Color Photography (3.00 cr.)

Methods of creating and controlling images through color photography are examined to show how color photographers continue the pictorial tradition of western art. Creative and aesthetic problems unique to color photography are considered. The effect of color on the audience, as well as the relationship between photography and other visual media are explored.

MM 656 The Art of the Modern Essay (3.00 cr.)

The essay today is alive and thriving, accommodating a wide range of voices and styles. Students start with Montaigne, then consider works by many more contemporary practitioners, including Lopate, Orwell, and Updike. In addition to a critical essay, students submit two other well-polished essays on topics (and in a style) of their own choosing.

MM 657 The Digital Image (3.00 cr.)

Examines the computer as a multidisciplinary tool; the impact of digital programs such as Photoshop on the creation of visual images; and the ways such programs can be used to modify or enhance visual statements. The development of the student's creativity is an essential goal of the course. *Prior computer experience is not necessary.*

MM 658 Art Forms and the Computer Age (3.00 cr.)

An exploration of the computer's potential as a form and a tool for artistic expression. Students explore several new routes for artists: digital image production, artists' book formats, and webpage authoring. The social context and challenges of this medium as well as the opportunities it presents.

MM 659 Film and Video: Theory and Practice (3.00 cr.)

A study of the development of theories of film and cinema aesthetics and an examination of the techniques of film and video production as they are employed in the creation of artistic works in these two media. Students produce and direct short videos as part of the course's laboratory experience. *It is not necessary for students to own a video camera to complete course requirements.*

MM 740 Short Story Writing (3.00 cr.)

Students examine closely the modern short story as a distinctive art form, paying particular attention to questions of structure, audience, and voice. Readings include including Anton Chekhov, Katherine Mansfield, Raymond Carver, William Trevor, and Roald Dahl. Students write and revise two well-crafted stories of their own.

MM 741 Book Making and Journal Writing (3.00 cr.)

The journal is examined as a means to tap the student's creative potential. An exploration and analysis of the history of the "Artist's Book" as it relates to the journal and creative expression. Concurrent with learning the history of the artist's book, students construct a book they will use for their journal, drawing upon various

methods of book construction from Japanese nonadhesive binding to traditional case-bound, hard cover books.

MM 742 Memoir Mon Amour: Autobiography, Biography, and Memoir (3.00 cr.)

Through workshops, lecture, and discussion, students explore the strategies writers use to create "self" and "other" as they craft personal experience into art. Discussion of theory is balanced with writing assignments so that students experience the rewards and challenges of life writing firsthand.

**COLLEGE OF ARTS AND SCIENCES
PASTORAL COUNSELING**

OFFICE: Columbia Campus

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The pastoral counseling program is holistic in scope. It seeks to understand the human search for meaning and purpose in all its complexity. The

program's vision espouses a growth-oriented, interactional approach which attempts to interpret human behavior and human experience as an integration of the physiological, the intellectual, the emotional, the social, and the spiritual. The program addresses the individual search for meaning within and beyond the concrete circumstances of daily life and the reaching out for spiritual understanding. It encourages a transcendent faith in which participants explore the richness of the human person and of their own individuality.

The pastoral counseling program seeks to be a collegium, inviting individuals to a common pursuit of truth. In this pursuit, the focus is on the student. In the words of a site-visitation team of the American Association of Pastoral Counselors (AAPC): "The program is marked throughout by the dictum of Saint Francis de Sales: 'Nothing is so strong as gentleness; nothing so gentle as real strength.' As a result of that dominant spirit, both students and staff find relating to the program to be self-esteem enhancing and personally enriching." The AAPC team states further, "The student is expected to be authentic and open, engaged in personalized learning, and developing a personal style of counseling. Faculty and supervisors attempt to relate to students as they would have students relate to their clients." There is a genuine sense of co-pilgrimage among faculty and students in this collegial effort.

The master's, certificate of advanced study, and doctoral degree programs in pastoral counseling and the master's degree program in spiritual and pastoral care allow for both full- and part-time participation. The department recognizes that candidates vary widely in prior theoretical background, counseling experience, and experience in ministry. While candidates normally pursue the same basic program, the extent of prior experience will determine the intensity with which the candidate can pursue the degree(s). In the case of advanced level candidates, an individualized assessment is made and a program of study is developed in keeping with one's level of proficiency.

Graduates make a point of stressing that the training had a profound impact on their style of ministering in areas other than counseling and individual

pastoral care, pointing to an increased person-centeredness in their teaching, preaching, organizing, and celebrating.

ACCREDITATION

The American Association of Pastoral Counselors
The Council for the Accreditation of Counseling
and Related Educational Programs

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA), has conferred accreditation to the Master of Science (M.S.) in Pastoral Counseling.

ADMISSION CRITERIA

M.S./M.A. CANDIDATES

Applicants for a master's degree in either pastoral counseling or spiritual and pastoral care must have a bachelor's degree from an accredited college or university. Candidates are evaluated more in terms of their overall readiness to take advantage of the learning opportunities of the program and less in terms of specific course preparation.

An in-person admissions interview with the director of admissions, along with participating faculty, is required of all applicants within the continental United States and Canada. An admissions telephone interview is required of all applicants outside the continental United States and Canada.

PH.D. CANDIDATES

The program accepts candidates who give clear evidence of the ability to apply theoretical constructs, develop advanced level clinical skills, and integrate the above within the context of a religious and/or pastoral identity.

The doctoral curriculum assumes that the candidate has laid the foundation in theoretical knowledge and clinical skill through prior education and training comparable to the Loyola master's program in pastoral counseling. Candidates without such background may wish to apply for admission to the M.S./Ph.D. sequence. If an applicant with a master's degree from another institution is

judged to be qualified for admission to the Ph.D. program but is lacking in specific areas of preparation, an assessment of prerequisites will be made at the time of admission.

APPLICATION DEADLINES

M.A./M.S./C.A.S. Applicants

New students to start in the summer or fall, must apply by **April 1**. New students to start in January must apply by **November 1**.

Ph.D. Applicants

New students to start in the fall must apply by **February 1**. A deposit of \$1,000 is due by **May 15**.

TUITION AND CLINICAL TRAINING FEES

The pastoral counseling program, because of its focus on small group clinical case supervision and interdisciplinary case conferences, requires a clinical training fee to cover the expenses of its tutorial-type approach during each clinical semester. All tuition and fees are subject to change.

Master of Science in Pastoral Counseling (Full-/Part-Time Students)

Tuition (<i>per credit</i>)	\$365.00
Clinical Training Fee	\$1,100.00
<i>(per clinical course; total of four courses)</i>	

Master of Arts in Spiritual and Pastoral Care

Tuition (<i>per credit</i>)	\$365.00
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Certificate of Advanced Study

Tuition (<i>per credit</i>)	\$365.00
Advanced Clinical Training Fee	\$1,100.00
<i>(per semester for two semesters)</i>	
Advanced Individual Supervisory Fee	\$250.00
<i>(PC 805, PC 806; per semester; required for AAPC-track students)</i>	

Doctor of Philosophy in Pastoral Counseling

Tuition (<i>per credit</i>)	
700/800-level courses	\$365.00
900-level courses	\$485.00
Dissertation Fee (<i>per semester</i>)	\$1,400.00

HOUSING

Housing possibilities for out-of-the area students are diverse depending upon personal interest, budget, and special needs. Most courses are held at the Columbia Campus, about thirty-five minutes by automobile from the center of Baltimore, Maryland or Washington, D.C. A select number of courses also are available at the Timonium Campus, located approximately midway between the Baltimore and Columbia Campuses. Most clinical practicum opportunities are located in the Baltimore-Columbia-Washington area; however, many of these opportunities are more available to students who reside in Baltimore or Columbia. For further information about housing, contact the Pastoral Counseling Office.

PAYMENT

The Pastoral Counseling Department follows the College's policies on Mail-In, Walk-In, and Web Registration. (see Payment Options in Fees chapter of this catalogue). In addition, the department offers special financial programs to pastoral counseling students seeking a degree.

INSTALLMENT PLAN

Students whose tuition and professional supervisory fees are \$2,000 or more may elect to use the College's installment plan. There is a modest interest charge in connection with this plan. A down-payment of thirty percent of the total charges must accompany the registration.

Use of the installment plan requires signing of a promissory note. The note may be executed in person at Student Administrative Services (Baltimore Campus) for Walk-In Registration. A promissory note will be mailed to the student the day after the student completes Web Registration. It must be returned to Student Administrative Services within ten days to avoid cancellation of the registration.

The installment plan is not available for Mail-In Registration.

THIRD PARTY BILLING

All third party billing requests must have a third party letter of authorization attached to the Reg-

istration Request or Remittance Forms. A new letter must be presented at the beginning of each school year.

CREDITS REQUIRED

The M.S. in Pastoral Counseling requires fifty-two credits. The Certificate of Advanced Study in Pastoral Counseling requires thirty credit hours beyond the master's degree. To assure competency in several areas of study, the Ph.D. in Pastoral Counseling requires a minimum of forty-eight credits beyond the master's degree and the completion of a doctoral dissertation. The M.A. in Spiritual and Pastoral Care requires thirty-nine credits.

THERAPY REQUIREMENT

All pastoral counseling students are required to engage in a minimum of twenty sessions of professional mental health counseling or psychotherapy before the completion of the first clinical year. These sessions must have occurred within the last five years. Students who have not completed this requirement before entering the program will be given assistance in finding a therapist in the area.

LANGUAGE REQUIREMENT (PH.D.)

A high proficiency in oral and written English is expected of all applicants. In addition, the department requires that applicants provide documentation of proficiency in one language other than their native language.

English-speaking applicants may meet the language requirement by submitting undergraduate or graduate transcripts which reflect the successful completion of the equivalent of six semester credits in an international language. The department will review any other nonacademic documentation of proficiency that an applicant may provide. Inability to meet this requirement at the time of application should not be construed as disqualifying an applicant, since students will have an opportunity to meet this requirement during doctoral studies.

International students are required to submit results of the TOEFL (Test of English as a Foreign Language) to the department as a part of their application packages. Applicants must have a minimal TOEFL score of 550 to enter any of the three pro-

grams of study. In addition, because of the verbal requirements of the clinical portion of the Ph.D. program, all international students must demonstrate an excellent command of the English language, including nuances of every day speech that will occur during the counseling experience.

SUPERVISORY PROCESS (M.S./C.A.S./PH.D.)

Supervision of the ongoing counseling experience is regarded as the primary catalyst for professional and personal integration.

Supervision is a special kind of tutorial relationship in which people with less experience present their work for the scrutiny and critique to people with more experience. The focus of the supervisory session is the work-sample presented along with the variety of issues which the work-sample generates.

DEGREE REQUIREMENTS

Degree requirements and course offerings are detailed in the following sections. For additional information on a specific degree, please contact the Pastoral Counseling Department.

MASTER'S DEGREE PROGRAMS

MASTER OF SCIENCE (M.S.) IN PASTORAL COUNSELING

Combines a strong didactic core curriculum with an equally strong clinical practicum experience in order to prepare graduates for a career in counseling and for an opportunity to seek licensure or certification. In addition, there is an opportunity to select electives which can be used to specify or diversify the student's area of interest. Finally, the degree requires completion of a thesis paper which serves to integrate the student's didactic development, counseling experience, theological reflection, and personal growth. Upon completion of the M.S. in Pastoral Counseling, graduates receive two basic and two advanced clinical pastoral education (CPE) units.

The following courses are required:

Didactic (28 credits)

- PC 653 Introduction to Statistics and Research Methods *or*
- PC 753 Statistics I (if applying for Ph.D. program)
- PC 654 Career Development
- PC 655 Group Theory and Practice
- PC 674 Human Development
- PC 675 The Helping Relationship
- PC 676 Counseling Theory and Practice
- PC 678 Psychopathology
- PC 689 Psychological Testing and Assessment
- PC 690 Pro-Seminar

Clinical (12 credits)

- PC 661 Clinical Case Supervision I
- PC 662 Clinical Case Supervision II
- PC 663 Clinical Case Supervision III
- PC 664 Clinical Case Supervision IV

Integrative (3 credits)

- PC 700 Pastoral Integration Seminar

Electives (9 credits)

Students choose any nine credits of electives that are personally and professionally enriching. Those who have no graduate level theological training are required to take PC 608 and PC 665 in lieu of six elective credits or in addition to the fifty-two required credits. PC 674, PC 675, PC 676 and PC 678 are required before clinical work can begin.

MASTER OF ARTS (M.A.) IN SPIRITUAL AND PASTORAL CARE

Enables the student to understand pastoral care and ministry from psychological and spiritual perspectives. Acquired skills are in the areas of bereavement counseling, the pastoral helping relationship, biblical spirituality, and spiritual guidance. The degree involves a concentration of five theology courses, a psychological concentration of four courses, two electives, a pastoral integration course, and a thesis. The student may perform ministry in a pastoral placement for one elective course. Examples of such include clinical pastoral education (CPE), church ministry, and retreat ministry. The coursework and thesis may be completed in one year.

The following courses are required:

Psychology Concentration (12 credits)

- PC 679 Pastoral Helping Relationship
- PC 673 Crisis Intervention
- PC 625 Loss and Bereavement
- PC 674 Human Development

Theology Concentration (15 credits)

- PC 702 Theology of Ministry
- PC 687 Spiritual Direction
- PC 701 Spiritual and Pastoral Care
- PC 703 Group Spiritual Formation
- PC 704 Group Spiritual Guidance

Integration (3 credits)

- PC 700 Pastoral Integration Seminar

PC Electives (6 credits)

Thesis (3 credits)

- PC 691 M.A. Thesis I

Pastoral Placement Elective

As one elective, students may choose to work under supervision at a pastoral site. Pastoral settings may include hospitals, parishes, prisons or retreat houses among others.

Spiritual Direction and Ministerial Service Requirement

The M.A. in Spiritual and Pastoral Care engages students in a process of ministerial reflection. Therefore, it is recommended that student are involved, or have previous experiences, in spiritual direction. It is also necessary that students seek to perform some form of ministry, preferably in an area related to their field of interest.

**CERTIFICATE OF ADVANCED STUDY (C.A.S.)
IN PASTORAL COUNSELING**

Offers advanced-level didactic courses, integrating seminars, intensive in-depth supervisory experiences, and an optional internship experience. Students employed in the counseling field may submit their work for consideration as an optional

internship. If approved, the certificate program enriches the work experience with advanced-level didactic and supervisory experiences. The certificate program prepares the candidate for advanced-level practice as a pastoral counselor.

The C.A.S. requires the satisfactory completion of thirty credits and provides an opportunity for a postmaster's internship experience of one thousand hours. It provides an opportunity to work toward member status in the American Association of Pastoral Counselors (AAPC), certification by the National Academy of Certified Clinical Mental Health Counselors (NACCMHC), certification by the National Board for Certified Counselors (NBCC), and state licensure or certification.

Non-Loyola pastoral counseling M.S. graduates who do not have master's level theology, are required to take the following courses:

- PC 665 Contemporary Religious Perspectives
- PC 608 Theological Anthropology
- PC 700 Pastoral Integration Seminar

To apply for AAPC membership, students must also include PC 805 and PC 806 to their program of study.

MASTER'S PLUS (LCPC)

Students wishing to qualify for Maryland licensure should monitor their curriculum to take the following courses in their graduate programs:

- Human Development
- Counseling Technique (Helping Relationship)
- Counseling Theory (or PC 921, PC 922, PC 923)
- Career Development
- Group Counseling
- Appraisal (Psychological Testing)
- Research (Statistics or Cognitive Theory of Psychotherapy)
- Family Counseling
- Substance Abuse Counseling
- Ethical, Legal, and Professional Issues
- Diversity Issues in Counseling
- Practicum or Internship
- Advanced Treatment of Psychopathology
- Psychopathology

DOCTORAL PROGRAMS**DOCTOR OF PHILOSOPHY (PH.D.)
IN PASTORAL COUNSELING**

The Ph.D. in Pastoral Counseling at Loyola College is unique in the United States in its integration of the religious world view with the science and practice of the contemporary behavioral sciences. The program attempts a threefold integration involving: religious, spiritual, theological understandings; clinical theory and practice; and empirical research methodology.

Programmatic emphasis on empirical research rigor in addressing psycho-theological issues offers an innovative approach to a more complete understanding of the experience and behavior of the human person in an increasingly complex society. Such an integrated approach is of special interest to individuals who wish to enhance the religious perspective with contemporary scientific methodology and clinical techniques of the developing helping professions.

The Ph.D. program is intended to prepare individuals to:

1. Function as pastoral counselors at an advanced level of competency.
2. Teach and supervise persons for the pastoral ministry and/or pastoral counseling in congregations, in pastoral counseling centers, in seminaries, in theological schools, in ministry training programs, and in other appropriate institutions of learning.
3. Further the understanding of the person interrelating the theory and technique of the contemporary helping professions with the insights of theology and faith.
4. Communicate to the general public, churches, and ministerial professions the results of a holistic interdisciplinary understanding of the person.
5. Take a leadership role within one's respective denomination, ecumenical ministerial organizations, and the helping professions.

6. Take a leadership position within the profession through teaching, professional activity, and publication.

In keeping with the goals of the program, the Ph.D. curricular requirements involve four major areas: theory and practice of counseling; statistics and research design; clinical case conferences; and theological studies and integrative seminars. A detailed overview of the typical sequence of courses is available from the department.

In addition to traditional academic courses, the Ph.D. program involves a clinical internship experience of no less than fifteen hundred hours, typically spread over a two- to three-year period. The internship includes on-site clinical experience and supervision in one or several agencies supplemented by Loyola-based individual supervision, clinical mentoring, clinical case conferences, and supervisory seminars.

The research sequence involves a systematic block of courses designed to assist candidates in acquiring competence in applied research methods and statistics.

Throughout the course of study, candidates are challenged to integrate their theological and religious perspectives with clinical theory and practice and to articulate their personal, vocational, and pastoral identity.

Program of Study

The typical program of study consists of four years of coursework and clinical training. A sample program is as follows:

First Year*Fall Semester*

- | | |
|--------|-------------------------------------|
| PC 700 | Pastoral Integration Seminar |
| PC 753 | Statistics I |
| PC 778 | Treatment of Psychopathology |
| PC 901 | Doctoral Clinical Case Conference I |

Spring Semester

- | | |
|--------|--------------------------------------|
| PC 608 | Theological Anthropology |
| PC 754 | Statistics II (Multiple Regression) |
| PC 902 | Doctoral Clinical Case Conference II |
| PC 923 | Humanistic Theory of Psychotherapy |

Second Year

Fall Semester

- PC 897 Spirituality Themes in Counseling Practice and Integration
- PC 903 Doctoral Clinical Case Conference III
- PC 914 Quantitative Methods I: Research Design
- PC 922 Psychodynamic Theory of Psychotherapy

Spring Semester

- PC 665 Contemporary Religious Perspectives
- PC 898 Religious and Psychological Research
- PC 904 Doctoral Clinical Case Conference IV
- PC 915 Quantitative Methods II: Psychometrics

Clinical Hours must total 1,500

Doctoral Research Comprehensive Exam and Doctoral Clinical Exam

Third Year

Summer Sessions

- PC 650 Substance Abuse
- PC 808 Ethical, Legal, and Professional Issues

Fall Semester

- PC 755 Statistics III
- PC 921 Cognitive Theory of Psychotherapy
- PC 950 Psychospiritual Applications in Clinical Practice
- PC 952 Theory and Practice of Supervision I

Spring Semester

- PC 726 Diversity Issues in Counseling
- PC 821 Family Systems Theories
- PC 953 Theory and Practice of Supervision II

Fourth Year

Fall Semester

- PC 990 Dissertation Guidance I (complete and defend dissertation proposal, begin data collection)

Spring Semester

- PC 991 Dissertation Guidance II (data analysis and dissertation defense)

Note: Students using their work setting as their clinical placement will need to participate in PC 941 and PC 942 during their first doctoral clinical year

(PC 901–902). PC 905 and PC 906 are recommended in third or fourth year for AAPC.

M.S./PH.D. COMBINATION PROGRAM

The M.S./Ph.D. combination program was developed to address the needs of highly competent candidates who are seeking the opportunity to pursue the Ph.D. without having first obtained a master's degree in pastoral counseling. The accelerated program may be completed in four to five years by highly motivated candidates willing to commit at least two days per week including summers. Others may wish to take longer than five years to complete the full program. Those students pursuing the combined program substitute PC 753 for PC 653. They also substitute two required doctoral courses for two of their master's electives.

Program of Study

The typical program of study consists of four years of coursework and clinical training. A sample program is as follows:

First Year

Fall Semester

- PC 674 Human Development
- PC 675 The Helping Relationship
- PC 676 Counseling Theory and Practice
- PC 678 Psychopathology

Spring Semester

- PC 608 Theological Anthropology
- PC 665 Contemporary Religious Perspectives
- PC 808 Ethical, Legal, and Professional Issues
- PC 923 Humanistic Theory of Psychotherapy

Second Year

Summer Sessions

- PC 654 Career Development

Fall Semester

- PC 661 Clinical Case Supervision I
- PC 753 Statistics I
- PC 778 Treatment of Psychopathology
- PC 897 Spirituality Themes in Counseling Practice and Integration

Spring Semester

- PC 655 Group Theory and Practice
- PC 662 Clinical Case Supervision II

- PC 700 Pastoral Integration Seminar
 PC 754 Statistics II (Multiple Regression)

Clinical Hours = 750
Total Course Credits = 52
Awarding of master's degree
Sit for NBCC Exam

Third Year

Summer Sessions

- PC 650 Substance Abuse
 PC 689 Psychological Testing and Assessment

Fall Semester

- PC 681 Introduction to Family Therapy
 PC 901 Doctoral Clinical Case Conference I
 PC 914 Quantitative Methods I:
 Research Design
 PC 922 Psychodynamic Theory of
 Psychotherapy

Spring Semester

- PC 898 Religious and Psychological Research
 PC 821 Family Systems Theories
 PC 902 Doctoral Clinical Case Conference II
 PC 915 Quantitative Methods II:
 Psychometrics

Clinical Hours = 750
Doctoral Research Exam

Fourth Year

Fall Semester

- PC 755 Statistics III
 PC 903 Doctoral Clinical Case Conference III
 PC 921 Cognitive Theory of Psychotherapy
 PC 950 Psychospiritual Issues
 in Clinical Practice

Spring Semester

- PC 726 Diversity Issues in Counseling
 PC 904 Doctoral Clinical Case Conference IV

Clinical Hours = 750
Doctoral Clinical Exam

Fifth Year

Fall Semester

- PC 952 Theory and Practice of Supervision I
 PC 990 Dissertation Guidance I (complete
 and defend dissertation proposal,
 begin data collection)

Spring Semester

- PC 953 Theory and Practice of Supervision II
 PC 991 Dissertation Guidance II (data
 analysis and dissertation defense)

Note: Students using their work setting as their clinical placement will need to participate in PC 941 and PC 942 during their first doctoral clinical year (PC 901–902). PC 905 and PC 906 are recommended in third or fourth year for AACP.

COURSE DESCRIPTIONS

PC 608 Theological Anthropology (3.00 cr.)

A basic study of theology which deals with the overarching themes in religious experience: creation, sin, suffering, freedom, conversion, salvation, incarnation, and grace.

PC 625 Loss and Bereavement (3.00 cr.)

Didactic and experiential in a seminar style dealing with issues of loss and bereavement through death. Personal experiences enhance the content which includes the process of bereavement, sensitivity to grief, and counseling principles. Identifies cultural variations in response and rituals. Encourages students to explore the bereavement process relative to their own lives by sharing in small groups and in personal writings.

PC 630 Treatment of Personality Disorders (3.00 cr.)

Prerequisite: PC 675 or PC 679, PC 678. Examines issues related to the diagnosis and treatment of severe personality disorders. Selected readings survey different historical and theoretical perspectives including those of Kernberg, Kohut, Masterson, and Linehan.

PC 645 Readings in Carl Jung (3.00 cr.)

Beginning with Jung's autobiography, students read a number of his works dealing with the integration of psychological and religious experience. Discussion focuses on Jung's notion of psychological types, the archetypes, his notion of wholeness, the transcendent function, religiously-related psychopathology, and his approach to dream interpretation.

PC 650 Substance Abuse (3.00 cr.)

An overview of substance abuse and addictions with special emphasis on diagnosis and treatment of compulsive and addictive behaviors.

**PC 653 Introduction to Statistics
and Research Methods**

(3.00 cr.)

Provides an overview of the philosophy of science and how it applies to research in pastoral counseling. Presents a summary of both quantitative and qualitative research designs, as well as the relevant legal and ethical issues to conducting research. Covers basic univariate statistics—including z, t, and F tests—along with correlation and regression analyses, and examines how these techniques are appropriately applied.

PC 654 Career Development

(3.00 cr.)

Focuses on testing and data collection as a method of exploration of career choice and lifestyle, of sources of occupational and educational information, and of different approaches to career decision making. Candidates develop a statement of personal career and vocational direction. Includes ethical and legal issues, professional identification, and multicultural and social issues related to career.

PC 655 Group Theory and Practice

(3.00 cr.)

Didactic and practicum blended approach to the understanding of group theory, types of groups, group dynamics, methods, and facilitative skills. Includes ethical and legal issues as well as multicultural and social issues related to groups.

PC 656 Advanced Helping Relationship

(3.00 cr.)

Prerequisite: PC 675. Students receive advanced training in forming a helping relationship and in the theoretical bases of the therapeutic relationship. Video tapes and in vivo demonstrations with feedback from peers and faculty.

PC 660 Masters Clinical Mentoring

(3.00 cr.)

Prerequisite: PC 674, PC 675, PC 676, PC 678. *Corequisite:* PC 661, PC 662, PC 663, PC 664, PC 801, PC 802, PC 803, or PC 804. Students enter into clinical mentoring relationships with faculty members who supervise and evaluate their clinical work. *May be repeated for credit. A clinical training fee is charged. (Pass/Fail)*

PC 661 Clinical Case Supervision I

(3.00 cr.)

Prerequisite: PC 674, PC 675, PC 676, PC 678. Thirty hours per semester of clinical supervision in a small group. The student participates in internship experiences each semester. Written and oral presentations accompanied by audio and video recordings form the basis of the supervisory process. Focuses on the dynamics of the counseling relationship, diagnosis, treatment, and legal/ethical issues. *A clinical training fee is charged. (Fall/Spring)*

PC 662 Clinical Case Supervision II

(3.00 cr.)

Prerequisite: PC 661. A continuation of PC 661. *A clinical training fee is charged. (Spring/Summer)*

PC 663 Clinical Case Supervision III

(3.00 cr.)

Prerequisite: PC 674, PC 675, PC 676, PC 678. A continuation of PC 662. *A clinical training fee is charged. (Fall only)*

PC 664 Clinical Case Supervision IV

(3.00 cr.)

Prerequisite: PC 663. A continuation of PC 663. *A clinical training fee is charged. (Spring only)*

PC 665 Contemporary Religious Perspectives

(3.00 cr.)

Investigates the foundational spiritual concerns lying at the heart of contemporary faith traditions. Current dialogue among theologians representative of the various communities provides the privileged means of access into these basic concerns. Focuses on the uniqueness of each tradition and emerging areas of agreement.

PC 673 Crisis Intervention

(3.00 cr.)

Crisis intervention theory, skills, and techniques. Case studies in crisis intervention. Studies change, crises in different cultures, and legal implications of crisis intervention. Practice focuses on counselor awareness and understanding.

PC 674 Human Development

(3.00 cr.)

Personality development through the life stages, from infancy to old age, with special attention to the role of pastoral spirituality. Emphasizes psychological, sociological, physiological, and theological approaches as well as implications of arrested development. Covers the emergence of differing life patterns, cultural mores, and population patterns including multicultural and social issues.

PC 675 The Helping Relationship

(3.00 cr.)

Lecture-practicum experiences that introduce students to a wide range of counseling situations and the philosophy of helping. Attending, responding, and initiating skills are taught. Special focus includes exploration of different ethnic/cultural, gender, and age issues. Includes ethical and legal issues as well as consultation theory, professional identification, and orientation as related to this topic. A personal therapeutic experience is required for the writing of the major paper. *May be repeated for credit.*

PC 676 Counseling Theory and Practice

(3.00 cr.)

An introductory course which includes an overview of several theoretical approaches to counseling; a consideration of what is uniquely pastoral in pastoral counsel-

ing; and an orientation to relevant professional organizations, certification, licensure, and codes of ethics. Includes ethical and legal issues, professional identification, and multicultural and social issues.

PC 678 Psychopathology (4.00 cr.)

An overview of the major psychiatric problems included in the DSM. Emphasizes preliminary assessment through the pastoral interview, crisis intervention, referral, and follow-up. Includes ethical and legal issues, professional identification, and orientation as related to this topic. Also discusses multicultural and social issues in relation to this subject. *May be repeated for credit.*

PC 679 Pastoral Helping Relationship (3.00 cr.)

Designed to enhance the students' self-understanding of the methods and motivations used by caregivers in helping relationships. Introduces M.A. students to basic counseling skills necessary for pastoral care situations. Such interviewing skills as attending, listening, reflecting feelings, and restating ideas are taught. Students are also introduced to the theological underpinnings of the helping relationship. Distinctions between counseling, caregiving, and spiritual direction are examined.

PC 681 Introduction to Family Therapy (3.00 cr.)

An overview of the family counseling field including major systems theories, stages of family therapy, and treatment strategies. Special focus on pastoral/spiritual issues.

PC 682 Group Counseling (3.00 cr.)

An experience of group process in a variety of practicum situations along with an assessment of the relationship of practicum experience to the accumulated body of knowledge concerning personal growth through group participation. Special application to the pastoral setting. Includes ethical and legal issues as well as professional identification and orientation as related to this topic. Also discusses multicultural and social issues in relation to this subject.

PC 686 Couple Counseling (3.00 cr.)

Prerequisite: PC 674, PC 675, PC 676, PC 678. Recommended Prerequisite: PC 661. An introduction to the theory and practice of working with couples in counseling. Special attention to the factors which contribute to relational disorders. An overview of counseling resources. Video-taped role playing and critique.

PC 687 Spiritual Direction (3.00 cr.)

Introduction to the ministry of spiritual direction: nature of spiritual direction, preparation and role of spiritual

director, relationship of spiritual direction to counseling, and current issues in spiritual direction. Formulation of personal approach to spiritual direction. Lecture-discussion-personal experience format.

PC 689 Psychological Testing and Assessment (3.00 cr.)

Prerequisite: PC 653 or PC 753. Focuses on the understanding of the individual through methodology of data collection, testing, and interpretation. An overview of the field of psychological testing: basic concepts, aptitude and achievement testing, interest and personality inventories, and projective techniques. Reviews the use of the psychological report. The didactic experiential approach is the teaching method used. Includes ethical and legal issues as well as professional identification and orientation as related to this topic. Also discusses multicultural and social issues in relation to this subject.

PC 690 Pro-Seminar (3.00 cr.)

Prerequisite: Written permission of the instructor. Faculty supervision and peer interaction are provided in the development of M.S. candidate final projects, integrating the students' cumulative educational experience with their spiritual, theoretical, clinical, and personal perspectives. *(Pass/Fail)*

PC 691 M.A. Thesis I (3.00 cr.)

Prerequisite: Written permission of a faculty member. The M.A. thesis will be written on an area of spiritual and pastoral care under the guidance of a faculty member. *(Pass/Fail)*

PC 692 M.A. Thesis II (3.00 cr.)

Prerequisite: Written permission of a faculty member. A continuation of PC 691. *May be repeated until thesis is complete. (Pass/Fail)*

PC 694 Special Topics in Pastoral Counseling (1-3.00 cr.)

An opportunity for students to pursue topics of special interest. The project requires the direction of a member of the faculty and the approval of the department. The intent is to allow students the opportunity to pursue an interest in an in-depth fashion. (Guidelines for submitting a proposal are available from the Pastoral Counseling Office.)

PC 697 Biblical Spirituality (3.00 cr.)

Focuses on the relationship of biblical men and women with God. Students uncover the variety of ways in which God initiates and people respond to the Lord's love. Students note the movement of the Spirit in their lives

and communities by learning to do theological reflection on their ministry. They practice praying with scripture and develop skills in leading others to pursue scripture for personal prayer and spiritual growth.

PC 700 Pastoral Integration Seminar (3.00 cr.)

Prerequisite: PC 608 or PC 665, PC 661, PC 674, PC 675, PC 676, PC 678. Prepares students to integrate psychology and spirituality in their own lives and work in pastoral counseling/care. Topics include unlearning; a central pastoral dimension; dragon riding lessons; turning the corner in the spiritual life; overcoming resistance to change; prayer and prayerfulness; theological reflection and discernment, treatment of abuse as a paradigm for conversion, and the working through phase of psychotherapy; grace, crisis, and faith. *To be taken near the end of the program.*

PC 701 Spiritual and Pastoral Care (3.00 cr.)

An introduction to the area of spiritual and pastoral care. Covers the definition of spirituality; the practical experience of caring for parishioners and community members in a pastoral way; and areas such as social concern, justice issues, and special population ministries.

PC 702 Theology of Ministry (3.00 cr.)

Different models of ministry are explored and defined. Students are challenged to define their own methods of ministry on personal and practical or functional levels.

PC 703 Group Spiritual Formation (3.00 cr.)

Introduces students to some of the central issues of spirituality within a group setting. Presents issues such as discernment of spirits, spiritual reading, and the use of silence in care giving. Group exercises facilitate the appropriation of such skills. Students write a spiritual autobiography for the final paper.

PC 704 Group Spiritual Guidance (3.00 cr.)

Prerequisite: PC 703. Presents students with topics relevant to spiritual guidance. Considers topics such as the significance of appraisal, hope, and referrals within the pastoral care context. Themes relevant to the integration of spirituality and psychology are discussed within a group setting.

PC 705 Pastoral Care Integration (3.00 cr.)

Designed to enable the M.A. student to integrate issues and resources in spirituality and psychology. Readings, reflection papers, and research are assigned to enhance the student's capacity for compassion and competency in pastoral care giving. Intended to be taken a semester

before the M.A. thesis course, PC 705 serves to move the student toward the writing of a thesis.

PC 712 Introduction to Treatment of Children and Adolescents (3.00 cr.)

Reviews the individual and family treatments of children and adolescents. Focuses on the psychodynamic and learning theory approaches. Includes a review of relevant aspects of child and adolescent development and psychopathology.

PC 726 Diversity Issues in Counseling (3.00 cr.)

An introduction to diversity issues in counseling emphasizing the cultural, spiritual, religious, social, gender, sexual orientation, and community contributions to human development and mental health. Students explore and challenge their assumptions of their own diverse backgrounds and develop the knowledge and sensitivity to working with those from different backgrounds, attributes, and cultures.

PC 753 Statistics I (3.00 cr.)

Prerequisite: College algebra. A survey of elementary techniques of parametric statistics through one-way ANOVA, and an introduction to nonparametric statistics. An introduction to the use of SPSS computer software. An overview of the basic philosophy of science. *An introductory course for M.S./Ph.D. and Ph.D. students; other students enroll in PC 653.*

PC 754 Statistics II (Multiple Regression) (3.00 cr.)

Prerequisite: PC 753 or written permission of the instructor. *Restricted to M.S./Ph.D. and Ph.D. students (may be waived with written permission of instructor).* General considerations in regression analysis; hypothesis testing in regression; multiple, partial, and semi-partial correlations; confounding variables and interaction effects in regression; regression diagnostics; dummy variables; one-way ANCOVA; use of SPSS for regression analysis.

PC 755 Statistics III (3.00 cr.)

Prerequisite: PC 753, PC 754. *Restricted to M.S./Ph.D. and Ph.D. students (may be waived with written permission of the instructor).* An introduction to multivariate statistics and analysis including MANOVA, principal components and factor analysis, discriminant analysis, and canonical correlation. Basic psychometric analyses for scales and their development are also covered. Students are expected to use SPSS to conduct analyses and write reports based on data sets that are provided.

PC 778 Treatment of Psychopathology (3.00 cr.)

Focus is on learning advanced skills in differential diagnosis and treatment strategies for outpatient and inpatient intervention.

PC 788 Women's Issues and Pastoral Counseling (3.00 cr.)

Surveys some of the major issues that pertain to women and pastoral counseling. Readings in the psychology of women, therapy with women, women and spirituality, and feminist/womanist theologies. Format consists of some lecture presentation, presentations by class participants, and class discussion.

PC 800 Adlerian Psychotherapy (3.00 cr.)

Prerequisite: PC 661, PC 674, PC 675, PC 676, PC 678. Lecture and demonstrations covering the techniques, basic principles, and methods of Adler's individual psychology theory. Topics include lifestyle, assessment, social interest, goals, ordinal positioning, encouragement, and treatment strategies.

PC 801 Advanced Clinical Case Conference: Cognitive I (3.00 cr.)

Prerequisite: PC 662, PC 674, PC 675, PC 676, PC 678, PC 921 (may be taken concurrently), and written permission of the instructor. Thirty hours per semester of clinical supervision in a small group focusing on cognitive theory and treatment strategies as well as diagnosis and ethical issues. The student participates in internship experiences each semester. Written and oral presentations accompanied by audio and video recordings form the basis of the supervisory process. A clinical training fee is charged. (Fall only)

PC 802 Advanced Clinical Case Conference: Cognitive II (3.00 cr.)

A continuation of PC 801. A clinical training fee is charged. (Spring only)

PC 803 Advanced Clinical Conference I (3.00 cr.)

Prerequisite: Master's level clinical training. An advanced seminar designed to allow students the opportunity of presenting a counseling case in depth, demonstrating to supervisors/peers a level of competence in the total management of a case. Requires a detailed grasp and organization of the case; demonstration of clinical skills; a clear theoretical orientation; and an understanding of one's pastoral identity. A clinical training fee is charged.

PC 804 Advanced Clinical Conference II (3.00 cr.)

Prerequisite: PC 803. A continuation of PC 803. A clinical training fee is charged.

PC 805 Advanced Individual Supervision I (3.00 cr.)

Consists of fifteen hours each semester of individual supervision which may focus on one client to meet AAPC membership or several clients. Intensive process supervision with special attention to middle phase therapy issues. Weekly tapes are required. A supervisory fee is charged.

PC 806 Advanced Individual Supervision II (3.00 cr.)

A continuation of PC 805. A supervisory fee is charged.

PC 808 Ethical, Legal, and Professional Issues (3.00 cr.)

Seminar addressing the issues of certification, licensure, membership in professional organizations and a wide range of professional and ethical standards of the major counseling associations and licensure issues in their respective states. Candidates develop a statement of ministerial and professional identity.

PC 809 Advanced Clinical Conference III (3.00 cr.)

Prerequisite: PC 804. A continuation of the opportunities and requirements of PC 803. (Fall only)

PC 810 Advanced Clinical Conference IV (3.00 cr.)

Prerequisite: PC 809. A continuation of the opportunities and requirements of PC 803. (Spring only)

PC 811 Advanced Clinical Case Conference: Psychoanalytic I (3.00 cr.)

Prerequisite: PC 662, PC 674, PC 675, PC 676, PC 678. Thirty hours per semester of psychoanalytic clinical small group supervision addressing treatment from the perspectives of object relations theory, drive, ego, and self psychology. Focus is on technical issues that arise in establishing, maintaining, and terminating long-term, intensive psychoanalytic psychotherapy. Students produce a case presentation following a psychoanalytic protocol. A clinical training fee is charged. (Fall only)

PC 812 Advanced Clinical Case Conference: Psychoanalytic II (3.00 cr.)

A continuation of PC 811. A clinical training fee is charged. (Spring only)

PC 821 Family Systems Theories (3.00 cr.)

Examines family assessment and intervention from a systems perspective. Presents major theoretical family

systems approaches, including strategic, structural, inter-generational, behavioral, and psychodynamic (object relations) family theories. Studies the range of treatment techniques and a variety of treatment modalities within each theoretical orientation. A multicultural approach is an important aspect which will be related to the most appropriate treatment modalities for specific ethnic family systems.

PC 824 Sexuality and the Pastoral Counselor (3.00 cr.)

Prerequisite: PC 674, PC 675. The primary goal of the course is for students to increase their basic knowledge in the area of human sexuality and to develop a thorough self-understanding of their own sexuality and how that impacts the counseling relationship. Learning occurs by using a combination of class lectures and discussions, readings, experiential exercises, videotapes, reflection papers, case studies, and student and guest presentations.

PC 897 Spirituality Themes in Counseling Practice and Integration (3.00 cr.)

Prerequisite: PC 700. Examines the basic concepts that define the integration of spirituality into counseling; identifies and explores specific issues that arise within the therapeutic context; provides an overview of the research and practice of spiritual assessment in counseling; reviews examples of spiritual methods in counseling; and explores, through group presentations and class discussion, spiritual strategies in counseling. Students are encouraged to explore the integration of course concepts and class discussions into their pastoral identities and theoretical orientations.

PC 898 Religious and Psychological Research (3.00 cr.)

Prerequisite: PC 700, PC 753. Students reflect on the different methodologies used in the social scientific study of religion and spirituality in contrast with those used in pastoral counseling and theology. Students examine the underlying epistemological frameworks for each approach and explore models that integrate them when working with people who wish to explore spirituality and religious themes in the counseling process. Typical topics include positive and negative forms of religious coping; religion and well-being; forgiveness; images of God; shame and guilt; gratitude; hope; optimism; and meaning under conditions of trauma, loss, and violence. Through case studies, students develop conceptual models for approaching ethical and professional dilemmas associated with the sensitive topics of religion and values as they enter the counseling process.

PC 899 Neuropsychological and Psychopharmacological Issues in Clinical Practice (3.00 cr.)

Focuses on brain-behavior relationships and behavioral effects of psychotropic drugs. Topics include neuroanatomy, neurophysiology, brain structure-function relationships, assessment strategies and instruments, behavioral characteristics of various neurological and psychiatric syndromes, neuropsychological effects of systemic diseases, psychotherapy with brain-injured individuals, general principles of psychopharmacology, and use of psychotropic drugs in the treatment of various mental disorders.

PC 900 Theory and Practice of Counselor Education (3.00 cr.)

Students receive instruction in education theory and design their personal theory of education and learning. Students actively participate as a co-instructor in selected courses including writing goals, objectives, and syllabi, as well as lecturing with videotaping and evaluation.

PC 901 Doctoral Clinical Case Conference I (3.00 cr.)

Prerequisite: PC 662, PC 674, PC 675, PC 676, PC 678, PC 921 (may be taken concurrently), and written permission of the instructor. Consists of weekly clinical case conferences (5–6 students). Weekly presentations involving audio and videotaped counseling sessions, progress notes, reflections on the supervisory process. Focuses on the introduction of the process of long-term psychotherapy.

PC 902 Doctoral Clinical Case Conference II (3.00 cr.)

Prerequisite: Written permission of the Clinical Committee. A continuation of PC 901.

PC 903 Doctoral Clinical Case Conference III (3.00 cr.)

Prerequisite: Written permission of the Clinical Committee. Consists of weekly clinical case conferences (5–6 students). Weekly presentations involving audio and videotaped counseling sessions, progress notes, reflections on the supervisory process. Assumes knowledge of the process of and experience with long-term psychotherapy.

PC 904 Doctoral Clinical Case Conference IV (3.00 cr.)

Prerequisite: Written permission of the Clinical Committee. A continuation of PC 903.

PC 905 Doctoral Individual Supervision I (3.00 cr.)

Consists of fifteen hours each semester of individual supervision which focuses on one client or several cli-

ents. Intensive process supervision with special attention to middle phase therapeutic issues. Weekly tapes are required.

PC 906 Doctoral Individual Supervision II (3.00 cr.)
A continuation of PC 905.

PC 914 Quantitative Methods I: Research Design (3.00 cr.)

Prerequisite: PC 753, PC 754. *Restricted to M.S./Ph.D. and Ph.D. students.* A more extensive overview of the philosophy of science and its application to research and experimentation. Topics include constructing hypotheses, significance testing, randomization and sample selection, power, causal models, factorial designs, interactions, repeated measures, and quasi-experimentation. Issues of internal and external validity, generalization of research designs, research ethics, and critical analysis of published research are also included. Students are expected to develop a research proposal. (*Fall only*)

PC 915 Quantitative Methods II: Psychometrics (3.00 cr.)

Prerequisite: PC 914. *Restricted to M.S./Ph.D. and Ph.D. students.* A continuation of PC 914. Students conduct an independent research project including data gathering, analysis, and report write-up. The course focuses on measurement theory including scale development techniques and analysis, advanced data management, and statistical analysis. (*Spring only*)

PC 921 Cognitive Theory of Psychotherapy (3.00 cr.)

An overview of theoretical foundations of cognitive and behavioral forms of psychotherapy. Emphasis of course is on treatment strategies of mental and emotional disorders. Students analyze a number of clinical treatment manuals and concrete change strategies to discover underlying theoretical foundations in social learning theory for emotions, behavior, human cognition, and their change processes.

PC 922 Psychodynamic Theory of Psychotherapy (3.00 cr.)

Surveys psychoanalytic theories of human development and therapeutic techniques. Following an historical survey of major theorists, the course spans the period from 1895 to present. Emphasizes the applications of the clinical psychodynamic theories in working with clients. Comparisons are made with other theories of human development.

PC 923 Humanistic Theory of Psychotherapy (3.00 cr.)

Existential humanistic approaches to counseling and psychotherapy. A review of seminal contributors, including Bugenthal, Maslow, May, and Rogers. Exploration of major existential themes in counseling. Integration of humanistic/existential perspectives with personal theoretical and theological orientations.

PC 941 Doctoral Mentoring I (3.00 cr.)

The student enters into a mentoring relationship with a Loyola faculty member who supervises and evaluates the student's progress in one specified area: clinical, teaching, or research. The content of this personalized mentorship is documented by the mentor with a letter to the student's file explaining the activities of the course. (*Pass/Fail*)

PC 942 Doctoral Mentoring II (3.00 cr.)

Prerequisite: PC 941. A continuation of PC 941. (*Pass/Fail*)

PC 943 Doctoral Mentoring III (3.00 cr.)

Prerequisite: PC 942. A continuation of PC 942. (*Pass/Fail*)

PC 944 Doctoral Mentoring IV (3.00 cr.)

Prerequisite: PC 943. A continuation of PC 943. (*Pass/Fail*)

PC 945 Doctoral Mentoring V (3.00 cr.)

Prerequisite: PC 944. A continuation of PC 944. (*Pass/Fail*)

PC 946 Doctoral Mentoring VI (3.00 cr.)

Prerequisite: PC 945. A continuation of PC 945. (*Pass/Fail*)

PC 947 Doctoral Mentoring VII (3.00 cr.)

Prerequisite: PC 946. A continuation of PC 946. (*Pass/Fail*)

PC 948 Doctoral Mentoring VIII (3.00 cr.)

Prerequisite: PC 947. A continuation of PC 947. (*Pass/Fail*)

PC 949 Doctoral Mentoring IX (3.00 cr.)

Prerequisite: PC 948. A continuation of PC 948. (*Pass/Fail*)

PC 950 Psychospiritual Applications in Clinical Practice (3.00 cr.)

Prerequisite: PC 700, PC 897, PC 898, PC 902, and *written permission of the instructor.* An advanced course in clinical and pastoral integration. Students read and reflect on spiritual themes as they emerge in clinical experience. Clinical case presentations focus primarily on spiritual or religious issues and approaches that will assist clients. Students have the opportunity of exploring their pastoral identity and how it enhances their clinical practice.

PC 952 Theory and Practice of Supervision I (3.00 cr.)

An introduction to the supervisory process. Conceptual frameworks of supervision. Includes a practicum in supervising pastoral counseling students while receiving ongoing group supervision of the supervisory practicum.

PC 953 Theory and Practice of Supervision II (3.00 cr.)

A continuation of PC 952.

PC 961 Doctoral Research Supervision I (3.00 cr.)

Prerequisite: PC 956. Individual supervision of the doctoral dissertation proposal or data analysis. Includes a regular tutorial appointment (biweekly) with one committee member. *(Pass/Fail)*

PC 962 Doctoral Research Supervision II (3.00 cr.)

Prerequisite: PC 961. A continuation of PC 961. *(Pass/Fail)*

PC 963 Doctoral Research Supervision III (3.00 cr.)

Prerequisite: PC 962. A continuation of PC 962. *(Pass/Fail)*

PC 964 Doctoral Research Supervision IV (3.00 cr.)

Prerequisite: PC 963. A continuation of PC 963. *(Pass/Fail)*

PC 965 Doctoral Research Supervision V (3.00 cr.)

Prerequisite: PC 964. A continuation of PC 964. *(Pass/Fail)*

PC 966 Doctoral Research Supervision VI (3.00 cr.)

Prerequisite: PC 965. A continuation of PC 965. *(Pass/Fail)*

PC 967 Doctoral Research Supervision VII (3.00 cr.)

Prerequisite: PC 966. A continuation of PC 966. *(Pass/Fail)*

PC 968 Doctoral Research Supervision VIII (3.00 cr.)

Prerequisite: PC 967. A continuation of PC 967. *(Pass/Fail)*

PC 990 Dissertation Guidance I (3.00 cr.)

One of the 990 series courses is required each semester during which the candidate is actively working on the dissertation. Entitles the candidate to consultation with dissertation director, readers, and other consultants as authorized by the director of research. *A dissertation guidance fee is charged for each semester. (Pass/Fail)*

PC 991 Dissertation Guidance II (3.00 cr.)

Prerequisite: PC 990. A continuation of PC 990. *A dissertation guidance fee is charged for each semester. (Pass/Fail)*

PC 992 Dissertation Guidance III (3.00 cr.)

Prerequisite: PC 991. A continuation of PC 991. *A dissertation guidance fee is charged for each semester. (Pass/Fail)*

PC 993 Dissertation Guidance IV (3.00 cr.)

Prerequisite: PC 992. A continuation of PC 992. *A dissertation guidance fee is charged for each semester. (Pass/Fail)*

PC 994 Dissertation Guidance V (3.00 cr.)

Prerequisite: PC 993. A continuation of PC 993. *A dissertation guidance fee is charged for each semester. (Pass/Fail)*

PC 995 Dissertation Guidance VI (3.00 cr.)

Prerequisite: PC 994. A continuation of PC 994. *A dissertation guidance fee is charged for each semester. (Pass/Fail)*

PC 996 Dissertation Guidance VII (3.00 cr.)

Prerequisite: PC 995. A continuation of PC 995. *A dissertation guidance fee is charged for each semester. (Pass/Fail)*

OFFICE: Beatty Hall, Room 220

TELEPHONE: 410-617-2696

CHAIR: David V. Powers, Associate Professor

ASSOCIATE CHAIR: Jeffrey M. Lating,
Associate Professor

DIRECTOR OF CLINICAL TRAINING:

Jeffrey M. Lating, Associate Professor

DIRECTOR OF MASTER'S EDUCATION,

THESIS TRACK: Martin F. Sherman, Professor

DIRECTOR OF MASTER'S EDUCATION,

PRACTITIONER TRACK: Matthew W. Kirkhart,
Associate Professor

DIRECTOR OF FIELD EDUCATION:

Deborah G. Haskins, Affiliate Assistant Professor

PROFESSORS: Faith D. Gilroy; Martin F. Sherman;
Amanda M. Thomas

ASSOCIATE PROFESSORS: Gilbert Clapperton
(emeritus); David G. Crough; Sharon Green-
Hennessy; Matthew W. Kirkhart; Jeffrey M.
Lating; Charles T. LoPresto; Jenny L. Lowry;

David V. Powers; Steven A. Sobelman

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S.J.; Carolyn McNamara Barry; Kerri Anne
Goodwin; Beth A. Kotchik; Heather Z. Lyons;
Jonathan J. Mohr

AFFILIATE FACULTY: Jeffrey Barnett; George S.
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Lawrence J. Raifman; Marla M. Sanzone;
David L. Waltos

The original graduate program in psychology began in 1967 as a concentration in school psychology within the Education Department and led to the Master of Education (M.Ed.). In 1968 the Psychology Department was created, and the program expanded to offer the Master of Arts (M.A.) in Psychology. In 1971, the department developed a Master of Science (M.S.) in Psychology. In 1996, the Doctor of Psychology (Psy.D.) in Clinical Psychology was introduced. The department currently offers degree programs in the following areas:

M.S. in Clinical Psychology, Thesis Track

M.S. in Clinical Psychology, Practitioner Track

M.S. in Counseling Psychology, Thesis Track

M.S. in Counseling Psychology, Practitioner Track
C.A.S. in Psychology

Master's-Plus: LCPC Courses

Psy.D. in Clinical Psychology

Loyola College's degree programs in clinical and counseling psychology provide training to those who wish to promote mental health in individuals, families, organizations, and communities through careers in direct service, leadership, research, and education. The Psychology Department strives to provide a learning environment that facilitates the development of skills in critical thinking, assessment and intervention, and one that is grounded in an appreciation for both psychological science and human diversity.

The Psychology Department is a member of the Council of Applied Master's Programs in Psychology and a member of the National Council of Schools and Programs of Professional Psychology.

**MASTER OF SCIENCE (M.S.) IN CLINICAL
OR COUNSELING PSYCHOLOGY**

MISSION

The M.S. in Clinical or Counseling Psychology provides training to individuals who wish to promote mental health in individuals, families, organizations, and communities through careers in direct service, leadership, research, and education. The programs strive to provide a learning environment that facilitates the development of skills in critical thinking, assessment, and intervention and one that is grounded in an appreciation for both psychological science and human diversity. Students seeking a master's degree in clinical or counseling psychology may choose to enter either the thesis track or the practitioner track.

The thesis track program prepares students to continue on to a doctoral degree program or establish a career as a research coordinator or program manager in applied or basic social science. Students receive training in psychological theory, assessment, intervention, and research application. An empirical thesis is required for completion of the program. Many thesis track graduates have continued their training in clinical, counseling,

developmental, applied social, and industrial/organizational psychology Ph.D. programs.

The practitioner track program prepares students to begin employment in psychology under the supervision of a doctoral trained and licensed psychologist. In addition, some practitioner track students apply to Psy.D. programs of study, since these programs attract students who have a background in practicum and internship experiences, as opposed to research and thesis requirements.

Individuals with a master's degree are not eligible to practice independently as psychologists in Maryland but can function as psychology associates under supervision or continue their studies toward eligibility as a Licensed Clinical Professional Counselor (LCPC). Psychology associates provide services under the supervision of a licensed, doctoral-level psychologist with permission from the Maryland Board of Examiners of Psychologists.

The Licensed Clinical Professional Counselor (LCPC) must meet the criteria set forth by the Maryland Board of Examiners of Professional Counselors and Therapists, including specific coursework as determined by the Board, sixty graduate credit hours, at least two years of supervised postgraduate experience, and successful completion of an exam administered by the Board. The LCPC is eligible to provide services independently in the state of Maryland.

ADMISSION CRITERIA

The student's completed application will be evaluated by the Graduate Admissions Committee in Psychology, and a written decision will be forwarded to the student.

Applicants for the M.S. in Clinical or Counseling Psychology should have a strong undergraduate academic background in psychology. Students must have a bachelor's degree in psychology or another field. If the bachelor's degree is in a field other than psychology, the following minimum coursework must have been completed at the undergraduate level: Introductory Psychology, Abnormal Psychology, and at least one course relating to the experimental or statistical areas of social science, such as experimental psychology, research methods, psychological statistics, or tests and measurement.

The applicant's bachelor's degree must be from an accredited college or university with a minimum overall grade point average of 3.000 and a grade point average of 3.000 in psychology courses.

The following materials are required for application to the M.S. program:

- Completed application form with required application fee
- Three letters of recommendation
- Personal essay
- Graduate Record Exam (GRE) General Test scores and Psychology Subject Test score
- Official transcripts from all colleges and universities attended

All application materials must be received by the application deadline listed for the semester the student is seeking admission in order to be considered. Applications to the thesis track program are considered for fall admission only. Applications to the practitioner track program are considered for fall, spring, or summer admission.

Application Deadlines

Applications received by the priority deadlines listed below will be reviewed for the upcoming term; those received after these dates will be reviewed on a space-available basis.

Thesis Track Program

Fall Semester (only)	March 15
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Practitioner Track Program

Summer Sessions	April 15
Fall Semester	April 15
Spring Semester	November 15

PREREQUISITES

All students must demonstrate competency in the content areas of general psychology. Students whose bachelor's degree is in a field other than psychology must have completed coursework in the following areas: Introductory Psychology, Abnormal Psychology, and at least one course

relating to the experimental or statistical area, such as Experimental Psychology, Research Methods, Psychological Statistics, or Tests and Measurement.

PROGRAM REQUIREMENTS

Students who are accepted for admission to the master's program must attend an in-person orientation and registration session prior to the semester in which they first enroll. All new students receive a Student Handbook describing program requirements and departmental policies.

The M.S. in Clinical Psychology and the M.S. in Counseling Psychology require forty-five graduate credits. Students may enroll as full- or part-time students. Full-time students usually complete nine credits per semester (six credits for summer), while part-time students complete six or less credits per semester.

The practice and professions of clinical and counseling psychology are dynamic, evolving, and ever changing. The skills and techniques used are constantly being refined. As our understanding grows, the profession itself changes.

As human service professionals, it is important that Loyola graduates use only the most up-to-date knowledge and skills in clinical and counseling psychology. For these reasons, master's students must complete all requirements for their particular program within six years, including courses, the thesis track thesis, the practitioner and thesis track externships, and comprehensive exams. Additionally, it is expected that graduates will maintain and update their knowledge and skills through ongoing professional development and continuing education activities.

MASTER'S COMPREHENSIVE EXAMINATION

Information on the specific courses deemed necessary to sit for the comprehensive exams for each of the degree programs (and their respective tracks) is described in the Master's Student Handbook, which is distributed by the department at new student orientation. Students must complete these courses with a *B* (3.000) average or better before they may apply to take the comprehensive examination. Material from all necessary courses will be

included on the exam; students are not permitted to take the exam prior to completion of these courses.

The examination is given three times a year. Students must complete an Application for Comprehensive Examination, available in the Psychology Department. The dates for the examination, as well as the deadline for application, are listed in the Graduate Course Schedule each semester. The examination consists of four sections given over a two-day period. Exam scoring may vary according to the particular concentration. Students are required to pass the exam within the six year time limit allowed to complete the degree.

EXTERNSHIPS

The externship experience is an opportunity for students to apply concepts developed in academic coursework. Coordinated programs between the department and a variety of community resources have been established to fulfill student externship requirements and needs. The externship allows students to gain practical training and experience under the supervision of a mental health worker, clinician, or researcher in a community-based facility, hospital or other mental health setting.

The department maintains an extensive list of approved externship sites which meet the training requirements of the program. Students work with the director of field education and their adviser to select sites which are appropriate to their experiences and desired goals. All approved sites must be located within the state of Maryland or within close proximity to Maryland, including Washington, D.C., northern Virginia, or southern Pennsylvania.

The three hundred-hour externship is required for practitioner track students. Clinical practitioner students may not register for externships until they have completed Practicum in Testing (PY 720). Counseling practitioner students may not register for externships until they have completed Theories of Counseling and Psychotherapy (PY 620) and Principles and Practices of Psychotherapy (PY 621). All practitioner track students need the written permission of the director of field education.

Thesis track students are required to take a 150-hour research externship. Students may not register for the externship until they have completed Research Methods I and II (PY 746, PY 747). All thesis track students need the written permission of the director of master's education, thesis track.

Transfer credits for practicums or externships are not accepted. Students may complete a maximum of three externships for credit toward their degree requirements.

MASTER'S THESIS

The thesis required for all clinical and counseling thesis track students is a scientific investigation of publishable quality which demonstrates the scholarship, logical consistency, creativity, and comprehensiveness which are associated with genuine research. The idea for the master's thesis is initiated and developed by the student while enrolled in Research Methods in Psychology I and II (PY 746, PY 747). All thesis track students must enroll in PY 746 and PY 747 during the fall and spring semesters of their first year. After the first year, students have an opportunity to enroll in a research externship at an off-site facility. The research externship is a ten- to twelve-hour per week applied research experience, and it enhances the students' doctoral application portfolios and job seeking opportunities.

Each thesis track student is responsible for seeking out a member of the faculty to serve as major reader for the thesis, as well as two other faculty members who will serve as readers on the Thesis Committee. A list of faculty members who serve as major readers is available from the Psychology Department.

Registration for Thesis Guidance

Thesis Guidance I, II, III, and IV (PY 761, PY 762, PY 763, PY 764) are taken with the three required research courses (PY 746, PY 747, PY 791). *A fee is charged each semester.* During this time, the student works closely with his or her major reader in the development of the thesis proposal, the collection and analysis of data, and preparation of the final thesis. If the thesis is not completed by the end of the second year in the program, students must enroll in Thesis Guidance: Continuation (PY 765)

each semester (excluding summer sessions) until the thesis is completed. *A fee is charged each semester.*

It is anticipated that the major reader will work closely with the student during collection and analysis of data, and the student will incorporate the professor's suggestions in the completed thesis. Three copies of the final master's thesis, each signed by the committee members, are submitted to the department chair and the Dean of the College of Arts and Sciences for final approval. Copies of the guidelines for thesis procedures and style are available from the department upon request. **The final copies of the completed thesis must be submitted at least three weeks before the end of the semester that a student expects to graduate.**

GRADING AND ACADEMIC DISMISSAL

Students who receive a grade of less than *B* (2.670) in any course will not be permitted to count this course for their degree. Students receiving a grade of less than *B* in a **required** course must meet with the instructor of that course to determine the requirements which must be met in order to successfully complete the course. The requirements may include all or part of the original course requirements, additional or substitute remedial work, or substitution of an equivalent course for the required course. Students may be required to re-enroll in the original course or an equivalent course. Both the original and retake grades remain on the student's transcript and calculate into the cumulative quality point average.

Students receiving a grade of less than *B* in an **elective** course must meet with the instructor of that course to determine if they should retake the same course or substitute an alternative elective. In either case, the original course grade remains on the student's transcript and is calculated into the cumulative quality point average.

Students who receive an *F* (0.000) in any course or two grades below *B* (2.670) in the same or different courses will be dismissed from the program. Academic dismissal may also result from excessive course withdrawal, academic dishonesty, or other behavior seen by the department as unethical or unprofessional. Students must have a final QPA of 3.000 or above in order to be awarded a degree.

If the Psychology Department perceives that a student is not progressing satisfactorily in the development of the competencies and behaviors required at his or her level of professional development, a Professional Assessment Review (PAR) will be conducted for the purpose of remediation. Further evidence of unsatisfactory progress will result in dismissal.

DEGREE PROGRAMS

Students may view the Psychology Department website (www.loyola.edu/psychology/) for suggested full- and part-time programs of study for the practitioner and research tracks.

M.S. in Clinical Psychology, Thesis Track

Excellent preparation for students planning to pursue a Ph.D. The focus of the degree is on research training and skills; however, the student also receives master's level assessment and psychotherapy training with an emphasis on assessment. The degree consists of forty-five graduate credit hours, successfully passed comprehensive examinations, and a completed and approved master's thesis. The following courses are required for graduation:

- PY 601 Psychodiagnostics I: Introduction to Cognitive Assessment
- PY 602 Psychodiagnostics II: Introduction to Personality Assessment
- PY 615 Advanced Abnormal Psychology
- PY 620 Theories of Counseling and Psychotherapy
- PY 621 Principles and Practices of Psychotherapy
- PY 700 Research Externship
- PY 705 Ethics and Legal Issues in Clinical and Counseling Psychology
- PY 710 Diversity Issues in Psychology
- PY 746 Research Methods in Psychology I
- PY 747 Research Methods in Psychology II
- PY 761 Thesis Guidance I (1 credit)
- PY 762 Thesis Guidance II (1 credit)
- PY 763 Thesis Guidance III (2 credits)
- PY 764 Thesis Guidance IV (2 credits)
- PY 791 SPSS-(Computer) Analysis of Psychological Data
- Elective
- Elective

M.S. in Counseling Psychology, Thesis Track

Excellent preparation for students planning to pursue a Ph.D. The focus of the degree is on research training and skills; however, the student also receives master's level assessment and psychotherapy training with an emphasis on psychotherapy. The degree consists of forty-five graduate credit hours, successfully passed comprehensive examinations, and a completed and approved master's thesis. The following courses are required:

- PY 615 Advanced Abnormal Psychology
- PY 620 Theories of Counseling and Psychotherapy
- PY 621 Principles and Practices of Psychotherapy
- PY 635 Use of Tests in Counseling
- PY 700 Research Externship
- PY 705 Ethics and Legal Issues in Clinical and Counseling Psychology
- PY 710 Diversity Issues in Psychology
- PY 746 Research Methods in Psychology I
- PY 747 Research Methods in Psychology II
- PY 761 Thesis Guidance I (1 credit)
- PY 762 Thesis Guidance II (1 credit)
- PY 763 Thesis Guidance III (2 credits)
- PY 764 Thesis Guidance IV (2 credits)
- PY 791 SPSS-(Computer) Analysis of Psychological Data
- Counseling Elective
- Elective
- Elective

M.S. in Clinical Psychology, Practitioner Track

Prepares the student for mental health provider positions in public and private settings. The student receives master's level training in assessment and psychotherapy with a focus on assessment. Additionally, the program may provide for preparation for certification or licensure as a mental health counselor or entrance into a Psy.D. program. The degree consists of forty-five graduate credit hours, successfully passed comprehensive examinations, and a supervised externship. The following courses are required:

- PY 601 Psychodiagnostics I: Introduction to Cognitive Assessment
- PY 602 Psychodiagnostics II: Introduction to Personality Assessment

- PY 615 Advanced Abnormal Psychology
 PY 620 Theories of Counseling and Psychotherapy
 PY 621 Principles and Practices of Psychotherapy
 PY 702 Externship in Clinical Psychology I
 PY 703 Externship in Clinical Psychology II
 PY 705 Ethics and Legal Issues in Clinical and Counseling Psychology
 PY 710 Diversity Issues in Psychology
 PY 720 Practicum in Testing
 PY 746 Research Methods in Psychology I
 Elective
 Elective
 Elective

M.S. in Counseling Psychology, Practitioner Track

Prepares the student for mental health provider positions in public or private settings. The program may also provide for preparation for certification or licensure as a mental health counselor. The degree consists of forty-five graduate credit hours, successfully passed comprehensive examinations, and a supervised externship. The following courses are required:

- PY 615 Advanced Abnormal Psychology
 PY 620 Theories of Counseling and Psychotherapy
 PY 621 Principles and Practices of Psychotherapy
 PY 622 Advanced Techniques of Counseling and Psychotherapy (select a theoretical model, e.g., Behavioral Therapy)
 PY 622 Advanced Techniques of Counseling and Psychotherapy: Couples and Family Therapy
 PY 622 Advanced Techniques of Counseling and Psychotherapy: Group Therapy
 PY 635 Use of Tests in Counseling
 PY 639 Alcoholism and Other Drug Dependence: Diagnosis, Treatment, and Prevention
 PY 657 Lifestyle and Career Development
 PY 664 Advanced Developmental Psychology: Life Span
 PY 705 Ethics and Legal Issues in Clinical and Counseling Psychology
 PY 710 Diversity Issues in Psychology

- PY 731 Externship in Counseling Psychology I
 PY 732 Externship in Counseling Psychology II
 PY 746 Research Methods in Psychology I

Students completing the practitioner track of the counseling program satisfy all of the counseling content areas for LCPC licensure from the Maryland Board of Examiners of Professional Counselors and Therapists. Students then have fifteen credits remaining to satisfy the sixty-credit, LCPC educational requirements, and they may satisfy the additional fifteen credits of counseling electives through enrollment in the Master's Plus or C.A.S. programs. Students are also eligible to request information from and apply to the Board for LCPC-G (Graduate) status after completing the sixty credits.

Clinical/Counseling Options

The department offers a nine-hour clinical option for qualified counseling students and a nine-hour counseling option for qualified clinical students. These options must be taken in **addition** to the hours for the degree and may not serve in lieu of other elective courses.

After completing twenty-one hours in their regular concentration, students must apply in writing to be considered for these options. Application does not guarantee enrollment, as currently matriculating students in clinical or counseling psychology are given first priority for enrollment in the required courses for their degree program.

Students interested in clinical/counseling options may also consider applying for the Certificate of Advanced Study (C.A.S.) after completion of master's degree requirements.

Clinical Option (9 credits)

- PY 601 Psychodiagnostics I: Introduction to Cognitive Assessment
 PY 602 Psychodiagnostics II: Introduction to Personality Assessment
 PY 720 Practicum in Testing

Counseling Option

(9 credits)

PY622 Advanced Techniques of Counseling and Psychotherapy
 PYCounseling Electives (additional counseling techniques courses)

Clinical students desiring an externship in counseling must complete the counseling option prior to placement.

CERTIFICATE OF ADVANCED STUDY (C.A.S.)

The C.A.S. program provides those students who possess a master's degree in psychology or an allied profession with an opportunity to advance their knowledge and skills in the area of clinical and counseling psychology. Students will take advantage of the opportunity to "tailor" courses to meet specialized job and certification requirements. Students will meet with an academic adviser to arrange for a sequencing of courses to meet their needs. In the past, students have pursued the program to meet credentialing requirements in the areas of family treatment, clinical mental health counselor, school psychology, etc. Current course offerings include many of those which are required by the Maryland Board of Examiners of Professional Counselors and Therapists to become a Licensed Clinical Professional Counselor (LCPC).

The certificate consists of thirty graduate credits beyond the master's degree. The student is not required to take comprehensive examinations or write a thesis. C.A.S. applicants do not need to submit Graduate Record Exam (GRE) scores.

MASTER'S PLUS (LCPC)

Students who possess a master's degree from Loyola College or another accredited institution may take the specific courses required by the Maryland Board of Examiners of Professional Counselors and Therapists to become a Licensed Clinical Professional Counselor (LCPC). Students must be officially admitted to the program before they will be allowed to register for courses. Advising and course approval are provided by departmental faculty and the director of clinical and counseling field education. Master's Plus students are not required to take comprehensive examinations or

write a thesis. Master's Plus applicants do not need to submit Graduate Record Exam (GRE) scores.

**DOCTOR OF PSYCHOLOGY (PSY.D.)
IN CLINICAL PSYCHOLOGY****MISSION**

The Psychology Department is committed to the professional training and development of doctoral level psychologists in the Ignatian tradition of *cura personalis*, which challenges students to serve and lead others in service.

The goals and objectives of the Psy.D. program exist within the larger context of professional psychology, the principles of the American Psychological Association, and the mission of Loyola College. The development of these goals and objectives was guided by the six original competencies adopted by the National Council of Schools and Programs in Professional Psychology (NCSPP, 1986-87 Mission Bay Conference); the recently adopted diversity competency (NCSPP, 2002 Chicago Conference); the Jesuit tradition of leadership and service; and the department's own mission and philosophy of training. The NCSPP competencies of relationship, assessment, and intervention form the basis for the first three goals. The NCSPP competency of research, the "scholar" dimension of the "scholar-professional" model of training, and the department's own commitment to scholarly inquiry across all activities in professional psychology form the basis for the fourth goal. Finally, the NCSPP competencies of diversity, management/education, and consultation/supervision guided the development of the last goal. This goal is also based on the department's commitment to training students to adapt to the diverse and changing needs in professional psychology, its recognition that psychologists will increasingly function outside of their traditional roles, and its model of training in which students are encouraged to develop unique professional identities.

The program's philosophy, educational model, and curriculum plan are consistent with the mission of Loyola College and the graduate division. They are also consistent with the following principles of the discipline:

- Psychological practice is based on the science of psychology which, in turn, is influenced by the practice of professional psychology.
- Training is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training.

Philosophy of Training

The members of the Psychology Department are committed to providing students with a strong background in clinical psychology and to training students to understand and adapt to the diverse and changing needs in professional psychology. Training will combine a foundation of knowledge of the field with the skills necessary for a systematic approach to answering questions, resolving problems, and enhancing the development of individuals and groups, as well as promotion of the values and attitudes consistent with the practice of professional psychology. This training is built upon excellence in didactic and experiential methods of teaching and supportive mentoring relationships.

Model of Professional Training

The Psy.D. program endorses the “scholar-professional model” which is designed to train autonomous practitioners of professional psychology who will deliver mental health services and lead others in service to the general public in diverse settings. In addition, the program is designed to train psychologists who will critically evaluate and use the available literature in the field and who will use a scholarly approach, often in collaboration with others, to solving problems and answering questions at the local level.

The Psy.D. program is committed to a professional development model of training in which each student is encouraged to develop a unique professional identity consistent with the individual’s own values, style, and philosophy. Within this framework, the program promotes the integration of theoretical and empirical literature in all types of professional decision-making. Investigation of varying theoretical models, interaction with diverse role models within the profession, and supervised experience in a broad range of models are encouraged.

The program is committed to training students in a generalist model. As suggested in the philosophy of training, the faculty believe it is essential that all graduates possess a strong base in the foundations (i.e., both content and methods) of clinical psychology regardless of the extent to which they choose to specialize within the field. To support that base, each student receives training in a minimum of two conceptual models. The majority of faculty members espouse either a cognitive-behavioral or psychodynamic model and, thus, most students receive training in these areas; however, the program is also able to provide training in other models such as family systems and interpersonal psychotherapies. All students receive training in empirically validated therapies. In addition, students pursue training in a variety of clinical settings with populations who vary in age, ethnic and racial identity, sexual orientation, and socioeconomic status.

GOALS

The goals that specify the competencies expected of graduates of the Psy.D. program are as follows:

Goal 1

As service providers, colleagues, and leaders, students will form and maintain professional relationships with individuals with diverse identities and backgrounds (i.e., race, ethnicity, sexual identity, gender, age, socioeconomic status).

Goal 2

Students will competently use a variety of professional assessment strategies. Competent use of these strategies will include an understanding of their value, psychometric properties, and limitations, as well as an appreciation for the role of individual diversity in the assessment process.

Goal 3

Students will effectively use a variety of intervention strategies.

Goal 4

Students will employ a scholarly, scientific approach to generating knowledge, resolving problems, and enhancing the development of individuals and groups.

Goal 5

In response to the diverse and changing needs in professional psychology, students will effectively perform in emerging and/or nontraditional roles in clinical psychology.

ACCREDITATION

The Psy.D. program is accredited by the American Psychological Association (APA).

ADMISSION CRITERIA

Admission to the Psy.D. in Clinical Psychology is limited to a highly select group of students who have a proven competency in psychology through a strong academic background. The successful applicant will have received either a bachelor's or master's degree from an accredited institution and obtained at least an overall 3.000 grade point average (out of 4.000) over the last two years of undergraduate study or an overall 3.200 (out of 4.000) grade point average at the graduate level of study.

Students who are accepted for the Psy.D. in Clinical Psychology and have only completed a bachelor's degree in psychology will be expected to complete four years of full-time study plus an additional full-time internship year. Students who have completed a master's degree in clinical psychology will be required to complete three full-time years of academic study plus an additional full-time internship year.

Applications are considered for fall admission only. The student's completed application will be reviewed and evaluated by teams of psychology faculty members, and a written decision will be forwarded to the student. The following materials are required for application to the Psy.D. program:

- Completed application form with required application fee.
- Three letters of recommendation.
- Personal essay.
- Current vitae.

- Graduate Record Exam (GRE) General Test scores. Scores must be from within the last five years prior to applying.
- Official transcripts from all colleges and universities attended.

Other criteria to be considered include previous work and life experiences, and extracurricular activities.

All application materials must be received by the Office of Graduate Admissions by the deadline of **January 1** in order to be considered for admission. A select group of applicants will be invited for an in-person interview, from which candidates will be selected for admission. The department will typically not offer any explanation to the student regarding the student's failure to be accepted for admission.

PREREQUISITES

All applicants to the Psy.D. program must have a minimum of a bachelor's degree in psychology or another field. Applicants must have competence in the following areas of psychology: general psychology, social psychology, abnormal psychology, personality theory, statistics and/or research methods, tests and measurements, and learning theory or cognitive psychology. Students who apply with a bachelor's degree should have completed coursework in each of these areas, whether their degree is in Psychology or another field. Students entering the program with a master's degree may be eligible to begin the program at the second year of the curriculum, if they have completed graduate coursework that is equivalent to the required curriculum listed for the first year of the program.

The above mentioned prerequisite courses are not only essential for readiness for doctoral study, but it is important to note that an outcome goal of the program is to adequately prepare the student for success in passing the National Licensure Examination in Psychology. A solid preparation in the breadth of psychology is essential for assisting the student in meeting this goal.

CREDITS REQUIRED

The doctoral program requires the completion of 121 credits for those students entering the first

year of the curriculum and ninety-seven credits for those students entering the second year of the curriculum (with a master's degree in clinical psychology), including credits earned for coursework, field placements, professional supervision, and dissertation. Students are also required to complete a full-time internship in the fifth year of the program. All requirements for the Psy.D. program, including the dissertation, must be completed within seven years of enrollment in the program.

STUDENT EVALUATION

The awarding of the doctoral degree requires successful completion of all required coursework, field placements, internship, and dissertation, as well as passing comprehensive exams.

Grades and Academic Dismissal

Students must complete the program with at least a 3.000 average. Students who receive a grade of less than *B-* (2.670) in any course will not be permitted to count this course for their degree. Students receiving a grade of less than *B-* in a **required** course must meet with the instructor of that course to determine the requirements which must be met in order to successfully complete the course. The requirements may include all or part of the original course requirements, additional or substitute remedial work, or substitution of an equivalent course for the required course. Students may be required to re-enroll in the original course or an equivalent course. Both the original and retake grades remain on the student's transcript and calculate into the cumulative quality point average.

Students receiving a grade of less than *B-* in an **elective** course must meet with the instructor of that course to determine if they should retake the same course or substitute an alternative elective. In either case, the original course grade remains on the student's transcript and is calculated into the cumulative quality point average.

Students who receive an *F* (0.000) in any course or two grades below *B-* (2.670) in the same or different courses will be dismissed from the program. Academic dismissal may also result from excessive course withdrawal, academic dishonesty, or other behavior seen by the department as unethical or

unprofessional. Students must have a final GPA of 3.000 or above in order to be awarded a degree.

Professional Assessment Review

Each semester, the Psychology Department conducts a Professional Assessment Review (PAR) for all Psy.D. students, evaluating their professional development in specific domains. Students also engage in self-evaluation. Students then meet with their advisers to discuss the results of the PAR. If significant concerns are raised about a student's professional development, the director of clinical training may appoint a Professional Assessment Review Committee to meet with the student to discuss those concerns and provide recommendations for remediation.

Comprehensive Examinations

In order to remain in the program, students are given three attempts to pass two comprehensive exams. The written comprehensive exam assesses knowledge and integration of material relevant to clinical psychology. The clinical competency exam assesses case conceptualization and oral presentation skills.

Dissertation

The doctoral dissertation requires the student to demonstrate a sound understanding of an area of professional interest and provide a scholarly contribution that may be of an applied nature. It is expected that the dissertation be of publishable quality and that an extensive review of theory and previous research serve as a foundation. An oral presentation of the proposal and an oral presentation and defense of the finished dissertation are required. The doctoral dissertation may consist of:

- The implementation and evaluation of a clinical intervention or training program, or evaluation of a preexisting program.
- A needs assessment, followed by a model for implementation.
- Empirical or theoretical analysis of aspects of a model of psychopathology.

- The development and/or evaluation of an assessment instrument.
- The implementation and evaluation of an intervention technique using single case design methodology.

Case studies may be used in conjunction with one of these approved categories of dissertation research, but may not stand alone as a project.

CLINICAL PLACEMENT AND INTERNSHIP

The clinical placement and internship experience are integral components of the student's academic experience. Through these supervised experiences, students are afforded an opportunity to apply skills and techniques acquired from assessment and intervention-oriented course material. Students are supervised on-site by licensed psychologists. Field placement facilities have been carefully chosen by the department for the quality of their training experiences and supervision. Students also participate in group supervision on campus.

A minimum of 1,560 field placement hours are completed in the first four years of the program; students who enter the program in the second year of the curriculum complete a minimum of 1,260 hours in their second through fourth years. In either case, one-half of the total placement hours involves direct client contact/intervention. The fifth year of the curriculum is a full-time internship, for which a student applies during the fourth year. The internship year may or may not be spent in the local area.

The Loyola Clinical Centers is the training clinic for the Psychology Department. Under the divisions of Behavioral Health and Assessment Service and the Multidisciplinary Assessment Center, doctoral students have a wide range of training opportunities: child, adolescent, and adult therapy; individual, couples, family, and group therapy; psychological and neuropsychological assessment; and neurocognitive rehabilitation. Located at Belvedere Square (approximately one mile from the Baltimore Campus), The Loyola Clinical Centers is a multispecialty clinic offering a wide range of services to the Baltimore community.

COLLOQUIUM

Each semester, a time period is designated for the scheduling of presentations by community professionals, faculty, or other students on varying topics relevant to professional psychology. Students also attend group meetings each semester with the director of doctoral education or other faculty to discuss their progress and needs in the program.

PROGRAM OF STUDY

Students entering the program with a master's degree in psychology may be eligible to begin their studies at the second year of the curriculum. The following course schedule applies to those students entering the program Fall 2002 or later. Students entering the program prior to this time should refer to the curriculum schedule for their particular class.

First Year

Fall Term

- | | |
|--------|---|
| PY 601 | Psychodiagnostics I: Introduction to Cognitive Assessment |
| PY 615 | Advanced Abnormal Psychology |
| PY 620 | Theories of Counseling and Psychotherapy |
| PY 809 | Introduction to Clinic |
| PY 810 | Psychological Measurement |
| PY 912 | Colloquium (0 credits) |
| PY 918 | Professional Supervision and Development (2 credits) |

Spring Term

- | | |
|--------|---|
| PY 602 | Psychodiagnostics III: Introduction to Personality Assessment |
| PY 621 | Principles and Practices of Psychotherapy |
| PY 702 | Externship in Clinical Psychology I |
| PY 832 | Research Methods in Clinical Psychology I |
| PY 912 | Colloquium (0 credits) |
| PY 918 | Professional Supervision and Development (2 credits) |

Second Year

Fall Term

- | | |
|--------|--|
| PY 800 | Professional, Legal, and Ethical Issues |
| PY 801 | Principles of Objective Personality and Suicide Assessment |
| PY 814 | Biopsychology <i>or</i> |

- PY 832 Research Methods in Clinical Psychology I
 PY 833 Research Methods in Clinical Psychology II
 PY 912 Colloquium (0 credits)
 PY 918 Professional Supervision and Development (2 credits)
 PY 920 Clinical Placement I (2 credits)

Spring Term

- PY 802 Principles and Methods of Assessment
 PY 815 Psychopathology Seminar
 PY 818 Psychopharmacology *or*
 PY 833 Research Methods in Clinical Psychology II
 PY 845 Models of Psychotherapy #1
 PY 912 Colloquium (0 credits)
 PY 918 Professional Supervision and Development (2 credits)
 PY 920 Clinical Placement I (2 credits)

Third Year

Fall Term

- PY 820 Cognitive and Learning Theory
 PY 870 Diversity Seminar
 PY 912 Colloquium (0 credits)
 PY 918 Professional Supervision and Development (2 credits)
 PY 921 Clinical Placement II
 PYP Professional Development Elective

Spring Term

- PY 813 Social and Cultural Bases of Behavior
 PY 845 Models of Psychotherapy #2
 PY 886 Advanced Topics in Professional Psychology #1
 PY 912 Colloquium (0 credits)
 PY 918 Professional Supervision and Development (2 credits)
 PY 921 Clinical Placement II (3 credits)

Fourth Year

Fall Term

- PY 814 Biopsychology
 PY 816 Life Span Development
 PY 819 Historical and Philosophical Bases of Psychology
 PY 886 Advanced Topics in Professional Psychology #2
 PY 902 Clinical Dissertation I (3 credits)
 PY 912 Colloquium (0 credits)

- PY 918 Professional Supervision and Development (2 credits)
 PY 922 Clinical Placement III (3 credits)

Spring Term

- PY 818 Psychopharmacology
 PY 886 Advanced Topics in Professional Psychology #3
 PY 886 Advanced Topics in Professional Psychology #4
 PY 903 Clinical Dissertation II
 PY 912 Colloquium (0 credits)
 PY 918 Professional Supervision and Development (2 credits)
 PY 922 Clinical Placement III (3 credits)

Fifth Year

Fall Term

- PY 950 Clinical Internship I (0 credits)

Spring Term

- PY 951 Clinical Internship II (0 credits)

LAB FACILITIES

Departmental facilities are available for research and clinical training experience. The Psychology Department also maintains a behavioral medicine laboratory for research and training. Additionally, computers are available for student research, with helpful tools such as SPSS, PsycINFO, and Internet access.

ASSISTANTSHIPS

The Psychology Department has a limited number of teaching and/or research assistantships available for qualified graduate students. These assistantships typically include partial tuition remission and a stipend. Psychology assistantships are usually not available to students during their first semester of enrollment in the master's program or the first year of the Psy.D. curriculum. Students who are interested in such opportunities after their first semester may complete an application, available from the department secretary. Students who are interested in assistantships or employment in other departments on campus may contact the Human Resources Office for further information.

COURSE DESCRIPTIONS

Courses at the 600- and 700-level are open to all graduate students meeting the specified prerequisites; 800- and 900-level courses are restricted to Psy.D. students.

PY 601 Psychodiagnostics I: Introduction to Cognitive Assessment (3.00 cr.)

Students are instructed on the rationale, theory, and standardization of individual cognitive tests. Emphasis is placed on intellectual assessment (WISC-IV, WAIS-III), achievement assessment (Woodcock-Johnson Tests of Achievement), and screening measures of perceptual motor functioning. Issues related to assessing mental retardation and learning disabilities are addressed. Students also learn basic interviewing skills, administration and scoring of cognitive tests, and rudimentary interpretation and report writing skills. Ethical and diversity issues, in accordance with the current version of the APA Ethics Code, are also addressed. Students are trained to assist in performing psychological evaluations under the supervision of licensed psychologists. *Restricted to M.S. clinical and Psy.D. students in clinical psychology. A lab fee is charged.*

PY 602 Psychodiagnostics II: Introduction to Personality Assessment (3.00 cr.)

Prerequisite: PY 601. Students are instructed in the most recent developments and current status of the assessment of personality using objective and projective personality measures. The focus is on the theoretical basis, administration, scoring, and rudimentary interpretation and report writing skills regarding projective (Rorschach-Exner system, Thematic Apperception Test, projective drawings, and incomplete sentences) and objective (Minnesota Multiphasic Personality Inventory-II) personality assessment measures. Ethical and diversity issues, in accordance with the current version of the APA Ethics Code, are also addressed. Students are trained to assist in performing psychological evaluations under the supervision of licensed psychologists. *A lab fee is charged.*

PY 605 Psychopathology of Childhood (3.00 cr.)

Familiarizes students with the different diagnoses, etiologies, and treatments of major forms of child psychopathology. Uses the DSM-IV classification system and emphasizes the role of both developmental issues and current research findings in understanding psychiatric disorders of childhood and adolescence.

PY 606 Assessment in Clinical Geropsychology (3.00 cr.)

Prerequisite: PY 601. Provides students with an understanding of the psychometric properties and applications of commonly used measures of assessment with older adults. Students are required to administer, interpret, and complete written reports with older adult testing cases. An emphasis is placed on the assessment of dementia.

PY 607 Assessment: Diagnostic Clinical Methods with Children (3.00 cr.)

Prerequisite: PY 602. Provides students with an understanding of the psychometric properties and applications of commonly used measures of assessment with children and adolescents. Students are required to administer, interpret, and complete written reports with child testing cases. An emphasis is placed on the Bayley-II, WPPSI-R, WIAT, MMPI-A, VMI, and CBCL. The manner in which projective measures need to be adapted to meet the developmental needs of this population is also discussed. *Typically offered biannually. A lab fee is charged.*

PY 608 Anxiety Disorders: Etiology, Diagnosis, and Treatment (3.00 cr.)

In-depth instruction in the current cognitive-behavioral theory, empirical data, assessment, and treatment of DSM-IV anxiety disorders.

PY 609 Crisis Intervention (3.00 cr.)

Students receive formal training in the principles and practices of psychological crisis intervention and emergency mental health. Upon completion, students are in an improved position to take advantage of the professional opportunities available to those trained within this field.

PY 613 Advanced Personality Theory and Research (3.00 cr.)

An in-depth survey of selected personality theories and current models of personality research. *Typically offered semiannually.*

PY 614 Human Sexuality (3.00 cr.)

Designed to increase students' clinical sensitivity to issues of human sexuality and their impact upon the psychological functioning of clients. An in-depth study of sexual development, attitudes, and behaviors, with special attention paid to treatment issues associated with sexual orientation, victimization, and AIDS.

PY 615 Advanced Abnormal Psychology (3.00 cr.)

Familiarizes students with the different diagnoses, etiologies, and treatments of major forms of psychopathology. Uses the DSM-IV classification system and emphasizes the role of current research findings in understanding psychiatric disorders.

PY 618 Group Therapy (3.00 cr.)

Prerequisite: PY 621. Provides a general understanding of various psychotherapy group intervention techniques through extensive readings and class materials. Students are provided examples and demonstrations of group intervention techniques through video and in-vivo classroom activities. Specific information on how to conduct groups using Yalom's model for inpatient and outpatient groups is demonstrated and discussed.

PY 620 Theories of Counseling and Psychotherapy (3.00 cr.)

Familiarizes students with basic concepts in the theories of counseling and provides a review of both selected theories and current research relevant to those theories. The theories presented are critically evaluated, contrasted, and applied in understanding real-life treatment situations.

PY 621 Principles and Practices of Psychotherapy (3.00 cr.)

Prerequisite: PY 620. Focuses on the effective use of counseling techniques and strategies, employing both didactic and experiential learning approaches. Familiarizes students with basic helping skills, specific models of intervention, treatment planning, and establishment and maintenance of the therapeutic relationship. (*Fall/Spring*)

PY 622 Advanced Techniques of Counseling and Psychotherapy (3.00 cr.)

Prerequisite: PY 621. An in-depth survey of a specific counseling or psychotherapeutic modality for the student who wishes to develop further skills and learn the latest research and techniques in a specialized area. Each semester focuses on a different counseling or psychotherapeutic approach, for example, couples and family, gestalt therapy, behavioral therapy, multicultural therapy, cognitive psychotherapy, and others.

PY 635 Use of Tests in Counseling (3.00 cr.)

Acquaints counselors with a variety of tests used by professionals. Provides a practicum experience focusing on those techniques often used by counselors in the counseling process. *A lab fee is charged.*

PY 639 Alcoholism and Other Drug Dependence: Diagnosis, Treatment, and Prevention (3.00 cr.)

Provides advanced information on the most recent research, developments, and knowledge on alcoholism and other drug dependence. Students learn the latest developments in prevention techniques, procedures in diagnosis in accordance with DSM-IV, and treatment methods.

PY 642 The Nature and Treatment of the Stress Response (3.00 cr.)

Examines the nature of the stress response, its implications for disease, and its treatment via non-chemical means. Examines the role of biofeedback and various relaxation therapies and the most recent research on these treatments. Assists students in developing entry-level skills in the use of at least two relaxation therapies—for personal use as well as clinical implementation.

PY 643 Introduction of Clinical Behavioral Medicine: Electromyograph Biofeedback (EMG) (3.00 cr.)

Introduces the historical, physiological, psychophysiological, and basic electronic concepts of electromyographic (EMG) biofeedback. Also discusses practical and professional issues involved in doing applied EMG biofeedback. Approximately one-third of the course is spent in the lab learning and practicing technical skills using EMG equipment. *A lab fee is charged.*

PY 644 Introduction of Clinical Behavioral Medicine: Cardiovascular Behavioral Medicine (3.00 cr.)

Introduces the knowledge and skills relevant to the practice of cardiovascular behavioral medicine. Topics include thermal biofeedback, modification of Type A behavior, and cardiovascular dynamics. *A lab fee is charged.*

PY 645 Introduction to Health Psychology (3.00 cr.)

Introduces the field of health psychology. Discusses the nature and domain of health psychology in addition to current clinical and research issues relevant to the field. Specific topics include psychobiological and behavioral factors in human disease, behavioral medicine, adherence, the interdisciplinary health care team, health assessment, and current training and employment opportunities.

PY 650 Research Methods in Psychology I (3.00 cr.)

Corequisite: PY 761. Covers the goals and limitations of behavioral research; the process of formulating research questions and hypotheses; the concepts of variance and variables; the primary methods of describing data;

the process of measurement in psychology; sampling; and the goals and techniques of inferential statistics to test hypotheses. Examines current trends in research methodology and statistics. Prepares students to complete the introduction section of a thesis proposal containing the literature review, statement of the problem, and hypotheses.

PY 651 Research Methods in Psychology II (3.00 cr.)

Prerequisite: PY 650. *Corequisite:* PY 762. A continuation of PY 650. Covers the concept of power and power analysis; the similarities and differences between the correlational, experimental, quasi-experimental, and single-subject design research strategies; ANOVA; simple and multiple regression statistical analyses; internal and external validity; and the differences between and uses of a priori and post hoc tests. Examines current trends in research methodology and statistics. Prepares students to complete the methods section of a thesis proposal.

PY 657 Lifestyle and Career Development (3.00 cr.)

A review of vocational/career/lifestyle theories and models; life span development stages and career identity; vocational/career assessments; career decision-making models; and special topics including cultural influences, organizational settings, and boundaries between mental health and vocational counseling. *A lab fee is charged.*

PY 658 Applied Techniques in Psychology and Law (3.00 cr.)

Focuses on applied clinical aspects of forensic psychology and the most recent research and techniques in this field. Emphasizes the role of the psychologist as expert witness (evaluation process, identification of legal standard, preparation for court, testifying, cross-examination). Topics include competence to stand trial; criminal case disposition and sentencing; death penalty phase assessments; civil commitment; treatment and release issues; and child custody. *Typically offered annually.*

PY 664 Advanced Developmental Psychology: Life Span (3.00 cr.)

An exploration of typical human development, including infancy, childhood, adolescence, adulthood, and later adulthood. Social, emotional, and cognitive development are emphasized. Students are asked to apply an understanding of developmental issues in their professional/work activities.

PY 665 Advanced Developmental Psychology:

Child and Adolescent (3.00 cr.)

Provides an overview of the major topical areas in child and adolescent psychology. Particular emphasis is placed on understanding cognitive and socio-emotional development using the most current research and theoretical perspectives. Students are asked to apply an understanding of developmental issues in their professional/work interests. *Typically offered biannually.*

PY 666 Advanced Developmental Psychology:

Adult and Aging (3.00 cr.)

An exploration of typical and atypical human development from late adolescence through late adulthood. Emphasis on social, emotional, and cognitive development. Students acquire and are asked to apply a developmental framework for understanding behaviors relevant for their professional/work experiences. *Typically offered biannually.*

PY 667 Psychology and Spirituality (3.00 cr.)

An investigation of the role of spirituality and faith in mental health in terms of how spiritual attitudes and activities contribute to psychological and physical well-being, serve as resources in the therapeutic process, and moderate the effects of stress. Addresses spirituality in traditional and nontraditional terms. Relevant books and articles by authors such as S. Peck, A. Maslow, P. Tillich, C. Jung, G. May, and R. Wicks will be read and discussed in a seminar format. Three short reflection papers and one long term paper are required.

PY 670 Issues in College Student

Mental Health (3.00 cr.)

Students develop an understanding of the key issues in the area of college student mental health. Topics include theories of college student development; mental health issues that affect college students; treatment approaches with college students; and future directions in college student mental health.

PY 700 Research Externship (3.00 cr.)

Prerequisite: PY 746, PY 747, and written permission of the research track director. By arrangement with a selected research setting, students engage in a supervised research experience. *An externship fee is charged.*

PY 701 Research Externship Continuation (3.00 cr.)

Prerequisite: PY 746, PY 747, and written permission of the director of research field education. For students who wish to receive more than three credits for the research externship. *An externship fee is charged.*

PY 702 Externship in Clinical Psychology I (3.00 cr.)

Prerequisite: PY 602, 18 graduate hours, and written permission of the director of field education. M.S. students must have completed PY 720. By special arrangement with an individual instructor and a selected mental health agency, students engage in a supervised clinical experience. Provides the student with an opportunity to develop and apply clinical diagnostic skills in a practical setting. On-campus group meetings are also included. *An externship fee is charged.*

PY 703 Externship in Clinical Psychology II (3.00 cr.)

Prerequisite: PY 702 and written permission of the director of field education. A continuation of PY 702. On-campus group meetings are also included. *An externship fee is charged.*

PY 704 Special Topics in**Clinical Psychology (1–3.00 cr.)**

An opportunity for students to work on an individual library or experimental project. It is the student's responsibility to secure permission, prior to registration, from the faculty member who will direct the project.

PY 705 Ethics and Legal Issues in Clinical and Counseling Psychology (3.00 cr.)

A seminar covering professional ethics in psychology and legal issues as they relate to the profession of psychology. Students learn a model of ethical decision-making; research and write a term paper on one topic relevant to legal and ethics issues in psychology; and learn to effectively use the 1992 versions of the APA Ethics Code and relevant State law.

PY 710 Diversity Issues in Psychology (3.00 cr.)

An overview of the nature of human diversity in psychology. Students develop sensitivity to issues in research and professional practice that may be influenced by factors such as age, ethnicity, race, religion and spirituality, gender, socio-economic class, sexual orientation, national origin, disability, and other cultural diversity topics.

PY 720 Practicum in Testing (3.00 cr.)

Prerequisite: PY 601, PY 602. This practicum experience requires students to demonstrate competency in performing psychological evaluations with adults and children using the current versions of psychological tests.

PY 731 Externship in Counseling Psychology I (3.00 cr.)

Prerequisite: PY 620, PY 621, eighteen graduate hours, and written permission of the director of field education. By special arrangement with an individual and a selected mental health agency, students engage in a supervised coun-

seling or therapy experience. Provides students with an opportunity to develop and apply counseling skills in a practical setting. On-campus group meetings are also included. *An externship fee is charged.*

PY 732 Externship in Counseling Psychology II (3.00 cr.)

Prerequisite: PY 731, eighteen graduate hours, and written permission of the director of field education. A continuation of PY 731. On-campus group meetings are also included. *An externship fee is charged.*

PY 733 Practitioner Externship: Continuation (3.00 cr.)

Prerequisite: PY 703 or PY 732 and written permission of the director of field education. For students who wish to receive more than six credits for the externship. *An externship fee is charged. PY 733–738 may be taken concurrently, but they must be taken in order.*

PY 734 Externship: Continuation I (3.00 cr.)

Prerequisite: PY 733. For students who are enrolled in a three-credit clinical or counseling externship which involves 150 externship hours. *An externship fee is charged. PY 733–738 may be taken concurrently, but they must be taken in order.*

PY 735 Externship: Continuation II (3.00 cr.)

Prerequisite: PY 734. For students who are enrolled in a three-credit clinical or counseling externship which involves 150 externship hours. *An externship fee is charged. PY 733–738 may be taken concurrently, but they must be taken in order.*

PY 736 Externship: Continuation III (3.00 cr.)

Prerequisite: PY 735. For students who are enrolled in a three-credit clinical or counseling externship which involves 150 externship hours. *An externship fee is charged. PY 733–738 may be taken concurrently, but they must be taken in order.*

PY 737 Externship: Continuation IV (3.00 cr.)

Prerequisite: PY 736. For students who are enrolled in a three-credit clinical or counseling externship which involves 150 externship hours. *An externship fee is charged. PY 733–738 may be taken concurrently, but they must be taken in order.*

PY 738 Externship: Continuation V (3.00 cr.)

Prerequisite: PY 737. For students who are enrolled in a three-credit clinical or counseling externship which involves 150 externship hours. *An externship fee is charged.*

PY 733–738 may be taken concurrently, but they must be taken in order.

PY 739 Research Externship: Continuation (3.00 cr.)

Prerequisite: PY 700, PY 701, and written permission of the director of research field education. For students who wish to receive more than six credits for the externship. *An externship fee is charged.*

PY 740 Special Topics in Counseling Psychology (3.00 cr.)

An opportunity for students to work on an individual library or experimental project. It is the student's responsibility to secure permission, prior to registration, from the faculty member who will direct the project.

PY 745 Research Seminar (3.00 cr.)

Examines, in a seminar format, a number of current research topics in clinical and counseling psychology, with the objective of the student becoming a consumer and critical reader of journal articles.

PY 746 Research Methods I (3.00 cr.)

Covers the goals and limitations of behavioral research which include both experimental and non-experimental designs; the process of formulating research questions and hypotheses; the concepts of variance and control; internal and external validity; the primary methods of describing data; the process of measurement in psychology; sampling; and the goals and techniques of inferential statistics to test hypotheses. In addition, current trends in research methodology and statistics are examined.

PY 747 Research Methods in Psychology II (3.00 cr.)

Prerequisite: PY 746. A continuation of PY 746. An introduction to inferential statistics covering such topics as regression, correlation, independent- and dependent-t-tests, and one- and two-way analysis of variance. Topics also include current trends in parametric and non-parametric statistics, power, and effect size. Prepares students to complete the methods section of a thesis proposal.

PY 750 Consultation Skills for Psychologists (3.00 cr.)

This course is intended as a presentation to some of the consulting roles performed by psychologists. Based on the experience of the professor, the primary clinical areas of focus are health care, business, and legal areas. The emphasis is on the integration of psychological principles into these various consulting settings. These opportunities required both traditional psychological skills and new aptitudes (i.e., business development, consultations skills). Additionally, creativity and a sense of

adventure are requisites in these rapidly developing areas of psychology.

PY 757 Thesis Guidance (0.00 cr.)

Prerequisite: PY 755. For students who completed *Research Methods I (PY 650)* prior to Fall 1996. After completion of Thesis Seminar (PY 755), students must enroll in this course during all subsequent semesters while working on their thesis. Students must also complete a Thesis Guidance Approval Form, to be signed by the major reader. *A thesis guidance fee is charged for each semester.*

PY 758 Comprehensive Examination Guidance (0.00 cr.)

After a second failure of the comprehensive examination, a student must register for this course each semester (excluding summer term) until the exam is passed. *An exam guidance fee is charged. (Satisfactory/Unsatisfactory)*

PY 760 Special Topics in General Psychology (3.00 cr.)

An opportunity for students to work on an individual library or experimental project. It is the student's responsibility to secure permission, prior to registration, from the faculty member directing the project.

PY 761 Thesis Guidance I (1.00 cr.)

Corequisite: PY 746. Students identify a faculty member who has agreed to serve as their major reader and begin working on their thesis project. *To be taken during the first year, fall semester of the Master of Arts program. A thesis guidance fee is charged. (Pass/Fail)*

PY 762 Thesis Guidance II (0–1.00 cr.)

Prerequisite: PY 761. Corequisite: PY 747. Students work with their major readers to develop the method and data analysis chapters of their thesis proposals. *To be taken during the first year, spring semester of the Master of Arts program. A thesis guidance fee is charged. (Pass/Fail)*

PY 763 Thesis Guidance III (0–2.00 cr.)

Prerequisite: PY 762. Corequisite: PY 791. Students work with their major readers toward completion of their thesis proposals and/or data collection and the final draft of their thesis. *A thesis guidance fee is charged. (Pass/Fail)*

PY 764 Thesis Guidance IV (0–2.00 cr.)

Prerequisite: PY 763. Students work with their major readers toward completion of their thesis. *A thesis guidance fee is charged. (Pass/Fail)*

PY 765 Thesis Guidance: Continuation (0.00 cr.)

Prerequisite: PY 764. Students work with their major readers toward completion of their thesis. *For students who started in the M.A. program Fall 1997 or thereafter. If thesis is not completed by the end of the second year in the program, students must enroll in this course each semester (excluding summer) until thesis is completed. Students may request a leave of absence if no work will be done on thesis. A thesis guidance fee is charged for each semester. (Satisfactory/Unsatisfactory)*

PY 791 SPSS-(Computer) Analysis of Psychological Data (3.00 cr.)

Prerequisite: PY 746 or written permission of the instructor. *Corequisite:* PY 764. Students learn to use the latest version of SPSS-PC to perform some of the most currently preferred parametric and nonparametric statistical procedures (e.g., chi-squared, t-test, correlation, ANOVA). Coverage includes an examination of the various assumptions for each statistical test. In addition, students learn how to properly present research findings in written form (using the latest APA format).

PY 800 Professional, Legal, and Ethical Issues (3.00 cr.)

An introduction to the current ethical, legal, and professional standards and principles that govern the practice of psychology. Coverage includes the current APA Ethical Standards and local regulations or issues related to the practice and business of psychology. Examines topics associated with the clinician's legal and professional responsibilities to patients, the court system, institutions, and other professionals. *Restricted to Psy.D. students.*

PY 801 Principles of Objective Personality and Suicide Assessment (3.00 cr.)

Prerequisite: PY 601 and PY 602 or equivalent. *Restricted to Psy.D. students.* Provides an in-depth study of current methods of assessment with emphasis on measures of personality and suicidology. Familiarizes students with the current use of standardized instruments and intervention strategies in practice and research settings. *(Fall only)*

PY 802 Principles and Methods of Assessment (3.00 cr.)

Prerequisite: PY 801. *Restricted to Psy.D. students.* Focuses on advanced interviewing techniques, case conceptualization, and interpretation and integration of information from multiple sources such as psychological testing, background history, and theoretical knowledge. *(Spring only)*

PY 809 Introduction to Clinic (1.00 cr.)

Prerequisite: Restricted to first year Psy.D. students. Students receive an introduction to operations of the Loyola Clinic, including observations and supervision. *(Fall only)*

PY 810 Psychological Measurement (3.00 cr.)

Topics include basic statistical indices, theory of measurement error, reliability, validity, and the role of measurement as it pertains to theory and technique of behavioral measurement. *Restricted to Psy.D. students.*

PY 813 Social and Cultural Bases of Psychology (3.00 cr.)

A review of current research and theory regarding social and cultural forces on human behavior and application to clinical practice. *Restricted to Psy.D. students.*

PY 814 Biopsychology (3.00 cr.)

A review of current research and theory regarding brain-behavior relationships. The content includes in-depth comprehension and learning of both human neuroanatomy and physiology. *Restricted to Psy.D. students.*

PY 815 Psychopathology Seminar (3.00 cr.)

An advanced examination of current theoretical work and research findings in adult and child psychopathology. Controversies in the area will be explored. *Restricted to Psy.D. students.*

PY 816 Life Span Development (3.00 cr.)

An in-depth study of current research and theory in human development across the life cycle. *Restricted to Psy.D. students.*

PY 818 Psychopharmacology (3.00 cr.)

A review of our current understanding of the role of pharmacology in the treatment of mental disorders. Students become familiar with major classification of psychotropic drugs and learn their hypothesized modes of action. *Restricted to Psy.D. students.*

PY 819 Historical and Philosophical Bases of Psychology (3.00 cr.)

A critical overview of classical historical and philosophical trends within psychology beginning with the Greek philosophers. *Restricted to Psy.D. students.*

PY 820 Cognitive and Learning Theory (3.00 cr.)

Reviews theories of human learning, cognitive development, and cognitive functioning. Examines "classic" and current research in the area. Emphasizes the applica-

tion of learning models to clinical practice. *Restricted to Psy.D. students.*

PY 832 Research Methods in Clinical Psychology I (3.00 cr.)

Emphasizes current research design and statistical methods relevant to professional psychology. Possible topics include psychotherapy outcome research, demonstration of treatment effectiveness, single-subject design, and test validation. *Restricted to Psy.D. students.*

PY 833 Research Methods in Clinical Psychology II (3.00 cr.)

Prerequisite: PY 832. Restricted to Psy.D. students. A continuation of PY 832.

PY 841 Business Issues in Professional Practice (3.00 cr.)

Provides students with understanding of healthcare insurance regarding inpatient/outpatient issues and managed care. Also covers issues related to recent changes in models of practice, developing a successful practice, and business issues of practice such as financial and operational issues, quality management, risk management, advocacy, and moral and ethical issues related to participating or not participating with insurance companies. *Restricted to Psy.D. students.*

PY 845 Models of Psychotherapy (3.00 cr.)

An in-depth focus on the current theory and application of a specific therapeutic model. Each offering focuses on a different model, such as cognitive, behavioral, psychodynamic, interpersonal, family systems, object relations, etc. One offering covering an empirically-validated treatment approach is required of all students. Other models are offered on a rotating basis. *Restricted to Psy.D. students. May be repeated for credit.*

PY 860 Data Management for Professional Psychologists (3.00 cr.)

Prerequisite: PY 833. Restricted to Psy.D. students. Introduces students to the current software and data management strategies used in professional practice in psychology. Possible topics include case management, spreadsheet, and database software and statistical packages.

PY 870 Diversity Seminar (3.00 cr.)

Explores our current understanding of the nature of human diversity and its impact on professional practice. Students develop sensitivity to working with individuals that may differ with respect to ethnicity, reli-

gion, gender, sexual orientation, national origin, or age. *Restricted to Psy.D. students.*

PY 886 Advanced Topics in Professional Psychology (3.00 cr.)

Elective courses offered on a rotating basis which provide in-depth and up-to-date coverage of a special topic related to the practice of psychology. Topics include specific treatment populations (children, adolescents, couples, minority populations, families, etc.); intervention techniques for a specific disorder; specialized assessment techniques (neuropsychological assessment); advanced statistical methods; or administration of mental health services. *Restricted to Psy.D. students. May be repeated for credit.*

PY 890 Dissertation Preparation (0.00 cr.)

Students are exposed to the dissertation process and go through the matching process to select a major reader. *(Spring only)*

PY 891 Introduction to Dissertation I (0.00 cr.)

Prerequisite: PY 890. Students arrange meetings with the dissertation committee to select and refine a topic and begin the writing process. *May be repeated twice.*

PY 892 Introduction to Dissertation II (0.00 cr.)

Prerequisite: PY 891. Students arrange meetings with the dissertation committee in preparation for the dissertation proposal defense. *May be repeated twice.*

PY 899 Independent Study (1–3.00 cr.)

Prerequisite: Written permission of the instructor. Restricted to Psy.D. students. Students may undertake supervised study or tutorial arrangements as a means of conducting in-depth, up-to-date investigation of a subject or for studying an area not covered by, but related to, the regular curriculum.

PY 902 Clinical Dissertation I (3.00 cr.)

Prerequisite: Written permission of the dissertation committee chair. Restricted to Psy.D. students. Requires the student to demonstrate mastery in an area of professional interest. Dissertation topic is approved by the student's committee chair. An oral defense of the proposal is required. *(Pass/Fail)*

PY 903 Clinical Dissertation II (3.00 cr.)

Prerequisite: PY 902. Restricted to Psy.D. students. Students complete their dissertations under the direction of a committee chair and dissertation committee members. An oral presentation and an oral defense of the finished project are required. *(Pass/Fail)*

PY 904 Clinical Dissertation (3.00 cr.)

Prerequisite: PY 903. Students work with their major readers toward completion of their dissertation. *Designated for students who have not met all requirements for graduation and who are not enrolled in other courses. Required for the first semester that students meet the above criteria. (Fall only)*

PY 905 Clinical Dissertation: Continuation (3.00 cr.)

Prerequisite: PY 904. Students work with their major readers toward completion of their dissertation. *Designated for students who have not met all requirements for graduation and who are not enrolled in other courses. Required for subsequent semesters where the above criteria are met. (Spring only)*

PY 906 Dissertation Continuation I (0.00 cr.)

Prerequisite: PY 950, PY 951. Students work with their major readers toward completion of their dissertation. *Designated for students who have completed their clinical internship but have not completed their dissertation and are not enrolled in other courses. A dissertation fee is charged.*

PY 907 Dissertation Continuation II (0.00 cr.)

Prerequisite: PY 906. Students work with their major readers toward completion of their dissertation. *Designated for students who have completed their clinical internship but have not completed their dissertation and are not enrolled in other courses. A dissertation fee is charged.*

PY 912 Colloquium (0.00 cr.)

Each semester students and faculty attend a series of required doctoral meetings. Topics include guest lecturers and discussions of current issues relating to the development of professional psychologists. *Restricted to Psy.D. students. May be repeated.*

PY 918 Professional Supervision and Development (2.00 cr.)

Each semester, students participate in small group supervision with a faculty mentor to discuss relevant issues of professional development and to present cases from their field training for discussion and feedback. *Restricted to Psy.D. students. May be repeated for credit. (Pass/Fail)*

PY 920 Clinical Placement I (2.00 cr.)

Students are placed in a clinical setting in the community for ten hours per week. Supervision is provided on-site and in class using small group supervision. *Restricted to Psy.D. students. May be repeated once for credit. (Pass/Fail)*

PY 921 Clinical Placement II (3.00 cr.)

Students are placed in a clinical setting in the community for sixteen hours per week. Supervision is provided

on-site. *Restricted to Psy.D. students. May be repeated once for credit. (Pass/Fail)*

PY 922 Clinical Placement III (3.00 cr.)

Students are placed in a clinical setting in the community for sixteen hours per week. Supervision is provided on-site. *Restricted to Psy.D. students. May be repeated for once for credit. (Pass/Fail)*

PY 950 Clinical Internship I (0.00 cr.)

A full-time, two thousand-hour internship experience arranged in consultation with the director of field education. *Restricted to Psy.D. students. A registration fee is charged. (Pass/Fail)*

PY 951 Clinical Internship II (0.00 cr.)

Prerequisite: PY 950. Restricted to Psy.D. students. A continuation of PY950 to complete the internship. *A registration fee is charged. (Pass/Fail)*

OFFICE: Columbia Campus

TELEPHONE: 410-617-7650

CHAIR: Lisa Schoenbrodt, Professor

DIRECTOR, MASTER'S PROGRAM

IN SPEECH-LANGUAGE PATHOLOGY:

Marie Kerins, Assistant Professor

PROFESSORS: Libby Kumin; Lisa Schoenbrodt

ASSISTANT PROFESSORS: Tracie Bullock Dickson; Marie Kerins; Janet Preis; Kathleen Siren

CLINICAL FACULTY: Cheryl Council; Sally Gallena; Lura Vogelmann; Kathleen Ward

DIVISION DIRECTORS: Mina Goodman; Barbara Miller

AFFILIATE FACULTY: Ann Beetz; Maureen Boner; Charlene Clendaniel; Ana Curtin; Judith Haynos; Lisa Melody; Michele Miller; Barbara Ness; Donna Pitts; Janet Simon Schreck; Sandra W. Shapiro; Russell Summers III; Donna C. Tippet; Kimberly T. Webster

The major purpose of the graduate program in speech-language pathology/audiology is education and development of superior professionals for careers as speech-language pathologists. The master's program in speech-language pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The curriculum challenges pre-professionals academically, clinically, and personally. The program consists of integrated academic and clinical training in the assessment and treatment of infants, children, and adults who have communication disorders. The academic program provides the knowledge base for understanding the complex area of human communication systems and disorders.

Students who have completed the undergraduate major have begun with coursework in normal communication systems and development. At the graduate level, they advance to course work in communication disorders, and applications of the knowledge base to assessment and intervention.

Students have the opportunity to obtain supervised observation and clinical practice experience under the guidance of the clinical faculty. The program guides students through a series of increasingly

more advanced clinical experiences to prepare them for the professional world.

Students have ample opportunities to obtain supervised clinical experience in a variety of settings including public and private schools; acute and chronic care hospitals; rehabilitation centers; health departments; home health agencies; the Margaret A. McManus-Moag Speech, Language, and Hearing Clinic; the Columbia Speech and Language Center; the Timonium Speech and Language Literacy Center; and the Loyola Clinical Centers.

**MARYLAND STATE DEPARTMENT OF
EDUCATION PARTNERSHIP GRANT**

The Maryland State Department of Education and the Department of Speech-Language Pathology/Audiology engage in a partnership grant for tuition assistance to speech-language pathology graduate students who are working to obtain their Master of Science (M.S.) in Speech-Language Pathology while employed in a public school in the state of Maryland. This partnership is based upon a critical need or shortage of speech-language pathologists in certain regions in Maryland. Students interested in applying to this program should contact Graduate Admissions in December to determine eligibility for the program based upon geographical region of need and availability of grant funding. Students are required to apply and adhere to the admission criteria detailed below. Students accepted into the program attend classes on Mondays and complete their clinical practicum in an identified public school the rest of the week. Students must also complete clinical practicums during both summer sessions in one of the Loyola College clinical centers.

ADMISSION CRITERIA

The Committee on Admissions reviews all applications. The Committee seeks students of high quality from accredited institutions of higher learning who ranked in the upper half of their classes as undergraduates and maintained a high cumulative average. A minimum of a *B* (3.000) cumulative average with a higher average in the major and pre-professional undergraduate preparation in speech-language pathology/audiology is required. Confidential recommendations are also reviewed.

Applicants must submit scores from the Graduate Record Examination (GRE).

There are a limited number of slots in the master's program, and admission is selective. Students are encouraged to apply early. The program is a two-year (four-semester), full-time program. **All applications must be received by March 1, and all decisions are made by April 1 for the fall semester.**

PREREQUISITES

All students must demonstrate competency in the content area of speech-language pathology and audiology. Student's with bachelor's degree in a field other than speech and hearing sciences must have completed coursework in the following areas: anatomy and physiology: speech and voice, hearing science and acoustics, phonetics, observation methods, speech and voice science, speech and language development, articulation and phonology, and clinical audiology.

ADVANCEMENT TO CANDIDACY

All students admitted must maintain the *Academic Standards* defined in the graduate handbook. Progress is monitored by the graduate program director throughout the prerequisite period. Students not meeting the academic standards will not be allowed to continue in the graduate program. A formal review of the student's records will occur prior to entry into the two-year graduate program.

CREDITS REQUIRED

The degree requirements for the Master of Science (M.S.) in Speech-Language Pathology are a minimum of forty-five credits. For graduate students majoring in speech pathology, 500-level courses do not calculate in the cumulative quality point average nor do they count as requirements completed for the degree. They are prerequisites for the advanced 600-level courses in the major.

DEGREE REQUIREMENTS

A minimum of thirty-six credit hours in coursework and nine credit hours of clinical practicum are required for the degree. Students are required to successfully complete the comprehensive examination or to plan, write, and defend a thesis under the

direction of a faculty committee. Students are also required to successfully complete clinical practicum training to prepare for professional certification.

Students completing the master's program will have fulfilled the academic and clinical practice requirements for ASHA certification and Maryland state licensure. In order to qualify for professional certification, students must have also completed basic courses in natural, behavioral, and social sciences at the undergraduate level. Students who have not completed those courses will be required to complete them in addition to the degree requirements of their program. These courses do not count in the student's cumulative QPA.

ACADEMIC COURSEWORK

Classes are held on Mondays at the Columbia Campus in specially designed executive classrooms. Clinical practicums are scheduled Tuesday through Friday at various internship and externship sites.

PRE-PROFESSIONAL PORTFOLIO

Students are required to develop a portfolio that documents their mastery of pre-professional skills in the areas of speech, language, and hearing. Students will be given guidelines for developing the portfolio in the department's Graduate Student Handbook and through advising meetings.

COMPREHENSIVE EXAMINATION

As part of the master's program, students are required to pass the comprehensive examination. This is the culminating experience where students have the opportunity to demonstrate that they can integrate their academic and clinical knowledge and skills. The Graduate Student Handbook, available in the departmental office, contains complete examination requirements and application forms. All students receive the handbook as part of the orientation and advising program.

MASTER'S THESIS

A scientific investigation of publishable quality in which the student demonstrates a strong knowledge base, research capacity, creativity, and analytic/writing skills. The thesis is not required for all students but is suggested for students who have

maintained a 3.500 grade point average and are interested in pursuing doctoral level study and/or clinical research activity. A student interested in exploring the thesis option must meet with the faculty member whose expertise is in the area of investigation. The student may work with the faculty member on an independent study to review the literature in the chosen area and develop the research proposal.

Research proposal guidelines are available through the department. The student submits the proposal to the faculty adviser and two additional faculty members who will serve as readers on the committee. The student must meet with the thesis adviser who will work closely with the student through the data collection and analysis phases of the project. The student will be required to defend the thesis before a selected faculty committee. The final copy of the master's thesis must be accompanied by an approval form signed by the members of the thesis committee. It must be submitted at least four weeks prior to the student's expected graduation date.

ACADEMIC REQUIREMENTS

All students entering the program must meet the following requirements:

Language

- SP 601 Language Disorders: Adult
- SP 602 Language Disorders: Infancy through Early Childhood
- SP 608 Communication Disorders and Multicultural Population
- SP 610 Literacy for the Speech-Language Pathologist
- SP 614 Advanced Pragmatics
- SP 624 Language Disorders in School-Age Children
- SP 704 Cognitive-Communication Disorders: Adult

Speech

- SP 600 Neurological Disorders of Speech
- SP 604 Voice Disorders
- SP 613 Advanced Phonology
- SP 617 Fluency Disorders
- SP 618 Childhood Verbal Apraxia and Childhood Oral Motor Skills

- SP 620 Cleft Palate and Craniofacial Anomalies
- SP 666 Dysphagia: Evaluation and Management

Other required professional coursework:

- SP 625 Research Methods and Design
- SP 650 Augmentative and Alternative Communication
- SP 656 Ethics and Professional Practice

Clinical Practicum

- SP 626 Clinical Audiology Internship
- SP 633 Graduate Clinical Skills Practicum
- SP 634 Clinical Speech-Language Pathology Internship
- SP 635 Clinical Speech-Language Pathology Externship
- SP 636 Advanced Clinical Practicum: Specialty Clinical Programs
- SP 637 Clinical Speech-Language Pathology Externship in the Schools

All programs are designed to comply with the certification and licensing standards of the Maryland State Department of Health and the Maryland State Department of Education and the certification requirements of ASHA. ASHA has five major requirements for awarding the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP):

1. Prescribed minimal coursework on the undergraduate and graduate levels.
2. A minimum of four hundred clock hours of clinical practice.
3. ASHA Membership.
4. Written evidence of completion of the Clinical Fellowship Year (CFY) following the degree. The CFY is the first year of professional employment where students have a supervisor/mentor to help them as they begin their professional life.
5. Passing a written examination required by ASHA.

Upon completion of a master's degree, students will have satisfied the first three of these requirements and will be eligible for the remaining two.

CLINICAL REQUIREMENTS

All students are required to successfully complete the program of clinical training. This will require a minimum of four hundred practicum hours, with a requirement of one summer internship placement which may be taken the summer before formal coursework begins or during the summer between the first and second year of graduate work.

Students are provided with supervised clinical experiences matched to their level of clinical expertise. Students begin their clinical practice experience within the Loyola College clinical settings and are supervised by the clinical/academic faculty. Student progress is reviewed each semester by the Graduate Clinical Placement Committee to assess readiness to advance to different types of clinical experiences. Students who do not adequately complete the clinical internship must repeat the internship until the Committee grants them approval for advancement. As students progress, they are placed in a variety of settings to provide a carefully controlled progression of difficulty.

Advanced students may be placed in hospital/school/rehabilitation settings to work with people with complex clinical problems. The graduate clinical placement adviser and the Graduate Clinical Placement Committee review student applications each term and advise students to register for one of the following clinical practicum courses:

- SP 626 Clinical Audiology Internship
- SP 633 Graduate Clinical Skills Practicum
- SP 634 Clinical Speech-Language Pathology Internship
- SP 635 Clinical Speech-Language Pathology Externship
- SP 636 Advanced Clinical Practicum: Specialty Clinical Programs
- SP 637 Clinical Speech-Language Pathology Externship in the Schools

Loyola College is known for the excellence of its clinical intern- and externship programs.

ACADEMIC STANDARDS

Students must maintain a *B* (3.000) average to graduate from the program. No more than one grade below *B* (2.670) can be counted toward the credits for the master's degree. A student who receives one grade below *B* (2.670) will be placed on academic probation. A student who receives more than two grades below *B* (2.670) can be dismissed from the program. A grade of *F* will result in dismissal from the program. Students must also demonstrate satisfactory clinical practicum performance and adequate English speech and writing skills.

LOYOLA SPEECH-LANGUAGE-HEARING CENTERS

In conjunction with the professional training programs in speech-language pathology/audiology, the Margaret A. McManus-Moag Speech, Language, and Hearing Clinic in Baltimore, the Columbia Speech and Language Center, and the Timonium Speech and Language Literacy Center offer a wide range of services to children and adults with speech, language, and/or hearing impairments.

Services at the centers include diagnostic evaluations for speech, language, oral motor skills, and hearing; habilitative and rehabilitative speech-language-hearing therapy; and counseling provided on an individual or group basis depending on the client's problems and needs. Clients have a wide range of disorders including articulation, language, fluency, voice, autism/pervasive developmental disability, Down Syndrome, neurological, closed head injury, and aphasia.

The Margaret A. McManus-Moag Speech, Language, and Hearing Clinic is a modern, fully equipped facility structurally designed to meet stringent acoustical standards. Diagnostic hearing assessment is completed with up-to-date equipment. Specialty therapy clinics in specific language/learning disabilities, fluency disorders, adult neurogenic disorders, aural habilitation, and audiological assessment are part of the Center. The Columbia Speech and Language Center has a special language intervention program for children with Down Syndrome. The Timonium Speech and Language Literacy Center has early intervention, oral motor, language learning disability, and accent reduction programs.

The Loyola Clinical Centers, located at Belvedere Square in Baltimore, provide testing and evaluation of children and young adults with previously diagnosed or suspected learning disorders, ADHD, and developmental speech and language disorders. Graduate clinicians from speech-language pathology/audiology, psychology, and education assess clients. They meet weekly at case conference to present clients and arrive at an interdisciplinary diagnosis and recommendation. This unique service provides an excellent opportunity for students to work in a multidisciplinary atmosphere as well as provide an essential contribution to children and families in need.

Loyola College has professional affiliations with many outstanding schools, hospitals, and rehabilitation centers in the Baltimore area. Some of the affiliating agencies at which students have received professional training are listed below:

Anne Arundel County Schools
 Baltimore City Schools
 Baltimore County Schools
 Deerfield Senior Day Center
 Franklin Square Hospital
 Genesis Rehabilitation Services
 Good Samaritan Hospital
 Harford County Schools
 Health South Rehabilitation Hospital
 Hearing and Speech Agency of Metropolitan Baltimore
 Howard County General Hospital
 Howard County Schools
 Johns Hopkins Bayview Medical Center
 Johns Hopkins Hospital
 Kennedy Krieger Institute
 Kernan Hospital
 Laurel Regional Hospital
 Lorien Nursing and Rehabilitation Centers
 Manor Health Services
 MANSET Schools
 Maryland General Hospital
 Maryland School for the Blind
 Maryland School for the Deaf
 Mercy Medical Center
 Mt. Washington Pediatric Hospital
 North Arundel Hospital
 Oak Crest Village
 St. Agnes Hospital
 Scottish Rite Center for Childhood Language Disorders

Sinai Hospital
 Union Memorial Hospital
 United Cerebral Palsy
 University of Maryland Medical System

All clinical supervisors hold Certificates of Clinical Competence awarded by the American Speech-Language-Hearing Association.

FELLOWSHIPS AND TRAINEESHIPS

Some advanced clinical training sites provide financial aid in the form of traineeships for students at their placement sites. Fellowships are available the Kennedy Institute at Johns Hopkins University Hospital, and the Scottish Rite Center for Aphasic Children of the Hearing and Speech Agency.

A limited number of departmental graduate assistantships and merit scholarships are available. Some scholarship awards are made by local service organizations to qualified students. For an application and further information, students should send a resume and cover letter indicating their interest to Dr. Libby Kumin, Financial Aid Committee.

PREPARING FOR THE PROFESSIONAL WORLD

The department offers a series of lectures and workshops and an annual Career Day conducted in conjunction with the Career Development and Placement Center to aid students in applying for professional certification, preparing credentials files, and interviewing.

COURSE DESCRIPTIONS

SP 600 Neurological Disorders of Speech (3.00 cr.)

Corequisite: SP 638 (taken one time only with either SP 600 or SP 601, as assigned by the department). Normal neuroanatomical and physiological bases of speech production. Neuropathologies of speech production in adults and children. Assessment and treatment of motor speech disorders.

SP 601 Language Disorders: Adult (3.00 cr.)

Prerequisite: SP 600. *Corequisite:* SP 638 (taken one time only with either SP 600 or SP 601, as assigned by the department). Theoretical bases of acquired language disorders in the adult population. Diagnostic tools and treatment approaches based on theories of the nature of apha-

sia. Current trends in aphasia treatment in response to changes in the health care environment. *Required as a prerequisite for advanced adult clinical placements.*

SP 602 Language Disorders: Infancy through Early Childhood (3.00 cr.)

Language assessment and treatment for children with developmental disabilities from birth to age five, including information on legislation impacting early intervention (birth to age two) and programs for three- to five-year-olds; clinical symptom complexes; diagnostic criteria; and speech, oral motor, and language evaluation and treatment resources. Focuses on infants and young children with language and speech delays and disorders, with an emphasis on the special needs populations with Autism spectrum disorders, fetal alcohol syndrome, drug exposure, Fragile X syndrome, and Down syndrome.

SP 604 Voice Disorders (3.00 cr.)

Development of clinical skills for assessment and treatment of disorders related to voice, respiration, and resonance through perceptual, acoustic, and physiologic methods. Functional, organic, and neurologic etiologies are studied across the life span.

SP 605 Graduate Seminar (3.00 cr.)

Selected topics relevant to clinical and/or research aspects of disorders of human communication.

SP 608 Communication Disorders and Multicultural Population (2.00 cr.)

Addresses the relationship between culture and communication. Focuses on cultural considerations in the assessment and treatment of communication disorders and in working with families from diverse backgrounds. Special emphasis is placed on African-American, Hispanic/Latino, and Asian cultures. Professional guidelines and policies, demographics, legislation, and specific clinical strategies relating to bilingual, bidialectal, bicultural, and multicultural populations are discussed. Accessing information and resources relating to diverse populations is a focus of the course.

SP 610 Literacy for the Speech-Language Pathologist (2.00 cr.)

Roles and responsibilities of the speech-language pathologist surrounding literacy issues are explored in light of the language expertise afforded by trained clinicians. The assessment and treatment of individuals with language-based learning disabilities is explored, with the focus on phonological processes implicated in the learn-

ing process. Current strategies for comprehension and writing are also targeted and discussed.

SP 612 Aural Habilitation: Child and Adult (3.00 cr.)

The effects of early hearing loss on the development of a child, as well as its impact on linguistic, cognitive, psychological, and social development. Also discusses educational options as well as assessment and intervention methods for aural habilitation. Considers the effects of late onset hearing loss on the adult and geriatric population. Discusses assessment, counseling, intervention strategies, hearing aids, cochlear implants, and assistive listening technology.

SP 613 Advanced Phonology (1.00 cr.)

Focuses on normal and disordered phonological development both from a theoretical and a practical basis. Students use both formal and informal assessment procedures, with an emphasis on phonological process analysis. Students discuss various intervention philosophies and approaches.

SP 614 Advanced Pragmatics (1.00 cr.)

Development of pragmatic skills. Clinical characteristics and symptoms of pragmatics are discussed. Assessment and intervention for pragmatic language disorders in children and adults.

SP 615 Independent Study in Language Pathology (1–3.00 cr.)

Prerequisite: Written permission of the instructor and the department chair. Independent, in-depth study concentrated on a specific topic in language pathology to be approved by the instructor. *The student must be sponsored by a faculty member who will guide the study. Students who choose the thesis option should register for SP 615 or SP 616. May be repeated three times for credit.*

SP 616 Independent Study in Speech Pathology (3.00 cr.)

Prerequisite: Written permission of the instructor. Independent, in-depth study concentrated on a specific topic in speech pathology to be approved by the instructor. *The student must be sponsored by a faculty member who will guide the study. Students who choose the thesis option should register for SP 615 or SP 616. May be repeated three times for credit.*

SP 617 Fluency Disorders (1.00 cr.)

Approaches in the diagnosis and treatment of stuttering. Practical considerations of major theories of stuttering in light of current research findings, with specific emphasis on the clinical procedures employed in stuttering therapy.

SP 618 Childhood Verbal Apraxia and Childhood Oral Motor Skills (1.00 cr.)

Addresses the research and clinical knowledge regarding childhood verbal apraxia including clinical symptoms, associated characteristics, assessment, and intervention. Also addresses the research and clinical knowledge regarding oral motor skill development and difficulties, as well as assessment and intervention techniques and materials.

SP 620 Cleft Palate and Craniofacial Anomalies (1.00 cr.)

Addresses orofacial development and pathology with an emphasis on cleft palate and related anomalies. Students learn to identify resonance and articulation disorders associated with velopharyngeal incompetence. Through case study discussions, students learn to delineate appropriate treatment options.

SP 624 Language Disorders in School-Age Children (3.00 cr.)

Prerequisite: SP 602. Clinical symptoms, assessment, and intervention for school-aged children (ages five to twenty-one). Focuses on school-based issues including legislation, funding, transitioning, curriculum-based classroom treatment, and collaborative consultation. Assessment and treatment focus on individuals with language learning disabilities, minority population concerns, adolescent language, autism, mental retardation, attention deficit disorder, and Tourette Syndrome.

SP 625 Research Methods and Design (3.00 cr.)

Students are exposed to various research design methodologies and techniques used in the field of speech-language pathology. Students gain a basic understanding of research design by developing and implementing an original research project. Students apply learned principles to evaluate interventions and professional research.

SP 626 Clinical Audiology Internship (2–3.00 cr.)

Identification, diagnostic, and rehabilitation procedures including air and bone conduction testing, speech audiology, immittance testing, central auditory processing testing (CAPD), otoacoustic emissions testing, hearing aid fitting, and aural habilitation therapy. Clinical practice takes place in Loyola College Clinical Centers under the supervision of department faculty. *Admission by application to the Graduate Clinical Placement Committee. May be repeated for credit. (Pass/Fail)*

SP 633 Graduate Clinical Skills Practicum (2.00 cr.)

Introduces students to the professional practice of speech-language pathology and audiology. Placement

targets specific skill development in the professional domain, e.g., observation, data collection, equipment operation/maintenance, report writing, case development and presentation, case management. Graduate clinicians participate in the development and implementation of assessment treatment, counseling, and evaluation protocols with the clinical supervisor. *May be repeated for credit. (Pass/Fail)*

SP 634 Clinical Speech-Language Pathology Internship (2–4.00 cr.)

Provides students with an opportunity to gain experience with specific communication disorders, and diverse client populations. Emphasis on the development of effective evaluation and treatment programs, based on the application of academic coursework to clinical service delivery. *Admission by application to the Graduate Clinical Placement Committee.*

SP 635 Clinical Speech-Language Pathology Externship (3.00 cr.)

Prerequisite: SP 633, SP 634. Provides students with speech-language pathology experiences in selected clinical settings such as rehabilitation centers and hospitals. Students are assigned to the facility two to three days per week. *Admission by application to the Graduate Clinical Placement Committee.*

SP 636 Advanced Clinical Practicum: Specialty Clinical Programs (4.00 cr.)

Prerequisite: SP 633, SP 634. Advanced clinical placements providing experience with challenging client populations in **four full-day per week** hospital and clinical settings. *Admission by application to the Graduate Clinical Placement Committee.*

SP 637 Clinical Speech-Language Pathology Externship in the Schools (3.00 cr.)

Prerequisite: SP 633, SP 634. Provides students with comprehensive speech-language pathology experiences in school settings from birth to twenty-one years. Placements may include public and private, regular education, special education, day, and/or residential settings. Focus is on current assessment and treatment models and methods in the schools. *Admission by application to the Graduate Clinical Placement Committee.*

SP 638 Adult Neurogenic Clinical Practicum (2.00 cr.)

Corequisite: SP 600 or SP 601. Provides students with an opportunity to gain clinical experience with adults presenting with neurogenic disorders including aphasia, apraxia, dysarthria, and cognitive-communication

deficits. Emphasis is on the development and delivery of effective evaluation and treatment programs based on the application of academic coursework to clinical service delivery. Clinical practice takes place in the Loyola College Clinical Centers. *Practicum is taken one time only with either SP 600 or SP 601, as assigned by the department. May be repeated for credit.*

SP 650 Augmentative and Alternative Communication (1.00 cr.)

Augmentative assessment, prescription, and treatment using high tech and low tech communication systems with pediatric and adult populations. System development and implementation. Computer applications focusing on state-of-the-art hardware and software for language rehabilitation.

SP 656 Ethics and Professional Practice (3.00 cr.)

Offered to advanced students to familiarize them with ethical issues related to the professional practice of audiology and speech-language pathology. Presents an operational framework enabling each student to evaluate issues with reference to a professional code of ethics (ASHA), personal ethical beliefs, and in consideration of recent legislation.

SP 657 Thesis Seminar (3.00 cr.)

Prerequisite: Written permission of the instructor. Restricted to students completing a master's thesis. Students complete a proposal and/or thesis research as part of this course.

SP 666 Dysphagia: Evaluation and Management (3.00 cr.)

Prerequisite: SP 600. Development of clinical skills for assessment and treatment of swallowing disorders in pediatric through adult populations for varying etiologies. Interpretation of swallowing studies and development of treatment plans.

SP 704 Cognitive-Communication Disorders: Adult (3.00 cr.)

Prerequisite: SP 600, SP 601. Comprehensive study of current theories regarding the assessment and treatment of cognitive-communication disorders in adults resulting from right hemisphere disorder, traumatic brain injury, and dementia. Disorders associated with language-learning disability in the adult client are also addressed. Specific diagnostic materials and intervention techniques are explored.

THE JOSEPH A. SELLINGER, S.J.

SCHOOL OF BUSINESS AND MANAGEMENT

DEAN: Lee D. Dahringer

OFFICE: Sellinger Hall, Room 101

TELEPHONE: 410-617-2301

E-MAIL: ldahringer@loyola.edu

**ASSOCIATE DEAN, EXECUTIVE AND
GRADUATE BUSINESS PROGRAMS:**

John G. Moran

OFFICE: Timonium Campus, Room 08C

TELEPHONE: 410-617-5064

E-MAIL: jmoran@loyola.edu

EXECUTIVE MBA PROGRAMS

ACADEMIC DIRECTOR:

Darlene Brannigan Smith

ADMINISTRATIVE DIRECTOR:

Manette Frese Gates

GRADUATE BUSINESS PROGRAMS

DIRECTOR: Ann Attanasio

ASSISTANT DIRECTOR: Mary Jane Ruppert

PROGRAM ADVISER: Catherine J. Kodenski

PROGRAM ASSISTANTS: Jean Procter;

Janice Vohrer

MISSION

The Sellinger School provides academically challenging management education inspired by Jesuit traditions and values. The School embraces the principle of educating the whole person—body, mind, and spirit. The undergraduate experience helps to transform and prepare the student to learn, lead, and serve in a diverse and rapidly changing world. Graduate programs serve working professionals who seek knowledge, personal development, professional certification, and membership in the network of Sellinger School alumni/ae. Both undergraduate and graduate education proactively foster the principles of excellence and *cura personalis* in a climate that facilitates learning for each individual, develops values for a life of service, and teaches the skills of learning for life.

The faculty of the Sellinger School are committed to instilling the following values, skills, and knowledge in our students through the curriculum:

Values and Qualities:

Ethical Commitment

Appreciation for Diversity

Continuous Personal Development

Orientation to Action

Skills and Abilities:

Leadership

Entrepreneurial Spirit

Communication and Negotiation

Teamwork and Collaboration

Critical Thinking and Rigorous Reasoning

Analysis, Synthesis, and Decision-Making

Knowledge:

General Management

Global Perspective

Management by Information

Affinity for Technology

HISTORY

Loyola College was founded in Baltimore in 1852 by the Society of Jesus and was instilled with its core values: excellence in all things and *cura personalis*. Business education at Loyola began with undergraduate courses being offered in 1943. In 1967, Loyola initiated its Master of Business Administration (MBA) program and in 1975, its Master of Science in Finance (MSF). In 1973, the Executive Master of Business Administration (EMBA) program was established and the MBA Fellows Program followed in 1984 in response to the needs of the region. All of these programs were the first of their kind in the state of Maryland, contributing to Loyola's long history of excellence.

In 1980, the School of Business was formed as a separate entity, being named the Joseph A. Sellinger, S.J., School of Business and Management in 1984. The Sellinger School Board of Sponsors was formed in 1981 and continues as an ongoing consultative group supporting the quality of the School. By 1990, Loyola had achieved accreditation by AACSB International – The Association to Advance Collegiate Schools of Business in its undergraduate, graduate, and accounting programs and had established a chapter of Beta Gamma Sigma, the business student honor society. The Sellinger School enjoys its reputation as the business school of choice in the Baltimore metropolitan area.

EDUCATIONAL OBJECTIVES

The Sellinger School's educational objectives are to teach students to:

- integrate the functional areas of business for strategic, long-term planning, decision-making under certainty and uncertainty, short-term planning and implementation, and organizational process and control;
- extend a business into the global marketplace through awareness of the dominance of global competitive forces, appreciation of worldwide opportunities, understanding of complexity of functioning in the international arena, preparedness for participation in the international arena, and awareness of political and social environments;
- make business decisions with complex, strategic approaches using the ability to garner information from data and from colleagues, analytical capability, control of decision support tools, and the ability to make reasoned judgements.
- lead an organization with the ability to focus on mission through involvement and empowerment of others, effective teamwork, commitment to quality of process and outcome, the ability to thrive in an environment of multidimensional diversity, effective communication, and the ability to compete and move the organization forward in a competitive environment;
- embrace change by having and sharing a vision for the organization and of the environment, the capability to evaluate developing technologies, an understanding of organizational dynamics, and continual personal development;
- lead responsibly with developed personal ethics and a sense of justice, a balanced view of opportunity and responsibility, and an awareness of the legal and regulatory environment.

PROGRAMS

Graduate programs in business and management offered at Loyola College provide theoretical and applied education in the analytical and functional skills necessary for success in business. In-depth knowledge in many fields is available in the Execu-

tive MBA program, MBA Fellows Program, Master of Business Administration, and Master of Science in Finance. The Joseph A. Sellinger, S.J., School of Business and Management is accredited by AACSB International – The Association to Advance Collegiate Schools of Business. Under the guidelines of AACSB International, the Sellinger School is committed to the concept and practice of “continuous improvement” of all of its academic programs. **Therefore, for the most up-to-date information on courses and programs, contact the Office of Executive and Graduate Business Programs, 410-617-5067.**

FACULTY

The faculty of the Sellinger School and their representative departments are as follows:

ACCOUNTING

OFFICE: Sellinger Hall, Room 318

TELEPHONE: 410-617-2474

CHAIR: Ali M. Sedaghat, Associate Professor

PROFESSOR: Jalal Soroosh

ASSOCIATE PROFESSORS: William E. Blouch; Kermit O. Keeling; Alfred R. Michenzi; Ali M. Sedaghat

ASSISTANT PROFESSORS: E. Barry Rice (emeritus); Hong Zhu

ECONOMICS

OFFICE: Sellinger Hall, Room 318

TELEPHONE: 410-617-2357

CHAIR: Nancy A. Williams, Associate Professor

PROFESSORS: Frederick W. Derrick; Thomas J. DiLorenzo; John C. Larson (emeritus); Charles E. Scott; Stephen J. K. Walters

ASSOCIATE PROFESSORS: Arleigh T. Bell, Jr. (emeritus); Francis G. Hilton, S.J.; John M. Jordan (emeritus); Nancy A. Williams

ASSISTANT PROFESSORS: John D. Burger; Norman H. Sedgley; Marianne Ward

AFFILIATE FACULTY: G. Edward Dickey

FINANCE**OFFICE:** Sellinger Hall, Room 218**TELEPHONE:** 410-617-2818**CHAIR:** Lisa M. Fairchild, Associate Professor**PROFESSORS:** John S. Cotner; Harold D. Fletcher; Thomas A. Ulrich**ASSOCIATE PROFESSORS:** Lisa M. Fairchild; Joanne Li; Walter J. Reinhart**ASSISTANT PROFESSORS:** Susan M. V. Flaherty; Kenneth W. Small**AFFILIATE FACULTY:** Janet A. Dygan; James R. Farnum, Jr.; Michael E. Hoffman; Charles C. Hogg III; Brian K. Israel; Andrew V. Kyle; James M. Mauser; Patrick J. Meaney; Lance A. Roth; Roger P. Staiger**INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT****OFFICE:** Sellinger Hall, Room 318**TELEPHONE:** 410-617-2357**CHAIR:** A. Kimbrough Sherman, Associate Professor**PROFESSOR:** Charles R. Margenthaler (emeritus); Phoebe C. Sharkey; Leroy F. Simmons**ASSOCIATE PROFESSORS:** Ellen D. Hoadley; A. Kimbrough Sherman; Laurette P. Simmons (emerita); George M. Wright**ASSISTANT PROFESSORS:** Gloria Phillips-Wren; Daniel Rice**AFFILIATE FACULTY:** David C. Becker; June M. Buckle; Ronald Desi; John W. Hebel, Jr.; Albert Jones; John Kamauff; John C. McFadden; Stephen A. Moritz; Joshua J. Reiter; Al Skudzinskas**MANAGEMENT AND INTERNATIONAL BUSINESS****OFFICE:** Sellinger Hall, Room 418**TELEPHONE:** 410-617-2619**CHAIR:** Raymond M. Jones, Associate Professor**PROFESSORS:** Harsha B. Desai; Richard H. Franke; Roger J. Kashlak; Peter Lorenzi; Anthony J. Mento; Tagi Sagafi-nejad (emeritus)**ASSOCIATE PROFESSOR:** Christy L. DeVader; Paul C. Ergler (emeritus); Raymond M. Jones**ASSISTANT PROFESSOR:** Jeffrey Cummings**AFFILIATE FACULTY:** Allan G. Bateson; June M. Buckle; William Deming; John T. Everett; Charles Fitzsimmons; Janet Forte; Russell W.

Gledhill; Mark Hubbard; Janna Karp; Anthony J. Montcalmo; Matthew Platania; Michael Torino

EXECUTIVE IN RESIDENCE: Michael L. Unger**MARKETING, LAW AND SOCIAL RESPONSIBILITY****OFFICE:** Sellinger Hall, Room 418**TELEPHONE:** 410-617-2619**CHAIR:** Nan S. Ellis, Professor**PROFESSORS:** Ernest F. Cooke; Nan S. Ellis; Andrea Giampetro-Meyer; John A. Gray; Patrick A. Martinelli (emeritus); Doris C. Van Doren**ASSOCIATE PROFESSORS:** Gerard A. Athaide; Richard Klink; Darlene Brannigan Smith; Sandra K. Smith Speck**ASSISTANT PROFESSORS:** Abhijit Roy; Suresh Sundaram**AFFILIATE FACULTY:** Paula Durand Campbell; Barbara A. Garman; Joan B. Gordon; Barry K. Hedden; Christopher T. Helmrath; Sheryl L. Kaiser; Francis P. Martini; Anthony D. Patino; Stephen R. Robinson**LOCATIONS**

Executive and graduate programs in management are offered at the following locations:

Baltimore Campus
4501 North Charles Street
Baltimore, MD 21210-2699
410-617-5064/5067Columbia Campus
8890 McGaw Road
Columbia, MD 21045-4713
410-617-5064/5067/7600
D.C.: 301-617-7755Timonium Campus
2034 Greenspring Drive
Timonium, MD 21093-4114
1-800-221-9107, x5064/5067
410-617-5064/5067

MASTER OF BUSINESS ADMINISTRATION

OFFICE: Timonium Campus, Room 08F

TELEPHONE: 410-617-5067

DIRECTOR, GRADUATE BUSINESS PROGRAMS:

Ann Attanasio

ACADEMIC DIRECTOR: Darlene Brannigan Smith,
Associate Professor

The Master of Business Administration (MBA) is designed to prepare high potential individuals for leadership in a variety of organizational settings. The degree program is intended to develop responsible leaders with a broad, integrated understanding of the relationships and functions of organizations, the worldwide opportunities and environmental influences on the decision makers, and technologies that have evolved to facilitate decision-making. The MBA emphasizes breadth of outlook over functional specialization, but provides an opportunity for focus within a set of elective courses.

The Loyola MBA program began in 1967 and is recognized as the premier business graduate program in the region. It integrates disciplines and prepares graduates to lead organizations in the internal and global environments of the new century. The combination of bright, experienced students and experientially grounded, highly qualified professors work within the curriculum to assure the development of leaders with values, broad understanding, and strategic vision.

ADMISSION CRITERIA

Students are selected on the basis of two primary criteria, prior academic achievement and performance on the Graduate Management Admission Test (GMAT). The Committee on Admissions and Retention, composed of faculty from various business disciplines, is the final arbiter.

Candidates with an advanced degree may have the GMAT waived. In addition to evaluation of the GMAT score and undergraduate/graduate performance, the admissions committee considers career progress, references, professional certifications and awards, and other evidence of capacity to pursue graduate study in business.

Applicants from universities whose primary teaching language is not English are required to submit scores from the Test of English as a Foreign Language (TOEFL).

Each applicant will be notified in writing of any admissions decisions.

GMAT WAIVER POLICY

Applicants to the MBA program who meet certain provisions will be considered for admission without submitting a GMAT score. If, upon review by the Admissions Committee, the applicant is considered admissible without a GMAT score, that requirement will be waived. The following provisions qualify an applicant for consideration for the GMAT waiver: possession of an advanced degree (e.g., master's, doctorate, etc.) or an undergraduate GPA of 3.250 or higher combined with at least five years of professional work experience and a personal interview with a Loyola College academic adviser.

The Admission Committee reserves the right to request a GMAT score from an applicant even if these conditions are met.

APPLICATION PROCEDURES

Prospective students should file an application with the Graduate Admissions Office with the nonrefundable application fee. Optional letters of recommendation may be sent directly to the Graduate Admission Office or included with the application. Information regarding official transcript requirements can be found in the Admission chapter of this catalogue.

Admission materials should be submitted by:

Fall Semester (September start)	August 15
Spring Semester (January start)	December 15
Summer Sessions (June start)	May 15

International applicants must submit the application and all international student supplemental forms at least ninety days before the application date to assure completion of student visa processing.

Late applications will be considered but with no guarantee of a timely decision. No student will be permitted to register for courses unless admitted.

FINANCIAL AID

Full-time students are eligible for employment within academic and administrative departments. Student loan programs exist. Inquiries concerning loans should be directed to the Financial Aid Office, 410-617-2576.

PREREQUISITES AND BASIC COMPETENCIES

An entering student must have a bachelor's degree or its equivalent from a regionally accredited college or university and should be able to communicate well both orally and in writing. No prior business courses are required. However, prior business courses may reduce the number of foundation courses required to complete the MBA.

An entering student in the MBA program should have facility in algebra and graphing of mathematical functions, graphic interpretation, and probability. Proficiency in these areas will be assumed with recent college or graduate level credit (*B* or better if a single course) in finite mathematics, precalculus, or mathematical models for business. Proficiency may also be established through GMAT performance. Loyola offers a course, Fundamentals of Math for Business (GB 500), which is specifically geared to the incoming graduate student. (*Note: GB 500 is a program prerequisite and will not be awarded credit on the transcript.*)

Courses in the MBA program use computer software for presentation and analysis. Students can expect to receive assignments using spreadsheets, and they may also be required to employ specialized PC software, CD or on-line databases, or mainframe systems. Students should be able to use spreadsheets and word processing software. Introductory and advanced help courses are offered without charge through Technology Services, 410-617-5555. On-line services, available through the College's computing facilities are generally user-friendly and can be accessed by individuals without extensive background.

DEGREE REQUIREMENTS

Requirements for the MBA include thirty-three core credits beyond the foundation, of which at least twenty-seven must be taken in the Loyola MBA program. All core courses (GB 700–899) are three credits. Foundation courses (GB 600–699) vary in number of credits. Waivers may be granted for previous academic experience (see the MBA Foundation).

FAST TRACK OPTION

Students entering the MBA program with a recent bachelor's degree in business administration or related field or with selected business classes may complete the MBA program with as few as eleven courses. Please call the Graduate Business Programs Office at 410-617-5067 for further details on this exciting option.

THE MBA FOUNDATION

Graduate business programs may be pursued by students with either business or nonbusiness undergraduate degrees. Once admitted, they will be enrolled in graduate courses to develop an integrated understanding of the complex environment of the manager. The foundation provides a knowledge, skill, and vision base for the pursuit of the core courses recognized by the AACSB International – The Association to Advance Collegiate Schools of Business. Each student must be waived from, tested out of, or have substantially completed foundation courses before proceeding to core level coursework. Waivers are granted when a student successfully completes courses at the undergraduate (*B* or better) or graduate (*B* or better) level which are equivalent to the foundation requirements. Upon admission, each student's transcripts will be reviewed for foundation waivers.

Waiver Exams

Students who do not qualify for a course waiver due to low grades or an expired time limit may take a waiver exam for selected foundation courses. Exams are offered by appointment through the Graduate Business Programs Office during certain times of the semester. Each test costs \$100 and is offered at either the Timonium or Columbia Campuses. For more information or to schedule

an exam, please contact the Graduate Business Programs Office at 410-617-5067.

Pre-Program Competencies

GB 500 Fundamentals of Math for Business
(2 credits)

Reflective Learning and Program Orientation
Workshop (non-credit)

A one-day program orientation and an introduction to the concept of “reflection” as an integral tool for lifelong learning. It presents an overview of the administrative issues and the MBA curriculum to students who have been accepted into the program. The program also provides an opportunity to develop specific skills in areas such as case analysis, presentation, time management, networking, career development, and team development. Students are given the opportunity to meet with advisers, faculty concentration representatives, and financial aid personnel. Students are required to complete the workshop within the first semester of the MBA program.

Foundation Courses

The Environment:

GB 611 Global Economic Analysis (3 credits)

GB 612 The Legal and Regulatory
Environment (2 credits)

GB 617 Globalization and International
Business (2 credits)

Business Fundamentals:

GB 613 Financial Reporting and Analysis
(2 credits)

GB 616 Marketing Management (2 credits)

GB 620 Fundamentals of Finance (2 credits)

Analytical Tools for Decision-Making:

GB 600 Statistical Applications in Business
(3 credits)

GB 615 Managerial Accounting: Analysis for
Decision-Making (2 credits)

GB 622 Analysis and Decision-Making
(2 credits)

In order to qualify to sit for the CPA Exam, the following foundation course substitutions should be made for students concentrating in accounting (see Concentrations section for more detail):

GB 603 Financial Accounting (for GB 613)

GB 661 Financial Accounting Problems I
(for GB 615)

GB 774 Business Law: Commercial
Transactions (for GB 612)

Due to the additional coursework required for an accounting concentration, the international/global requirement is waived for students concentrating in accounting.

THE MBA CORE

These courses are designed to address both the value chain and the responsibility of leaders to guide the organization responsibly. The organization must anticipate market needs and gather the human, material, information, and financial resources to carry out its mission. The horizontal linkage from resources to the client/customer has replaced the old hierarchical or authority structure that characterized organizations. This shift creates an opportunity to involve all members of the organization in the responsible enactment of its mission.

Students who have completed or waived the foundation requirements take a minimum of thirty-three semester credits of advanced graduate courses. The program includes seven required courses and four electives. Three of the electives may be used to form a specialization. The other course can be taken outside of that field to provide breadth of understanding. One elective course must be globally or internationally oriented.

The requirements include: two value and leadership focused courses (GB 700, GB 705); a four course sequence (GB 701, GB 702, GB 703, GB 704) which develops the relationships within the value chain of the organization; and a capstone course (GB 709) that integrates the functional areas in a case course on policy and strategies.

Individual and Corporate Leadership:

- GB 700 Ethics and Social Responsibility
(3 credits)
- GB 705 Leadership and Management
(3 credits)

Internal Business Processes:

- GB 701 Operations and Project Management
(3 credits)
- GB 704 Information and Technology for
Management (3 credits)

Value Creation in a Global Environment:

- GB 702 Marketing Strategy (3 credits)
- GB 703 Financial Applications and Strategy
(3 credits)
- GB 709 Business Strategy (3 credits; must be
taken in last six credits of program)
- GB 710 Workshop II: Reflection – Putting Values
into Action (one day, non-credit)

Customized Learning:

Consisting of GB Electives (4 courses/12 credits) from the program's various elective/concentration options. *One of the four courses must be globally or internationally oriented.*

**CONCENTRATIONS, SPECIALIZATIONS,
AND ELECTIVES**

The MBA program includes four elective courses (12 credits) at the upper level. The electives may be chosen with no pattern; they may conform with a designated concentration; or they may follow a theme of the student's choosing. No prior approval is necessary to choose a concentration. To provide breadth, concentrations are limited in length to assure that at least eighteen of the thirty-three core level program credits lie outside of a departmental discipline. *One of the four courses must be globally or internationally oriented.*

ACCOUNTING CONCENTRATION

Over the last decade, the accounting profession has become more complex and challenging. In recognition of this growing complexity, the accounting profession has mandated 150 hours of education for candidates to sit for the CPA exam. In Maryland, the 150-hour requirement went into effect July 1, 1999.

The Department of Accounting has developed an MBA accounting concentration for students who have a non-accounting undergraduate degree but are interested in the accounting profession and plan to sit for the CPA exam. Concentration courses include the following:

- GB 761 Financial Accounting Problems II
- GB 762 Cost Accounting
- GB 764 Federal Taxation of Business Entities
- GB 765 Auditing

Note: Students who plan to sit for the CPA exam should take Business Law: Commercial Transactions (GB 774). Students may substitute electives if above courses were covered in prior academic work.

**MBA Program for Accounting Students
Completing the 150-Hour Requirement**

Loyola College offers graduates of undergraduate accounting programs from all colleges and universities the opportunity to earn an MBA with one additional year of coursework. This program is specifically designed to meet the 150-hour requirement to sit for the CPA exam. This program can be flexible and specifically tailored to each student's needs and preferences.

Students in this program take seven required 700-level courses (GB 700, GB 701, GB 702, GB 703, GB 704, GB 705, GB 709). Students may select a specialization other than accounting by taking three electives in any of the areas listed below.

Students graduating from an undergraduate accounting program who wish to complete their 150-hour requirement through Loyola's MBA or MSF program are encouraged to discuss their options for early admission with the graduate business programs director. Qualified candidates may

be permitted to enroll in MBA course(s) as early as their senior year of undergraduate studies.

Because the requirements to sit for the CPA exam are evolving in many states, students should contact their adviser to obtain information on how to build a program to meet their needs.

FINANCE SPECIALIZATION

GB 722 Investments Management

And select two of the following courses

- GB 720 Financial Theory
- GB 723 Portfolio Management
- GB 724 Financial Markets and Instruments
- GB 725 Financial Institutions
- GB 726 International Finance
- GB 729 Financial Modeling
- GB 820 Advanced Financial Analysis
- GB 822 Fixed Income Securities
- GB 823 Derivatives and Risk Management
- GB 825 Special Topics in Finance

GENERAL BUSINESS SPECIALIZATION

General Business is the designation for students who do not choose one of the listed concentrations. Students may choose to develop their own focus. Suggested focus areas are economics, entrepreneurship and family business, or management of projects.

INTERNATIONAL BUSINESS SPECIALIZATION

Select three of the following courses:

- GB 719 Independent Study
- GB 726 International Finance
- GB 748 International Marketing
- GB 782 International Economics
- GB 795 Special Topics in International Business
- GB 796 International Management and Global Strategy

MANAGEMENT SPECIALIZATION

Students may develop focus areas such as leadership and management; managing for world class quality; and managing human resources. Select three of the following courses:

- GB 718 Entrepreneurship
- GB 719 Independent Study
- GB 778 Employment Law
- GB 791 Leadership
- GB 792 Human Resources Management
- GB 793 Leading Organizational Change
- GB 794 Managing in Service Organizations
- GB 796 International Management and Global Strategy
- GB 797 Special Topics in Management
- GB 895 Quality Management
- GB 896 Power and Influence
- GB 897 Negotiation and Dispute Resolution

MANAGEMENT INFORMATION SYSTEMS SPECIALIZATION

Students may develop focus areas in software application or knowledge management and decision-making by selecting the appropriate courses. See below for details.

Select three of the following courses:

- GB 719 Independent Study
- GB 730 Decision-Making in the High Technology Environment
- GB 752 Information Systems Analysis and Design
- GB 753 Advanced Systems Analysis and Design
- GB 754 Information Systems Security
- GB 755 Applied Electronic Business Strategies, Implementations, and Technologies
- GB 756 Database Design and Implementation
- GB 757 Business Support Technologies
- GB 758 Object-Oriented Programming in Java
- GB 759 Special Topics in Management Information Systems
- GB 895 Quality Management

Software Application Focus: Prepares students to manage and lead information technology software projects. The focus includes: GB 752, GB 753, GB 758, and GB 759 (Topic: Information Technology Project Management).

Knowledge Management and Decision-Making

Focus: Prepares students to use information productively in knowledge building, planning, and decision-making. The focus includes: GB 730, GB 756, GB 757, and GB 759 (Topic: Technology in the Third Millennium or Management of Global Information Technology).

MARKETING SPECIALIZATION

Select three of the following courses:

- GB 719 Independent Study
- GB 742 Advanced Marketing Strategy
- GB 743 Health Care Marketing
- GB 744 New Product Development and Management
- GB 745 Electronic Commerce Marketing
- GB 746 Promotional Strategy
- GB 747 Special Topics in Marketing
- GB 748 International Marketing
- GB 780 Pricing Strategy

COURSE DESCRIPTIONS**GB 500 Fundamentals of Math for Business (2.00 cr.)**

Reviews and develops the mathematical tools needed for MBA-level coursework. Students learn how to solve quantitative problems from a variety of business disciplines and how to relate the basic mathematical tools to business decision making. Topics include algebra, functions, equations, lines and graphs, and financial applications.

GB 600 Statistical Applications in Business (3.00 cr.)

Prerequisite: GB 500 or equivalent, basic personal computer skills. Introduces students to a systematic approach to problem solving through the application of quantitative models and statistical methods for decision-making. The intent is to create a synthesis in which students gain an appreciation for applications of formal models and statistics in a variety of decision-making environments. Excel and cases are used.

GB 603 Financial Accounting (3.00 cr.)

Introduces financial accounting concepts and methodologies employed in the preparation and interpretation of the basic financial statements. Topics cover the accounting environment; the accounting cycle; accounting for assets, liabilities, and owners' equity; and preparation of financial statements; internal control and accounting systems. Students learn to prepare and interpret financial statements.

GB 611 Global Economic Analysis (3.00 cr.)

Prerequisite: GB 500 or equivalent. Provides a basic understanding of the concepts of economic reasoning and the tools of economic analysis. Economics pervades our everyday life, with personal decisions being made daily based upon economic logic of cost and benefit. Any time a choice is necessary, it implies that there are alternatives which cannot both be chosen. Thus, economics is the "science" of scarcity.

GB 612 The Legal and Regulatory Environment (2.00 cr.)

Examines the legal and regulatory controls that define, promote, and limit business activities. A wide range of legal topics are covered, including sources of law; legal process and dispute resolution; agency; corporations; corporate governance; securities law; business torts; product liability; equal employment opportunity; and the global implications for each of these areas of law. Intellectual property, environmental protection, and antitrust law may also be covered.

GB 613 Financial Reporting and Analysis (2.00 cr.)

Focuses on the analysis and interpretation of financial statements with primary emphasis on the measurement of results of operations and financial position of business organizations. Students learn the guiding principles in how to prepare and present accurate financial statements. Topics include the accounting environment and accounting principles as they relate to the reporting and analysis of financial operations, cash flows, financial resources, financial obligations, and owners' equity.

GB 615 Managerial Accounting: Analysis for Decision-Making (2.00 cr.)

Prerequisite: GB 613. Focuses on the use of accounting information by management in making strategic management decisions. Topics include costing systems; cost-volume-profit analysis; budgeting and control systems; relevant cost and decision-making; performance evaluation; and strategic cost management. The practical application of managerial accounting techniques in planning and control activities is emphasized.

GB 616 Marketing Management (2.00 cr.)

Corequisite: GB 611. Introduces students to a basic understanding of marketing's role in accomplishing an organization's mission. Students learn the marketing management function, environmental scanning, buyer behavior, marketing research, segmentation, targeting, and positioning. Ethical considerations in the marketing func-

tion are explored. Topics include the marketing mix: product, pricing, placement, and promotion.

GB 617 Globalization and International Business (2.00 cr.)

Prerequisite: GB 616. Develops a conceptual and practical understanding of the global context and conduct of business. The forces of globalization and its impact on the firm, the environment, the domestic economy, culture, and emerging markets are examined. The theory and practice of international trade, investment, financial flows, and technology and its impact on cross-border transactions and international business are addressed. Lectures, case studies, and group projects are included.

GB 618 Operations Management (1.50 cr.)

Prerequisite: GB 600. Focuses on strategic and operating decisions involved in the creation of value through conversion of resources to goods and services. Strategic alternatives are considered for scale, scope (product line and geographic), location, operating focus, and quality level. Operating decisions and analytical capabilities focus on productivity and quality enhancement. Students learn to outline the environmental and operational challenges in the formation of an organization and the integrative and productivity decisions for an existing entity.

GB 620 Fundamentals of Finance (2.00 cr.)

Prerequisite: GB 611, GB 613. Introduces students to the finance function within a corporation. Students are provided with an understanding of the basic tools of financial management including time value of money, capital budgeting, security valuation, cash flow, risk and return, and the cost of capital. *Intended for students who have never had a finance course and those that need a refresher experience.*

GB 622 Analysis and Decision-Making (2.00 cr.)

Prerequisite: GB 600. An integrative approach to problem solving and decision-making. This course integrates two different approaches to decision-making: a “normative” approach, which is concerned primarily with how to use quantitative and non-quantitative models to improve the efficiency and effectiveness of decisions, and a “behavioral” approach, which is concerned with individual decision styles and the ability to implement decisions. This course employs general and special application software and focuses on developing creative and analytical skills for making decisions across a range of managerial settings.

GB 661 Financial Accounting Problems I (3.00 cr.)

Prerequisite: GB 603 or GB 613. Focuses on the interpretation and preparation of financial statements. Topics

include detailed review of accounting cycle; the measurement and reporting problems of various assets, liability, and equity accounts; revenues and expense; and interpretation and preparation of financial statements. Students learn to prepare, understand, and interpret financial statements. Reference made to pronouncements of the AICPA, FASB, SEC, and other authoritative sources.

GB 700 Ethics and Social Responsibility (3.00 cr.)

Prerequisite: All foundation courses. This course has two primary objectives: to provide a practical, action-oriented approach to business ethics that helps individuals who work in corporations and organizations decide what to do when they are faced with an ethical dilemma, and to explore modern corporate social responsibility—an approach to management that guides organizations beyond creating an ethical environment in the workplace. While pursuing these objectives, students study alternative perspectives on a wide range of contemporary business issues through readings and case studies. Ultimately, students see the extent to which ethics and moral and social responsibilities are intertwined.

GB 701 Operations and Project Management (3.00 cr.)

Prerequisite: All foundation courses. Examines operations management as the analysis, planning, communication, coordination, and control that ensure and enhance the organization’s creation of value through the provision of goods and services. Students investigate organizations’ efforts to achieve world-class operations and develop keen understanding of the interplay of operations strategy with the strategy of the encompassing enterprise. Topics include continuous improvement and process innovation; process analysis, simulation, and measurement; implementation of high quality processes throughout the enterprise; and the effects of rapidly changing global competition, electronic communication and technologies.

GB 702 Marketing Strategy (3.00 cr.)

Prerequisite: All foundation courses. Explores marketing’s role in creating value for the firm and its stakeholders and examines market strategy in the context of global competition and strategic uncertainty. Using analytical tools for decision-making, students evaluate, formulate, and implement marketing strategy across the product life cycle and in various levels of competitive intensity. Students investigate the organization for effective implementation and the measurement and delivery of marketing performance. Topics include the fundamentals of strategy; marketing interrelationship with corporate, business level, and other functional strategies; target

marketing and brand management; value innovation and new product development; and market strategies in growth, mature, and declining industries.

GB 703 Financial Applications and Strategy (3.00 cr.)

Prerequisite: All foundation courses. Introduces students to financial theories and applications within the corporate context. The course is intended to develop financial analysis skills; provide a strategic orientation toward problem solving; introduce students to the types of decisions faced by financial managers; and provide an understanding of valuation and the linkage between managerial decisions and firm value.

GB 704 Information and Technology for Management (3.00 cr.)

Prerequisite: All foundation courses. Provides students with a survey of information technology and telecommunications from a management point of view and a foundation for follow-on courses in strategy and electronic services. Major topics include systems concepts and value; knowledge and data management; electronic business; distributed processing; information systems as the pivotal element of the organization; globalization; and ethical and legal issues. Students gain a strong information technology knowledge set and an appreciation for information technology as process enabler and strategic facilitator in the Internet age. Cases on business aspects of technology are used to focus on real-world issues.

GB 705 Leadership and Management (3.00 cr.)

Prerequisite: All foundation courses. An introduction to selected aspects of human behavior in organizations. Leadership, motivation, teams, decision-making and problem solving, conflict management, power and politics, and organizational effectiveness are emphasized. Many of the concepts deal with social interaction and interpersonal behavior. Typically, the course takes the view of the manager, and how the manager influences others through leadership and teamwork. Most of the issues deal with leading and managing people in organizations. Much of the material presented is derived from the theories and research produced by the behavioral sciences, especially psychology. However, the emphasis is applied and pragmatic—frequently posing the question, “What would I do if I were the manager in this situation?”

GB 709 Business Strategy (3.00 cr.)

Prerequisite: GB 700, GB 701, GB 702, GB 703, GB 704, GB 705. This capstone to the MBA program focuses on getting students to think like general managers and

CEOs and exposing them to a variety of perspectives on, approaches to, and tools for the conduct of strategic management. Students gain an understanding of comparative business history in order to provide evolutionary perspective on business developments. They learn to identify key stakeholders and trends in the economic, socio-political, and technological environments; analyze how firms create and sustain value; formulate strategies; and appreciate the complexities of strategy implementation. *Must be taken during last six credits of program.*

GB 710 Capstone Workshop: Reflection – Putting Values into Action (0.00 cr.)

Corequisite: GB 709. This workshop provides closure to the student’s Loyola MBA program experience. Reflection is an integral part of the course as students work individually and in groups sharing their previously-formulated, integrated set of lessons learned developed across the whole program as well as those concerning personal growth and development. Using this knowledge and ensuing discussion as a foundation, students reflect on their values and their ability to be ethical, component, and reflective leaders in a changing and diverse world. Student also have the opportunity to develop their personal vision for the future. *(Satisfactory/Unsatisfactory)*

GB 712 Health Care Financing (3.00 cr.)

Prerequisite: GB 611, GB 615. Examines the basic concept and models of health economics with emphasis on the financing of health care. Students learn to analyze and evaluate health care financing arrangements. Topics include pluralistic approaches for public and private financing systems as well as current policy issues.

GB 713 Special Topics in Health Care Management (3.00 cr.)

Prerequisite: All core courses. Provides students with the opportunity to study the most current readings, discussions, and experiences in the field of health care management. Group projects, papers, and presentations may be used. Topics may include current and global issues in health care.

GB 718 Entrepreneurship (3.00 cr.)

Prerequisite: All core courses. Develops the strategies and techniques and explores the attitudes relevant to creating and developing new ventures in a lively environment and a forum that support student entrepreneurs. Students improve their individual talents in the quest of a vision or an idea and learn to pursue the vision of developing a business plan. Topics include business plan development; issues concerning managing growth and

small businesses; and social responsibility and responsiveness of a small business.

GB 719 Independent Study (1–3.00 cr.)

Prerequisite: All core courses and written permission of the instructor and the department chair. Under the supervision of a faculty sponsor, students have an opportunity to pursue independent research projects based on a topic of mutual interest to their sponsor and themselves. A research paper is required.

GB 720 Financial Theory (3.00 cr.)

Prerequisite: GB 703. Focuses on the theoretical models underlying investor's portfolio decisions, the investment and financing decisions of firms, and securities pricing. Financial theories are presented in analytical frameworks using statistics and financial mathematics. Topics include decision-making under certainty and uncertainty, capital budgeting, market equilibrium, contingent claims, capital structure, dividend policy, and mergers and restructuring.

GB 722 Investments Management (3.00 cr.)

Prerequisite: GB 703. Provides students with the conceptual framework to develop a lifelong philosophy of investing. Students learn to evaluate the investment merits of equity and fixed income securities. Topics include common stock valuation, fixed income securities analysis, options valuation, and portfolio management.

GB 723 Portfolio Management (3.00 cr.)

Prerequisite: GB 722. Focuses on modern portfolio theory and how it applies to the pragmatic world by managing a portfolio under live market conditions and surfing the Internet to gain investment information. Students learn to understand theoretical concepts and pragmatic aspects of portfolio management, including international aspects, ethics, and social responsibility. Topics include portfolio construction, analysis, and evaluation; capital market theory; arbitrage pricing theory; security valuation; market efficiency; derivatives; valuation and strategy; international investing; and other investment alternatives such as real estate and collectibles.

GB 724 Financial Markets and Instruments (3.00 cr.)

Prerequisite: GB 703. Surveys money and capital markets in order to determine their functions and interrelations in the national economy. Examines the interaction of key institutions and monetary and fiscal policies in the financial markets. Students learn to explain the determination and structure of interest rates, risk structure, and the regulatory environment, including the Federal Reserve System. Topics include the determination of interest

rates, the term structure of interest rates, risk structure, money markets, bond markets, and mortgage markets.

GB 725 Financial Institutions (3.00 cr.)

Prerequisite: GB 703. Provides students with an understanding of the organization and functioning of the financial services industry. Students learn the operating characteristics of a financial institution and the social and economic roles of the financial services industry. Topics include the managerial problems and perspectives of planning; pricing of financial assets and liabilities; liquidity; capital; and international markets.

GB 726 International Finance (3.00 cr.)

Prerequisite: GB 703. Focuses on the theory of the firm as applied in a global decision framework with emphasis on a detailed examination of foreign exchange markets. Students learn to apply financial analysis and decision-making techniques in an international setting. Topics include direct foreign investment; foreign exchange risk; country risk analysis; multinational debt and equity markets; reporting results to investors and tax authorities; international aspects of investment portfolios; and the ethical considerations of transcultural commerce.

GB 729 Financial Modeling (3.00 cr.)

Prerequisite: GB 722. Presents the paradigms of finance through the use of state-of-the-art technology. Emphasis on spreadsheet programming develops an understanding of financial models and the ability to work with those models. Students learn to use alternative financial models to analyze various decision-making opportunities. Topics include advanced time value of money issues; duration and interest rate risk management; international currency risk; options pricing; hedging strategies; modern portfolio management; artificial intelligence models in bond rating and credit evaluation; and databases. The Internet is used extensively as resource for market data and testing the models. Provides students with background to read leading finance journals and keep up to date on financial tools and technologies.

GB 730 Decision-Making in the High Technology Environment (3.00 cr.)

Prerequisite: All core courses. Emphasizes decision support activities that combine computers, data communications, and decision technologies to facilitate strategic business decisions. Students learn to effectively identify, design, and implement integrated technology solutions to business problems. Previous student projects have been based on the analysis of a wide variety of their own management issues including decisions relating to

new ventures, process improvement, new products/services, facility siting, acquisitions, personnel planning, and capital expenditures. Major topics include the scope of decision analysis technologies and their usefulness for improving strategic business decisions, the formulation of objectives, the development of alternatives, multi-objective value analysis, and simulation.

GB 742 Advanced Marketing Strategy (3.00 cr.)

Prerequisite: GB 702 and one other marketing concentration course. Focuses on marketing decision-making using qualitative and quantitative tools. Students learn to solve marketing problems as they relate to marketing research, product, promotion, distribution, and pricing strategy. Topics include strategic marketing management, financial aspects of marketing management, opportunity analysis, market targeting, strategy reformulation, comprehensive marketing programs.

GB 743 Health Care Marketing (3.00 cr.)

Prerequisite: GB 702. Examines the basic concepts of marketing as they pertain to the health care industry. Students learn the marketing challenges facing this industry and learn to be able to contribute to a health care environment. Topics include the industry environment; the needs of different market segments; the development of marketing strategy; and the ethical issues related to health care marketing.

GB 744 New Product Development and Management (3.00 cr.)

Prerequisite: GB 702. Studies the theoretical underpinnings of new product development in a variety of industries. Students learn to describe the new product development process; identify the components of a new product development strategy; and structure their organizations to encourage creativity and innovation. Students use multivariate statistical techniques to evaluate the marketplace attractiveness of proposed new products. Topics include technology-based product development, organizational learning, and new product acceleration.

GB 745 Electronic Commerce Marketing (3.00 cr.)

Prerequisite: GB 702. Develops strategies to meet the new expectations of the electronic marketplace which include the ability to purchase on-line, interact electronically, and be part of a community in cyberspace. Students learn to relate the traditional four Ps of marketing to the expanded potential of electronic commerce and develop an electronic commerce marketing plan for either a C2B or a B2B environment. Topics include targeting the most profitable customer, providing a total

experience, customizing for success, fostering community, one-to-one marketing, and permission marketing.

GB 746 Promotional Strategy (3.00 cr.)

Prerequisite: GB 702. Examines the components of marketing communications. Students learn to put an integrated marketing program into practice to address the diverse marketplace with a customer orientation. Topics include planning the communications program; capturing imagination in creative execution; measuring consumer response; overcoming barriers; and analyzing case histories.

GB 747 Special Topics in Marketing (3.00 cr.)

Prerequisite: Varies with topic. Provides an opportunity for the student to conduct intensive study and/or research in a selected industry or of a contemporary marketing topic. Readings, discussions, projects and presentations are core components. Topics may include brand management, technology and innovation management, sales management, and Internet marketing.

GB 748 International Marketing (3.00 cr.)

Prerequisite: GB 616. Focuses on the application of basic marketing concepts and principles to international marketing situations. Students learn to describe the international marketing context, identify adaptations in data collection/analysis, product, price, promotion, and distribution. Topics include cultural, legal, financial, and organizational aspects of international marketing. *Occasionally offered as a travel course.*

GB 752 Information Systems Analysis and Design (3.00 cr.)

Prerequisite: GB 704. Examines the phases of the system development life cycles as well as the methodologies and techniques used in those phases. The management of system development phases is reviewed in detail, and the organizational issues involved in system development and implementation is addressed. Object-oriented and structured approaches to system development are reviewed. Prototyping, joint-application development (JAD), rapid application development (RAD), and other techniques for system development are studied. Modeling concepts and diagrams are discussed, and the unified modeling language (UML) is examined. The use and impact of CASE tool technology is also examined.

GB 753 Advanced Systems Analysis and Design (3.00 cr.)

Prerequisite: GB 752 or written permission of the instructor. Examines advanced issues in system analysis and design.

Emphasis is placed on learning the unified modeling language (UML) and the implementation of UML modeling with CASE tool technology. Object-oriented (OO) methodologies like the rational unified process (RUP) are examined and reviewed. Techniques in OO business modeling are reviewed, as well as issues in OO metrics and OO project management. Management strategies for designing and implementing an OO project are discussed. Issues in OO design and compatibility are addressed with a discussion of object management group (OMG) standards.

GB 754 Information Systems Security (3.00 cr.)

Prerequisite: GB 704. Surveys current concepts and trends in information systems security for policy makers. Provides students with the foundation for assessing risk associated with accidental and intentional breaches of security. Uses readings, lectures, discussions, and exercises to promote understanding of securing information in the Internet age. Topics include legal issues, risk management, disaster preparedness/recovery, training and awareness, policies and procedures, physical security, public key infrastructure and encryption, industrial espionage, privacy, and software licensure compliance.

GB 755 Applied Electronic Business Strategies, Implementations, and Technologies (3.00 cr.)

Prerequisite: GB 704. Focuses on the deployment of Internet and web-based applications. It concentrates on empowering students with the knowledge to create a complete web solution through hands-on development using the latest software and web technologies. Topics include Internet architecture, information architecture, graphic design and web usability, database design, and building truly dynamic webpages using technologies such as markup language scripts, Dreamweaver, Cold Fusion, and Active Server Pages. Cutting edge technologies such as wireless application protocol, Java, XML, and Flash are also discussed.

GB 756 Database Design and Implementation (3.00 cr.)

Prerequisite: GB 704. Provides an analysis of database systems within the broader scope of information systems. An intensive, introductory course in database design concepts that includes the building and using of systems. The roles of the database as a corporate resource and the role of the database administrator as the steward of that resource are examined. Management issues such as security, efficiency, and effectiveness are included. The relational model is used as the paradigm

for theory and practice. Both Oracle's SQL and Access' QBE provide a great deal of hands-on activity.

GB 757 Business Support Technologies (3.00 cr.)

Prerequisite: GB 704. Provides business professionals with the concepts and tools required to perform knowledge work—human mental work to generate useful information using personal computers or small office technologies. Performing this work requires that knowledge workers be able to obtain information and use it to design and carry out analytical and information processing activities. Students learn to describe the role of information management in productivity, explain the data and communication requirements of knowledge work, and define and develop an appropriate individual information technology infrastructure. Topics include individual and collaborative productivity tools, end-user applications in organizations, individual knowledge work, and collaborative knowledge work. Students are required to develop and implement a personal productivity tool by applying an information system application to their work.

GB 758 Object-Oriented Programming in Java (3.00 cr.)

Prerequisite: GB 704. A first course in computer programming using the Java language. Standard aspects of traditional programming—the edit/compile/run/debug cycle, data types, control structures, functions, console and file I/O, and sorting—are covered. Modern programming practices such as structured programming, strings, applets, network communication, message-driven programming versus procedural programming, encapsulation, inheritance, polymorphism, and reuse based on software objects are also addressed.

GB 759 Special Topics in Management Information Systems (3.00 cr.)

Prerequisite: Varies with topic. Provides students with the most current readings, discussions, and experiences in the field of information systems management. Group projects, papers, and presentations may be used to share information on the topic. The particular topic will be identified in the course schedule for the semester in which the class is offered. Topics may include human-computer interface, management of the I/S function, total quality management, and IT Project Management.

GB 761 Financial Accounting Problems II (3.00 cr.)

Prerequisite: GB 661. Builds upon areas covered in GB 661, and deals with problems in accounting for corporate securities, treasury stock, pension plans, leases, revenue

recognition issues, income tax allocation, investments, and accounting changes. Students acquire a comprehensive understanding of financial statements. Pronouncements of the AICPA, FASB, SEC, and other authoritative sources are an integral part of the course.

GB 762 Cost Accounting (3.00 cr.)

Prerequisite: All core courses or written permission of the instructor. Deals with cost measurement, classification, and recording for external reporting and internal decision-making. Topics include an in-depth coverage of cost behavior, cost-volume-profit analysis, cost accounting systems, budgeting, variance analysis, cost allocation, capital budgeting, and relevant cost for decision-making. Students learn to identify, classify, and apply cost accounting techniques in business applications.

GB 763 Federal Income Taxation (3.00 cr.)

Prerequisite: All core courses. Introduces the concepts and principles of the federal income taxation of individuals. Students learn to apply the tax concepts and principles in basic tax preparation. Topics include the determination of gross income, business and nonbusiness deductions, property transactions, application of tax software, and an introduction to tax research. The Internal Revenue Code and Regulations are an integral part of this course.

GB 764 Federal Taxation of Business Entities (3.00 cr.)

Prerequisite: GB 613. The study of four related aspects of federal entity taxation: (1) the structure of federal income taxation, (2) taxation of business entities, (3) special business topics, and (4) tax consequences of corporate liquidations and reorganizations. Topics covered in theme one include the determination of gross income, business deductions, and business losses and relevant tax planning strategies. Topics covered in theme two include corporate formation, capitalization, operation, and dividend distributions; partnership formation and operation; subchapter S election and operation; and corporate, partnership, and S-corporation tax planning strategies. Topics covered in theme three include multi-jurisdictional taxation; the corporate alternative minimum tax; taxation of proprietorships; and relevant tax planning strategies. Further topics include a comparative analysis of the various forms of doing business; the basics of corporate liquidations and reorganizations; and an introduction to tax research. The Internal Revenue Code and Regulations are an integral part of this course.

GB 765 Auditing (3.00 cr.)

Prerequisite: GB 761. Focuses on the basic concepts of auditing in a manual and computer-based accounting

system and covers the generally accepted auditing standards and procedures. Students develop the judgement and decision-making skills needed to function as auditors in the complex environment of business and the basic skills to research current issues impacting the audit profession. Major topics include ethical responsibilities, internal control evaluation, evidence gathering, reporting standards, and basic auditing concepts.

GB 770 Special Topics in Law and Social Responsibility (3.00 cr.)

Prerequisite: Varies with topic. Students develop an understanding of alternative perspectives on a specific topic, study this topic in depth, and engage in personal reflection about the topic. Topics may include corporate accountability, leadership, teamwork, law and society, and legal responses to inequality in the workplace.

GB 774 Business Law: Commercial Transactions (3.00 cr.)

Considers the legal environment of business, including the principal characteristics of the American legal system, the concepts and principles used to determine individual and corporate accountability, and the regulatory system within which businesses operate. Treats aspects of the commercial transaction including contract law, the commercial code (UCC: sale of goods, negotiable instruments, secured transactions, bank collections and deposits), surety, and bankruptcy law. *Recommended specifically for students who wish to sit for the CPA exam and should be taken by those students in lieu of GB 612.*

GB 777 Securities Law (3.00 cr.)

Prerequisite: All core courses. Covers knowledge of law and professional responsibilities necessary for investment managers, investment advisers, and financial planners. Students learn to demonstrate an informed understanding of the U.S. legal framework, the principal legal requirements for the issuance and trading of securities, and the regulation of finance professionals; to use AIMR Standards of Practice to articulate professional responsibilities and resolve ethical issues; and to use a variety of sources (print, electronic, practitioner) to research and report on questions about the law and ethics for finance practitioners. Topics include state law governing business associations; federal securities law governing registration, reporting, inside trading, proxy solicitation, mergers, and licensing and regulation of finance practitioners; and AIMR Standards of Practice.

GB 778 Employment Law (3.00 cr.)

Prerequisite: All core courses. Covers the basic legal concepts and principles relevant to the employment relationship, including common law, state and federal statutory law, and constitutional law. Explores their relevance for employment policies and practices. Also covers multi-national legal considerations relevant to employment.

GB 780 Pricing Strategy (3.00 cr.)

Prerequisite: GB 611. Develops tools that can be used to devise wealth-maximizing pricing programs and to integrate pricing with production considerations. Students learn to acquire and analyze data useful in gauging consumers' sensitivity to price; implement a variety of sophisticated pricing tactics; and appreciate the influence of market structure on pricing behavior. Topics include costs and pricing decisions, demand analysis, segmented pricing, competitive advantage, and legal and ethical issues in pricing.

GB 781 Monetary Policy Analysis (3.00 cr.)

Prerequisite: GB 611. Examines the conduct and strategy of monetary policy. Students study the role of money in the financial system, the institutional structure of the Federal Reserve, as well as the instruments, targets, and transmission mechanism of monetary policy. Special topics include the debate over policy activism, inflation targeting, lessons from Japanese deflation, asset price bubbles, and policy transparency.

GB 782 International Economics (3.00 cr.)

Prerequisite: GB 611. Covers the main concepts and analytical tools in international economics, as well as some of the major economic events that have attracted the attention of investors and policy makers around the globe. Focus is on the determinants of a country's external accounts (external trade and investment flows), exchange rates, and how these variables simultaneously reflect and affect business and consumer decisions, economic growth, and government policies.

GB 789 Special Topics in Business Economics (3.00 cr.)

Prerequisite: GB 611. Focuses in depth on the issues and theories in a particular field of business economics. Topics may include industry studies, environmental economics, international trade, labor and managerial economics, health economics, and applied econometrics.

GB 791 Leadership (3.00 cr.)

Prerequisite: All core courses. Students examine their leadership styles and their experiences as they take part in

intensive group problem-solving exercises. Develops self-awareness and insight into the interpersonal skills needed to be an effective leader.

GB 792 Human Resources Management (3.00 cr.)

Prerequisite: All core courses. The flow of human resources into and through the organization including recruitment, selection, training, performance evaluation, out-placement; organizational reward systems involving both intrinsic and extrinsic rewards; the use of teams in work system design; and the processes by which employees influence organizational goals and operations.

GB 793 Leading Organizational Change (3.00 cr.)

Prerequisite: All core courses. Develops vision and leadership concepts as key requirements for leading change in all types of organizations. Prepares the student to play the role of strategist, implementor, or recipient, depending on the change situation. Students develop an understanding of the politics of change; the development of a working vision; the dynamics and skills involved in leading and implementing change; and a sensitivity to the views and needs of the recipients of change. Topics include managing teams, analyzing appropriate change strategies, leading and implementing change, and developing ethical perspectives of the change process.

GB 794 Managing in Service Organizations (3.00 cr.)

Prerequisite: All core courses. Emphasizes issues which represent particular challenges for managers of service-producing organizations by focusing on the service-profit chain. Students learn to improve service quality by understanding customer needs, expectations, and competencies; select and train workers; and integrate marketing and operations to coordinate the service management system. Topics include determining the strategic service vision, designing the service delivery system, managing for quality and productivity, achieving total customer satisfaction, and developing breakthrough service operations.

GB 795 Special Topics in International Business (3.00 cr.)

Prerequisite: Varies with topic. Explores the international business environment, management practices, and specific problems facing managers conducting business in more than one cultural context. Readings, discussions, group projects, and presentations may be used to share information on the topic. Topics may include export-import management and international business law.

GB 796 International Management and Global Strategy (3.00 cr.)

Focuses on the international dimension of strategy and provides a framework for formulating strategies in an increasingly complex world. Topics include globalization of industries, organization and management of multinational enterprises, building global networks and alliances, and the changing managerial tasks under conditions of globalization.

GB 797 Special Topics in Management (1.50–3.00 cr.)

Prerequisite: Varies with topic. Students develop a mastery of a particular general management topic. Topics may include power and influence, managing groups and teams, service management, and American business in the global environment.

GB 820 Advanced Financial Analysis (3.00 cr.)

Prerequisite: GB 703. Focuses on the assessment of financial performance and health of companies from the point of view of equity and credit analysts. Students learn to apply financial statement analysis, prepare pro forma financial statements, and determine the intrinsic value of a firm. Topics include analyzing financial statements, generally accepted accounting principles, forecasting financial statements, and business valuation.

GB 821 Financial Policy (3.00 cr.)

Prerequisite: GB 703, GB 722, GB 724, GB 726. Focuses on the integration, formulation, and implementation of financial decisions and policies by using cases which describe actual business situations to understand the firm's funds' plans according to the objective of wealth maximization in today's business environment. Students learn the theories of finance, the use of financial tools, and how to relate the financial valuation paradigms to the broader strategic environment facing managers. Topics include strategic financial planning, social responsibility of financial managers, the ethical dimensions of financial decisions, application skills of financial techniques, forecasting and risk analysis, required return and sources of capital, and the timing and sequencing of financial actions plans. Integrates the various sub-fields of finance and should be taken as one of the last courses. *Restricted to MSF students.*

GB 822 Fixed Income Securities (3.00 cr.)

Prerequisite: GB 722. Focuses on the analysis of specific types of fixed income securities including government bonds, corporate bonds, floating rate notes, and closely related instruments. Students learn how to value the various types of fixed income securities, manage interest

rate risk, and construct bond portfolios. Topics include bond options, forwards and futures on bonds, caps, floors, collars, swaps, and swaptions.

GB 823 Derivatives and Risk Management (3.00 cr.)

Prerequisite: GB 722. Examines derivative securities such as options, futures, forwards, and swaps. Students learn trading strategies, hedging strategies, and how to value derivative securities. Topics include derivatives markets, pricing models, stock options, interest rate derivatives, binomial option pricing, numerical procedures, and exotic options.

GB 825 Special Topics in Finance (3.00 cr.)

Prerequisite: Varies with topic. Addresses issues in a particular field of finance, including investments, portfolio management, derivative securities, international finance, capital markets, corporate finance, and financial institutions. Encompasses critical reviews of selected journal articles, empirical research, guest lectures, student papers and presentations. *Seminar format.*

GB 826 Research Projects in Finance (3.00 cr.)

Prerequisite: GB 703, GB 722, GB 723 or GB 820, GB 724, GB 726. Students are provided the opportunity for in-depth exploration of a topic within the finance discipline, enabling them to understand the application of theoretical concepts in finance. The course is structured as a directed individual research effort in an area selected by the student and approved by the instructor. Research methodology is covered, from scientific approach and problem identification, to the research question and design. Original research is conducted, and a final report is written. Financial databases and the Internet are used extensively. *Restricted to MSF students.*

GB 867 Special Topics in Financial Accounting (3.00 cr.)

Prerequisite: Varies with topic. Investigates and analyzes in detail current topics of interest to the Financial Accounting Standards Board (FASB) and other items of interest in the accounting literature. Uses current pronouncements, exposure drafts, and interpretations of current FASB pronouncements.

GB 895 Quality Management (3.00 cr.)

Prerequisite: GB 701. Focuses on and develops principles and concepts of quality management, continuous improvement processes, business process reengineering, leadership for quality, and customer-driven quality. Students develop an understanding of a total quality management philosophy as a sustainable competitive advan-

tage and way of life in their organization. Topics include the history and logic of continuous improvement, business process reengineering, total quality management basic and advanced tools, team development, leadership for change, and implementing quality.

GB 896 Power and Influence (3.00 cr.)

Prerequisite: All core courses. Develops the understanding that organizations are political entities where power and influence are key mechanisms by which things get done. Students learn to define power and its sources; analyze work relationships; identify and use influence tactics effectively and ethically; and use power and influence over the course of their career. Topics include power dynamics in organizations, managing networks of relationships, team management, and career management.

GB 897 Negotiation and Dispute Resolution (3.00 cr.)

Prerequisite: All core courses. Provides the opportunity to learn and practice negotiation methods and skills and to learn about the uses of mediation and arbitration as alternative methods of dispute resolution. Students learn to demonstrate an informed understanding of negotiation, mediation, and arbitration, including ethical issues and legal considerations relevant to them; demonstrate and explain their own negotiation and mediation skills; and identify and use relevant sources of information (print, electronic, and practitioner) to research and report on questions pertaining to negotiation, mediation, and arbitration. Negotiation and mediation exercises and invited experts are used along with lectures. Topics include positional bargaining; mutual gains bargaining; preparation for negotiation; negotiating tactics; cross-cultural negotiating; negotiating and gender; ethical and legal issues relevant to negotiating; the mediation process and role of the mediator; the arbitration process; and the use of mediation and arbitration in lieu of litigation.

MASTER OF SCIENCE IN FINANCE

OFFICE: Timonium Campus, Room 08F

TELEPHONE: 410-617-5067

DIRECTOR, GRADUATE BUSINESS PROGRAMS:

Ann Attanasio

ACADEMIC DIRECTOR: Walter J. Reinhart,
Associate Professor

The Master of Science in Finance (MSF) offers advanced financial training that builds on a foundation of business and quantitative skills. The program is designed to offer a strong conceptual understanding of finance to develop the student's analytical and critical thinking abilities. In addition, the program is designed to provide students with sufficient background and foundation to sit for the initial examinations for important professional designations. The program stresses four major themes: technical competence, application of financial tools to decision-making, value creation for stakeholders, and professional responsibility and ethics.

ADMISSION CRITERIA

Students are selected on the basis of two primary criteria, prior academic achievement and performance on the Graduate Management Admission Test (GMAT). The Committee on Admissions and Retention, composed of faculty from various business disciplines, is the final arbiter.

Candidates with an advanced degree may have the GMAT waived. In addition to evaluation of the GMAT score and undergraduate/graduate performance, the admissions committee considers career progress, references, professional certifications and awards, and other evidence of capacity to pursue graduate study in finance and business.

Applicants from universities whose primary teaching language is not English are required to submit scores from the Test of English as a Foreign Language (TOEFL).

Each applicant will be notified in writing of any admissions decisions.

GMAT WAIVER POLICY

Applicants to the MSF program who meet certain provisions will be considered for admission without submitting a GMAT score. If, upon review by the Admissions Committee, the applicant is considered admissible without a GMAT score, that requirement will be waived. The following provisions qualify an applicant for consideration for the GMAT waiver: possession of an advanced degree (e.g., master's, doctorate, etc.) or an undergraduate GPA of 3.250 or higher combined with at least five years of professional work experience and a personal interview with a Loyola College academic adviser.

The Admission Committee reserves the right to request a GMAT score from an applicant even if these conditions are met.

APPLICATION PROCEDURES

Prospective students should file an application with the Graduate Admissions Office with the nonrefundable application fee. Optional letters of recommendation may be sent directly to the Graduate Admissions Office or included with the application. Information regarding official transcript requirements can be found in the Admissions chapter of this catalogue.

Admission materials should be submitted by:

Fall Semester (September start)	August 15
Spring Semester (January start)	December 15
Summer Sessions (June start)	May 15

International applicants must submit the application and all international student supplemental forms at least ninety days before the application date to assure completion of student visa processing.

Late applications will be considered but with no guarantee of a timely decision. No student will be permitted to register for courses unless admitted.

FINANCIAL AID

Full-time students are eligible for employment within academic and administrative departments. Applications for employment opportunities can be obtained through the MBA office, by the first of the month preceding the start of each term. Student loan programs exist. Inquiries concerning loans should be directed to the Financial Aid Office, 410-617-2576.

PREREQUISITES AND BASIC COMPETENCIES

The MSF program attracts students with strong intellectual abilities, demonstrated records of success and the keen desire to pursue a successful career in the field of finance. The program focuses on students who have a bachelor's or master's degree in a business discipline. The program also accepts students with strong academic and experience credentials in other disciplines, especially those in mathematics, physical sciences, computer sciences, biological sciences and engineering. These students will be evaluated on a case-by-case basis to determine any additional initial preparation required to enter the MSF program. Generally, students will have course work in accounting, finance, economics, and statistics prior to entering the program.

DEGREE REQUIREMENTS

A minimum of thirty core course credits (GB 700- and 800-level) is required of all students. Advanced standing may be granted for a maximum of two of these courses if an equivalent graduate level course has been taken elsewhere at an accredited college or university.

The curriculum consists of six required courses and four electives. GB 500, GB 600, GB 611, GB 613, and GB 620 may be waived based on prior academic experience.

Pre-Program Competencies:

GB 500 Fundamentals of Math for Business
(2 credits)

Reflective Learning and Program Orientation
Workshop (one day, non-credit)

Foundation Courses

- GB 600 Statistical Applications in Business
(3 credits)
GB 611 Global Economic Analysis (3 credits)
GB 613 Financial Reporting and Analysis
(2 credits)
GB 620 Fundamentals of Finance (2 credits)

Core Courses

- GB 703 Financial Applications and Strategy
(3 credits)
GB 722 Investments Management (3 credits)
GB 723 Portfolio Management (3 credits)
GB 724 Financial Markets and Instruments
(3 credits)
GB 726 International Finance (3 credits)
GB 820 Advanced Financial Analysis (3 credits)

Elective Options (choose four)

- GB 720 Financial Theory (3 credits)
GB 725 Financial Institutions (3 credits)
GB 729 Financial Modeling (3 credits)
GB 821 Financial Policy (3 credits)
GB 822 Fixed Income Securities (3 credits)
GB 823 Derivatives and Risk Management
(3 credits)
GB 825 Special Topics in Finance (3 credits)
GB 826 Research Projects in Finance
(3 credits)

COURSE DESCRIPTIONS

Descriptions for GB courses can be found in the chapter concerning the Master of Business Administration (MBA).

MASTER'S PLUS PROGRAM

OFFICE: Timonium Campus, Room 08F

TELEPHONE: 410-617-5067

DIRECTOR, GRADUATE BUSINESS PROGRAMS:

Ann Attanasio

ACADEMIC DIRECTOR: Darlene Brannigan Smith,
Associate Professor

Upon acceptance, individuals with a master's degree in business from Loyola College or another accredited college or university may take courses for which they have the background. Individuals with other master's degrees may take certain courses with permission of the Associate Dean of Executive and Graduate Business Programs.

Many graduate business alumni use the Master's Plus as a vehicle to prepare for certain professional certifications, such as the Certification of Public Accountancy (CPA). Master's Plus students may elect from a variety of courses in consultation with the graduate business program director. For a complete listing of courses offered in the evening programs, please refer to the chapter concerning the Master of Business Administration (MBA).

Students may take up to five courses under the program, as long as they maintain good standing as a graduate student. They may take additional courses with permission of the Associate Dean of Executive and Graduate Programs. The Master's Plus does not lead to a degree.

Second Specialization

Graduates from Loyola's evening MBA, Executive MBA, or MBA Fellows Program may enter the Master's Plus Program to obtain a second specialization. After successfully completing three courses through the evening MBA course offerings, a second specialization will be recorded on the student's transcript. Consultation with the graduate business program director is required when selecting courses.

MBA FELLOWS PROGRAM

OFFICE: Timonium Campus, Room 08D

TELEPHONE: 410-617-5064

ACADEMIC DIRECTOR: Darlene Brannigan Smith,
Associate Professor

ADMINISTRATIVE DIRECTOR:
Manette Frese Gates

The MBA Fellows Program is a 2.5 year, Saturday-only cohort program designed for fast-track, emerging leaders seeking to advance their careers. Contemporary issues of today's managers are addressed using a program that builds content around integrating themes within and across course modules. It is primarily delivered over ten, ten-week modules during which students take the equivalent of two courses per module (summers off). Classes are held on Saturdays only, ending in early afternoon.

Throughout the program, students benefit from the following distinctive features of the Sellinger School's Fellows Program:

Integrated, Theme-Based Program

The ten-week modules are progressive and have a theme borne out of one of the following three main goals of the curriculum content: management foundations, executive management concepts and applications, and special topics.

Faculty Partners

The faculty who teach in the Fellows Program have academic ownership of the program, work together to ensure an integrated cross-functional approach, and seek to continuously improve the program.

Student Teams

To facilitate learning and develop individual team skills, entering students are placed on teams set up based on professional/functional diversity and geographic proximity.

Residency in Executive Leadership

The residency portion of the program orients the professional to the Fellows Program and centers on the role of executive leadership, team building, familiarization with the program, and an introduction to the basics of accounting and statistics.

International Field Study

Following study of the global environment, students participate in an international field study focusing on emerging markets, including on-site visits and executive briefings at multiple organizations.

Innovation Application

All students study an innovation or new direction within their organization, including management efforts required, competitive advantages, and delivery implications.

Management Consulting Application

This team project is the major integrative thread of the final half-year of the Program. With the facilitation of a Fellows Faculty Partner(s), teams create a strategic assessment for a client company.

Seminars and Special Sessions

In addition to regular class meetings, students participate in select special sessions, on and off campus, that help to develop additional skills and experiential learning.

ADMISSION CRITERIA

Candidates for the Fellows Program are selected by the Executive MBA Programs Committee on Admission and Retention. The Committee selects candidates based on the following criteria:

- Relevant work experience.
- Leadership potential.
- Undergraduate achievement.
- Performance on the Graduate Management Admissions Test (GMAT). Candidates with a 3.000 undergraduate GPA and/or an advanced degree may have the GMAT waived.
- An interview with the administrative director of Executive MBA programs.

The Admissions Committee also considers factors such as company endorsement, references, other study, and professional certifications.

APPLICATION PROCEDURES

Prospective students should submit an application with fee, essay, official transcripts of all prior academic work, GMAT, three letters of recommendation, and a resume of their professional experience. All application materials should be sent to the administrative director of Executive MBA programs.

FINANCIAL INFORMATION

Cost for the Fellows Program includes tuition for all courses, expenses for the Residency, an international field study, textbooks, fees, weekly breakfasts, and educational materials. It is the policy of Loyola College to maintain the same tuition throughout the 2.5 years in the program. Upon acceptance into the program, students may choose from a variety of payment plans.

FINANCIAL AID

Fellows Program students may be eligible for student loans through the Federal Direct Stafford Loan Program. To assure all avenues are explored, applicants should make their interest in financial aid known early in the admissions process and apply directly through the Office of Financial Aid.

BASIC COMPETENCIES

Skills in written and oral communication, quantitative analysis, computer usage, and software applications are essential for success in the MBA Fellows Program. Communications skills are needed for writing and presentation of cases and other assignments. Students should be able to understand, manipulate and graph algebraic functions. Because computer software is used as a medium for presentation and a framework for analysis, students should be familiar with word processing and spreadsheet software and have access to a personal computer. Several options exist to provide such competencies to an entering student. These options can be explored with prospective students during the admissions process.

DEGREE REQUIREMENTS

The Fellows Program encompasses 2.5 academic years, during which students complete fifty-one credit hours of graduate study. Students in each

class take the same courses together as a cohort. The first year begins with a short residency in September and continues with three, ten-week sessions plus a mini-session ending in June. During the second year, the three ten-week sessions are followed by a mini-session, five weeks in length. The final phase of the program begins in August/September with the ten-day International Field Study and ends in February with a live case study and a retreat. Throughout the program, students participate in select Executive Seminars which complement and amplify program courses and offer a perspective on issues important to business executives. Seminar topics and content are continuously revised to meet the changing needs of executives.

A quality point average of 3.000 (*B*) or higher is required for graduation. If a student's quality point average drops below 3.000 in any session or cumulatively, continuation in the program is subject to review by the Committee on Admission and Academic Retention. More than two *C/C+* (2.000/2.330) grades, or any *F* (0.000) grade, constitutes dismissal. Upon successful completion of the Fellows Program students are awarded a Master of Business Administration (MBA).

The following program applies to students in the Class of 2006 and later:
First Year: Fundamentals of Business
Residency

EF 600 Residency in Executive Leadership

Module 1: Fundamentals of Business I

EF 662 Leadership and Organizational Effectiveness

EF 663 Accounting Information for Executive Decision-Making

Module 2: Fundamentals of Business II

EF 650 Strategic Planning and Analysis (5 weeks)

EF 663 Accounting Information for Executive Decision-Making (continued)

EF 670 Foundations of Economic and Business Analysis

Module 3: Fundamentals of Business III

EF 660 Statistics and Quantitative Methods

EF 664 Analysis of Domestic and Global Economic Market Systems

Module 4: Fundamentals of Business IV

- EF 772 Information Technology and Strategy

Second Year: The Process of Value Creation*Module 5: The Process of Value Creation I*

- EF 674 Financial Management I
EF 764 Marketing Management

Module 6: The Process of Value Creation II

- EF 714 New Product Development and Innovation Management
EF 762 Financial Management II

Module 7: The Process of Value Creation III

- EF 767 Entrepreneurship (5 weeks)
EF 768 Operations Management
EF 774 International and Global Business

Module 8: The Process of Value Creation IV

- EF 769 Project Management (5 weeks)
EF 774 International and Global Business (continued)

Final Half Year: Implementation and Stakeholder Analysis*International Residency*

- EF 775 International Field Study

Module 9: Implementation and Stakeholder Analysis I

- EF 766 Government and Legal Environment of Business
EF 771 Leading Change (5 weeks)
EF 773 Strategic Integration and Implementation

Module 10: Implementation and Stakeholder Analysis II

- EF 763 Corporate Social Responsibility (5 weeks)
EF 773 Strategic Integration and Implementation (continued)

Final Retreat

- EF 777 Putting Values into Action

The following program applies to students in the Class of 2005 and prior:**Second Year: The Process of Value Creation***Module 5: The Process of Value Creation I*

- EF 674 Financial Management I
EF 764 Marketing Management

Module 6: The Process of Value Creation II

- EF 762 Financial Management II
EF 766 Government and Legal Environment of Business

Module 7: The Process of Value Creation III

- EF 768 Operations Strategy and Management
EF 774 International and Global Business

Module 8: The Process of Value Creation IV

- EF 661 Ethical Decision-Making (5 weeks)
EF 769 Project Management (5 weeks)

Final Half Year: Innovation and Implementation*International Residency*

- EF 775 International Field Study

Module 9: Innovation and Implementation I

- EF 714 New Product Development and Innovation Management
EF 767 Entrepreneurship (5 weeks)
EF 773 Strategic Integration and Implementation

Module 10: Innovation and Implementation II

- EF 763 Corporate Social Responsibility (5 weeks)
EF 771 Leading Change (5 weeks)
EF 773 Strategic Integration and Implementation (continued)

Final Retreat

- EF 777 Putting Values into Action

COURSE DESCRIPTIONS**EF 600 Residency in Executive Leadership (2.50 cr.)**

Participants spend the first week of their program engaged in program orientation and team building activities. Small study groups are established and individual expertise is shared. Students learn concepts of accounting and statistics, as well as the conceptual understanding of the numerous facets of strategic management through role-playing, case studies, and simulations. Topics include team building, leadership, and communications.

EF 650 Strategic Planning and Analysis (1.25 cr.)

Focuses on the fundamentals of strategic analysis and planning. Students learn internal analysis of the firm and external analysis of the firm's environment, i.e., industry and market structure, existing and emerging

competitors, customers and macro-environmental forces. Large and small organizations in the profit and nonprofit sectors are compared and contrasted with regard to their approaches to strategic planning.

EF 660 Statistics and Quantitative Methods (2.50 cr.)

Introduces the basic concepts of statistics with emphasis on management applications. Students gain competence in applied statistics and in applying a statistical computer package to business analysis. Presents probability concepts and distributions; procedures for estimating measures of location and dispersion; establishing confidence intervals; statistical process control; acceptance sampling; and multivariate analysis including contingency analysis, analysis of variance, and regression.

EF 661 Ethical Decision-Making (1.25 cr.)

Examines the nature of moral awareness and different theories of normative ethics. Students learn to recognize an ethical dilemma and consider an ethical framework to resolve dilemmas in the workplace. Introduces students to the process of individuation to help them determine how they will follow their own consciences in an environment that could encourage them to do otherwise.

EF 662 Leadership and Organizational Effectiveness (2.50 cr.)

Addresses the human side of the enterprise and how managing relationships becomes more important than performing tasks as managers acquire responsibility for leadership. Students learn why some groups perform well while others do not, what constitutes truly outstanding leadership, and how a firm can transform itself. Topics include the determinants of group culture; management of individuals as formal authority is eroding; establishment of productive relationships with peers and seniors over whom the manager has no formal authority; decision-making under uncertainty; and the key characteristics of a learning organization, including the identification and transfer of best practices and the use of reflection and metaphorical thinking.

EF 663 Accounting for Executive Decision-Making (3.75 cr.)

By combining case studies, readings, lectures, and class discussion, this course empowers students to integrate accounting information into organizational planning and control processes. Topics include understanding the accounting cycle; the strategic approach to analyzing financial statements including balance sheet, income statement, and cash flow; costing systems; cost-volume-profit analysis; budgeting and control systems; relevant

cost and decision-making; performance evaluation; and strategic cost management. Practical application of both financial and managerial accounting is emphasized.

EF 664 Analysis of Domestic and Global Economic Market Systems (2.50 cr.)

Introduces supply and demand analysis and then develops an understanding of macroeconomic theory and policy using active-learning, writing, and discussion methods. Students develop an awareness of monetary and fiscal policy impacts on long-term trends and short-term fluctuations, how these bear on their firms and industries, and how the circular flows of economic activity create various time series patterns. Students are prepared to assume discussion leadership among superiors, peers, and subordinates. Topics include the merits of free global markets and flexible exchange rates; the interaction of global, national, and regional supply and demand forces; key ideas of Nobel laureates; labor and capital markets interactions; international economic growth patterns; problems of economic development; the role of expectations within the business cycle; and modern electronic commerce.

EF 670 Foundations of Economic and Business Analysis (2.50 cr.)

Creates and applies microeconomic analysis tools to the solution of business problems and the formulation of business strategy. Students learn standard production, cost, and distribution theories of market exchange. Topics include the firm's pricing decisions in various market structures, the architecture of the firm, incentive systems, horizontal and vertical integration logic for optimizing supply chains, and related internal pricing problems.

EF 674 Financial Management I (2.50 cr.)

Focuses on the theory and practice of finance from a corporate perspective. Emphasis is placed on understanding the role of financial decisions in determining value. Students learn the basic techniques of financial management, skills in analyzing risks and financial returns in specific situations, and financial issues faced by general management. Topics include valuation theory, financial markets, capital budgeting, cost of capital, capital structure, dividend policy, and international finance.

EF 714 New Product Development and Innovation Management (2.50 cr.)

Designed to help students discover the bases, processes, and challenges of corporate practices in product and new venture management from a contemporary and emerging "best practices" perspective. Students learn where cor-

porate practice in new product development and management has come from and where it is headed; what changes, complexities, and opportunities are involved in leading product development and management; and what lessons are being learned by leading-edge organizations in the field. Students are involved in an in-depth study of these and related issues and extensive exploration into areas of personal interest in product and new venture management. Topics include the fully integrated approach to new product development (NPD); the new product development process; the critical role of customers and market knowledge; the key elements of a successful NPD strategy; how an organization's culture influences product innovation; the leadership skills required to stimulate organizational innovation; and how an organization can organize for innovation.

EF 719 Independent Study (1–3.00 cr.)

Prerequisite: Written permission of the program director. Provides students with the opportunity to do a research or business development project under the supervision of a professor.

EF 762 Financial Management II (2.50 cr.)

Focuses on student analysis and presentation of solutions to several different types of financial problems using the case method. Develops skills in problem identification, analysis, and decision-making. Students learn to discuss alternative views of these situations from the perspective of senior management of the organization. Topics include valuation theory, financial markets, capital budgeting, cost of capital, capital structure, dividend policy, and international finance.

EF 763 Corporate Social Responsibility (1.25 cr.)

Examines alternative perspectives on the social responsibility of business. Students consider the responsibility of an organization's leaders to set a corporate culture that fosters ethical decision-making.

EF 764 Marketing Management (2.50 cr.)

Provides a broad background on the nature and scope of marketing management and strategy. Students develop an understanding of core marketing concepts and applying them to contemporary problems. The initial focus is on the marketing mix—specifically the controllable variables of product, promotion, distribution, and pricing. The secondary focus is on the development of marketing strategy to achieve success in new and growth markets as well as mature and declining industries. Topics include consumer and industrial goods and services in the domestic and global marketplace, as well as marketing tools for developing actionable plans.

EF 766 Government and Legal Environment of Business (2.50 cr.)

Presents the interactive aspects of business with government agencies, policies, and legislation. Students learn to evaluate the impact of legal and regulatory constraints on business strategies. Topics include management of dispute resolution, litigating and Alternate Dispute Resolution (ADR); managing a firm's legal matters; agency relationships; corporate governance; legal responsibilities to employees and investors; and the legal bases for business efforts to interact with government at all levels to influence the development of the legal environment. Attention is paid to global aspects.

EF 767 Entrepreneurship (1.25 cr.)

Designed to amplify individual talents and abilities through an organized and systematic mix of seminars, clinical sessions, and expert advice available from a distinguished cadre of mentors. Guides entrepreneurs in their business plan creation, new product development, turnaround, and business growth concerns. Also covers areas considered important in the management of technology, as well as innovation concerned with technology and its many facets (including ethical dilemmas). In the classroom, a peer network of students provides valuable feedback and advice in solving problems. Course content is appropriate for "entrepreneurs" in large and small organizations.

EF 768 Operations Management (2.50 cr.)

Develops strategic and managerial understanding of production processes for goods and services in all types of organizations. Students use seminar-style active learning and discussion methods to connect the strategy of the encompassing enterprise to the strategic perspective in operations and to relate operations to marketing, finance, and other functional areas of the enterprise. Topics include production process improvement methods; services and goods development strategies; total quality management; global project management; cross-functional teams; global communication and electronic commerce; supply chain management; and world class operations. The course is integrated with EF 769 and uses site visits, video tours, case studies, software demonstrations, and guest speakers to reinforce lessons. *(Formerly titled, Operations Strategy and Management)*

EF 769 Project Management (1.25 cr.)

This course complements EF 768 by developing and presenting additional tools aimed at successfully designing, implementing, and completing projects in modern, often global, organizations. Students examine decision

science tools, software, and global communications technologies related to episodic, time-constrained, complex, cross-functional, and enterprise-critical endeavors in areas such as the design of services and goods, major production process redesign, facility construction, and research. Topics include project alignment with regular operations; organizational structure options for projects; characteristics of good project leaders; team formation and management; control and delegation; CPM/PERT methods and latest software implementations; time-cost models; milestones; handling change orders and replanning; managing resources; communication with superiors; use of simulation and prototypes in design projects and case studies.

EF 771 Leading Change (1.25 cr.)

Focuses on the art and skill of leading change in a time of continuous change. Underlying premises are that organizational change, whether planned or unplanned, is inevitable and should be welcomed; organizational change can be effectively managed and led; leading change is a key skill every manager needs to survive and prosper in these turbulent times; and creative thinking will allow continual, sustained competitive advantage. Students improve their effectiveness as change agents through broadening their theoretical knowledge of the change process and expanding their repertoire of practical change skills.

EF 772 Information Technology and Strategy (2.50 cr.)

Examines strategic issues of how a firm determines and changes its position within its environment through the cybernetic process. Focuses on management information systems (MIS), the management of the MIS function, and the development and implementation of a strategic technology strategy. Students learn the impact of information technology on strategy, electronic commerce, organizational forms, security and privacy, and business and operating processes. Topics include issues of information architecture, database management systems, the systems development process, and international operations.

EF 773 Strategic Integration and Implementation (3.75 cr.)

Presents strategic integration as a questioning, challenging, unconventional, and innovative process. Students prepare to think and act like general managers—individuals carrying titles such as chief executive officer, plant manager, general manager, executive director, president, owner, and managing director. Also imparts the skills of a general manager and is almost wholly

devoted to hands-on applications. Topics include instilling a critical, analytical, flexible, and creative mindset; challenging the organizational, industrial, and national paradigms and problem-solving recipes; proficiency in meeting the general management responsibility in strategy formulation and implementation; and evaluation, design, development, and implementation of various functional plans for an organization using cases and/or simulations.

EF 774 International and Global Business (2.50 cr.)

The course adopts a general management/strategic viewpoint in the framework of the global environment. It is directed to the management opportunities and problems associated with the movement of goods, human resources, technology, ownership, and control across national and cultural boundaries. Students learn the additional information and wider perspective that result from international activities. The central theories of management, economics, and other business areas are studied and expanded. Topics include different cultural, political, economic, and legal environments which highlight the importance of attention to strategic as well as social and ethical constraints upon the multinational entity. From its position in the curriculum and its subject matter, the course helps to theoretically prepare the student for the international residency.

EF 775 International Field Study (2.50 cr.)

Provides participants with an experientially-based international field study. By design, this course overlaps and extends the thinking and perspective taken in the courses during the first two years, while providing students with a conceptual framework that can be expanded and modified by work in the third year. Students learn to make better management decisions in a competitive global environment with a particular emphasis on emerging markets. Topics include the application of the constraints and opportunities arising from diverse and changing international environmental factors (such as cultural distance, political risk, economic stability, legal complexities, and foreign exchange exposure) to actual managerial issues arising in conducting business overseas.

EF 777 Putting Values into Action (1.00 cr.)

The final component of the program, wherein students examine profiles of leadership (personally and professionally). Participants reflect on their values, their ability to meet the professional challenges of the twenty-first century, and their personal vision for the future.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

OFFICE: Timonium Campus, Room 08D

TELEPHONE: 410-617-5064

ACADEMIC DIRECTOR: Darlene Brannigan Smith,
Associate Professor

ADMINISTRATIVE DIRECTOR:
Manette Frese Gates

The Executive MBA (EMBA) program, one of the first in the country, is a twenty-one month, week-end cohort program designed for senior managers and executive leaders of today's fast-paced organizations. Contemporary issues facing executives are addressed using a program that builds content around integrating themes within and across course modules. It is delivered over six, ten-week modules during which students take the equivalent of three courses per module (summers off). Class days occur one day a week, all day, alternating between Fridays and Saturdays.

Throughout the program, students benefit from the following distinctive features of the Sellinger School's EMBA program:

Integrated, Theme-Based Program

The ten-week modules are progressive and have a theme borne out of one of the following three main goals of the curriculum content: management foundations, executive management concepts and applications, and special topics.

Faculty Partners

The faculty who teach in the EMBA program have academic ownership of the program, work together to ensure an integrated cross-functional approach, and seek to continuously improve the program.

Student Teams

To facilitate learning and develop individual team skills, entering students are placed on teams set up based on professional/functional diversity and geographic proximity.

Residency in Executive Leadership

The residency portion of the program orients the professional to the EMBA Program and centers on the role of executive leadership, team building, familiarization with the program, and an introduction to the basics of accounting and statistics.

International Field Study

Following study of the global environment, students participate in an international field study focusing on emerging markets, including on-site visits and executive briefings at multiple organizations.

Innovation Application

All students study an innovation or new direction within their organization, including management efforts required, competitive advantages, and delivery implications.

Management Consulting Application

This team project is the major integrative thread of the second year of the Program. With the facilitation of an EMBA faculty partner, teams create a strategic assessment for a client company.

Seminars and Special Sessions

In addition to regular class meetings, students participate in select special sessions, on and off campus, that help to develop additional skills and experiential learning.

ADMISSION CRITERIA

EMBA students are selected on the basis of the following criteria:

- Management experience, potential, and achievement with emphasis placed on the individual's present position.
- Prior academic achievement as reflected by undergraduate and graduate performance.
- Performance on the Graduate Management Admissions Test (GMAT). The GMAT can be waived at the discretion of the Admissions Committee based on a 3.000 or higher undergraduate grade performance or advanced degree(s).
- An interview with the administrative director of EMBA programs.

There is no minimum age requirement for admission to the EMBA programs. The average age for EMBA classes normally falls between thirty-seven and forty-two years, with participants' ages typically spanning the late twenties to early fifties.

APPLICATION PROCEDURES

Prospective students should file an application with fee, essay, three letters of recommendation, GMAT (if applicable), official transcripts, and a resume of their managerial/professional experience. All application materials should be sent to the administrative director of EMBA programs.

An admissions committee is the final arbiter of admission to the program. In addition to evaluation of undergraduate performance and test scores, the committee also weighs such factors as depth and breadth of managerial experience, organizational endorsement, references, evidence of other advanced academic study, and professional awards and certifications.

FINANCIAL INFORMATION

Tuition includes all textbooks, educational materials, international residency and travel, library services, computer use, registration, and graduation fees. While tuition in all colleges and universities usually increases on an annual basis, it is the policy of the College to maintain the same tuition throughout the two years of the EMBA program. Upon acceptance into the program, students may choose from a variety of payment plans.

FINANCIAL AID

EMBA students may be eligible for student loans through the Federal Direct Stafford Loan Program. All entering students interested in financial aid should make their intentions known early in the admissions process and apply directly through the Office of Financial Aid.

BASIC COMPETENCIES

Skills in written and oral communication, quantitative analysis, computer usage, and software applications are essential for success in the EMBA program. Written and oral communication skills are necessary for writing and presentation requirements. In the quantitative analysis area, students should have the capability to understand, manipulate, and graph algebraic functions. Throughout the program, computer software is used as a medium for presentation and as a framework for analysis. As a minimum, each student should be able to use

spreadsheet, presentation, and word processing software applications in a Windows environment and have access to a personal computer. Several options exist to provide such competencies to an entering student. These options can be explored with prospective students in the admissions process.

DEGREE REQUIREMENTS

The EMBA program encompasses a two academic year period in which all students begin as cohorts and take the same courses together. Grades are assigned for all courses and a quality point average of *B* (3.000) is required for graduation. If at any time a student's average falls below 3.000, academic probation is automatic and continuation in the program is subject to review by the Committee on Admissions and Academic Retention. More than two *C/C+* (2.000/2.330) grades, or any *F* (0.000) grade, constitutes dismissal. Students who successfully complete the requirements are awarded a Master of Business Administration (MBA).

First Year

Residency Period

EX 601 Residency in Executive Leadership I

Module 1: Business Foundations

EX 602 Leadership and Organizational Effectiveness

EX 603 Accounting for Executive Decision-Making

EX 616 Ethics and Corporate Social Responsibility

Module 2: The Firm and Its Environment

EX 603 Accounting for Executive Decision-Making (continued)

EX 605 Foundations of Economic and Business Analysis

EX 607 Statistics (5 weeks)

EX 617 Strategy Formulation

Module 3: The Global Challenge

EX 608 Analysis of Domestic and Global Economic Markets

EX 609 International and Global Business

EX 707 Information Technology and Strategy

Residency Period

EX 711 Negotiations and Conflict Resolution

Second Year

International Residency

EX 700 International Field Study

Module 4: The Process of Value Creation

EX 702 Financial Management I

EX 704 Marketing Management

EX 721 Operations Management

Module 5: The Strategy of Innovation

EX 705 Financial Management II

EX 714 New Product Development and Management

EX 715 Technology, Innovation, and Entrepreneurship (5 weeks)

EX 718 Strategy Implementation and Consulting Practicum

Module 6: The Integrated Challenge

EX 613 Government and Legal Environment of Business

EX 703 Leading Change

EX 718 Strategy Implementation and Consulting Practicum (continued)

Final Retreat

EX 777 Putting Values into Action

COURSE DESCRIPTIONS

EX 601 Residency in Executive Leadership I (2.50 cr.)

Participants spend the first week of their program engaged in program orientation and team building activities. Small study groups are established and individual expertise is shared. Students learn concepts of accounting and statistics, as well as the conceptual understanding of the numerous facets of strategic management through role-playing, case studies, and simulations. Topics include team building, leadership, and communications.

EX 602 Leadership and Organizational Effectiveness (2.50 cr.)

Addresses the human side of the enterprise and how managing relationships becomes more important than performing tasks as managers acquire responsibility for leadership. Students learn why some groups perform well while others do not, what constitutes truly outstanding leadership, and how a firm can transform itself. Topics include the determinants of group culture; management of individuals as formal authority is eroding;

establishment of productive relationships with peers and seniors over whom the manager has no formal authority; decision making under uncertainty; and the key characteristics of a learning organization, including the identification and transfer of best practices and the use of reflection and metaphorical thinking.

EX 603 Accounting for Executive Decision-Making (3.75 cr.)

By combining case studies, readings, lectures, and class discussion, this course empowers students to integrate accounting information into organizational planning and control processes. Topics include understanding the accounting cycle; the strategic approach to analyzing financial statements, including balance sheet, income statement and cash flow; costing systems; cost-volume-profit analysis; budgeting and control systems; relevant cost and decision making; performance evaluation; and strategic cost management. Practical application of both financial and managerial accounting is emphasized.

EX 605 Foundations of Economic and Business Analysis (2.50 cr.)

Creates and applies microeconomic analysis tools to the solution of business problems and the formulation of business strategy. Students learn standard production, cost, and distribution theories of market exchange. Topics include the firm's pricing decisions in various market structures, the architecture of the firm, incentive systems, horizontal and vertical integration (supply chain) decisions, and related internal pricing problems. The use of statistical analysis tools is included.

EX 607 Statistics (1.25 cr.)

Covers data analysis with emphasis on management applications and decision making. Topics include qualitative decision making, descriptive statistics, estimation, statistical process control, acceptance sampling, forecasting, and time series analysis. Competence is developed in these topics and in supporting software.

EX 608 Analysis of Domestic and Global Economic Market Systems (2.50 cr.)

Introduces supply and demand analysis and then develops an understanding of macroeconomic theory and policy using active-learning, writing, and discussion methods. Students develop an awareness of monetary and fiscal policy impacts on long-term trends and short-term fluctuations, how these bear on their firms and industries, and how the circular flows of economic activity create various time series patterns. Students are prepared to assume discussion leadership among superi-

ors, peers, and subordinates. Topics include the merits of free global markets and flexible exchange rates; the interaction of global, national, and regional supply and demand forces; key ideas of Nobel laureates; labor and capital markets interactions; international economic growth patterns; problems of economic development; the role of expectations within the business cycle; and modern electronic commerce.

EX 609 International and Global Business (2.50 cr.)

The course adopts a general management/strategic viewpoint in the framework of the global environment. It is directed to the management opportunities and problems associated with the movement of goods, human resources, technology, ownership, and control across national and cultural boundaries. Students learn the additional information and wider perspective that results from international activities. The central theories of management, economics, and other business areas are studied and expanded. Topics include different cultural, political, economic, and legal environments which highlight the importance of attention to strategic as well as social and ethical constraints upon the multinational entity. From its position in the curriculum and its subject matter, the course helps to theoretically prepare the student for the international residency.

EX 613 Government and Legal Environment of Business (2.00 cr.)

Presents the interactive aspects of business with government agencies, policies, and legislation. Students learn to evaluate the impact of legal and regulatory constraints on business strategies. Topics include management of dispute resolution (litigating and ADR); managing a firm's legal matters; agency relationships; corporate governance; legal responsibilities to employees and investors; and the legal bases for business efforts to interact with government at all levels to influence the development of the legal environment. Attention is paid to global aspects.

EX 616 Ethics and Corporate Social Responsibility (2.50 cr.)

This course has two primary objectives: it provides a practical, action-oriented approach to business ethics that helps individuals who work in corporations and organizations decide what to do when they are faced with an ethical dilemma; and it explores modern corporate social responsibility, an approach to management that guides organizations beyond creating an ethical environment in the workplace. While pursuing these objectives, students study alternative perspectives on a wide range of contemporary business issues through

readings and case studies. Ultimately, students see the extent to which ethics and moral and social responsibilities are intertwined.

EX 617 Strategy Formulation (2.50 cr.)

A hands-on, experientially-based course focused on developing general management insights and exposing a variety of perspectives on, approaches to, and tools for the conduct of strategic management. Class sessions variously focus on discussing content from readings, working through examples of strategy tools, techniques and processes, and applying learning to a selected industry group. Components of a situation analysis on the selected industry are completed and a final strategic audit for one firm from the selected industry is also developed. Students develop their capacities to describe, apply, draw, and defend conclusions from strategic analysis tools; summarize, present, and discuss strategic topics and issues; and identify, understand, analyze, and evaluate the strategies of businesses.

EX 700 International Field Study (2.50 cr.)

Provides participants with an experientially-based international field study. By design, this course overlaps and extends the thinking and perspective taken in the courses during the first year, while providing students with a conceptual framework that can be expanded and modified by work in the second year. Students learn to make better management decisions in a competitive global environment with a particular emphasis on emerging markets. Topics include the application of the constraints and opportunities arising from diverse and changing international environmental factors (such as cultural distance, political risk, economic stability, legal complexities, and foreign exchange exposure) to actual managerial issues arising in conducting business overseas.

EX 702 Financial Management I (2.50 cr.)

Focuses on the theory and practice of finance from a corporate perspective. Emphasis is placed on understanding the role of financial decisions in determining value. Students develop an understanding of the basic techniques of financial management, develop skills in analyzing risks and financial returns in specific situations, and gain exposure to financial issues faced by general management. Topics include valuation theory, financial markets, capital budgeting, cost of capital, capital structure, dividend policy, and international finance.

EX 703 Leading Change (2.50 cr.)

Focuses on the art and skill of leading change in a time of continuous change. Underlying premises are that

organizational change, whether planned or unplanned, is inevitable and should be welcomed; organizational change can be effectively managed and led; leading change is a key skill every manager needs to survive and prosper in these turbulent times; and creative thinking will allow continual sustained competitive advantage. Students improve their effectiveness as change agents through broadening their theoretical knowledge of the change process and expanding their repertoire of practical change skills.

EX 704 Marketing Management (2.50 cr.)

Provides a broad background on the nature and scope of marketing management and strategy. Students develop an understanding of core marketing concepts and applying them to contemporary problems. The initial focus is on the marketing mix—specifically the controllable variables of product, promotion, distribution, and pricing. The secondary focus is on the development of marketing strategy to achieve success in new and growth markets as well as mature and declining industries. Topics include consumer and industrial goods and services in the domestic and global marketplace, as well as marketing tools for developing actionable plans.

EX 705 Financial Management II (2.50 cr.)

Focuses on student analysis and presentation of solutions to several different types of financial problems using the case method. Develops skills in problem identification, analysis, and decision making. Students learn to discuss alternative views of these situations from the perspective of senior management of the organization. Topics include valuation theory, financial markets, capital budgeting, cost of capital, capital structure, dividend policy, and international finance.

EX 707 Information Technology and Strategy (2.00 cr.)

Examines strategic issues of how a firm determines and changes its position within its environment through the cybernetic process. Focuses on management information systems (MIS), the management of the MIS function, and the development and implementation of a strategic technology strategy. Students learn the impact of information technology on strategy, electronic commerce, organizational forms, security and privacy, and business and operating processes. Topics include issues of information architecture, database management systems, the systems development process, and international operations.

EX 711 Negotiations and Conflict Resolution (1.75 cr.)

This second in-residence program introduces participants to the second year content. Students learn the techniques required to effectively interact with and manage people, specifically negotiations and conflict resolution. Topics include the process of value creation, new product and innovation management, leading change, and strategic integration and implementation.

EX 714 New Product Development and Management (2.50 cr.)

Designed to help students discover the bases, processes, and challenges of corporate practices in product and new venture management from a contemporary and emerging “best practices” perspective. Students learn where corporate practice in new product development and management has come from and where it is headed; what changes, complexities, and opportunities are involved in leading product development and management; and what lessons are being learned by leading-edge organizations in the field. Students are involved in an in-depth study of these and related issues and extensive exploration into areas of personal interest in product and new venture management. Topics include the fully integrated approach to new product development (NPD); the new product development process; the critical role of customers and market knowledge; the key elements of a successful NPD strategy; how an organization’s culture influences product innovation; the leadership skills required to stimulate organizational innovation; and how an organization can organize for innovation.

EX 715 Entrepreneurship (1.25 cr.)

Designed to amplify individual talents and abilities through an organized and systematic mix of seminars, clinical sessions, and expert advice available from a distinguished cadre of mentors. Guides entrepreneurs in their business plan creation, new product development, turnaround, and business growth concerns. Also covers areas considered important in the management of technology, as well as innovation concerned with technology and its many facets (including ethical dilemmas). In the classroom, a peer network of students provides valuable feedback and advice in solving problems. Course content is appropriate for “entrepreneurs” in large and small organizations.

EX 718 Strategy Implementation and Consulting Program (2.50 cr.)

Presents strategic integration and implementation as a challenging and innovative learning process. Explores

the dynamic interrelationship of strategy formulation and implementation from a general manager's perspective. A principal component of this course is the management consulting application (MCA). The MCA provides experiential learning through a "hands-on," consulting-like engagement with an organization in the region. Students learn to incorporate the skills and processes developed in the EMBA program and to develop general management skills that are useful in an organizational setting. The final output of the MCA may include a strategic plan, business plan, new market development plan, new venture analysis and development, or financial plan.

EX 719 Independent Study (1–3.00 cr.)

Prerequisite: Written permission of the program director. Provides students with the opportunity to do a research or business development project under the supervision of a professor.

EX 721 Operations Management (2.50 cr.)

Develops strategic and managerial understanding of production processes for goods and services in all types of organizations. Students use seminar-style active learning and discussion methods to connect the strategy of the encompassing enterprise to strategic perspective in operations and to relate operations to marketing, finance, and other functional areas of the enterprise. Topics include production process improvement methods, services and goods development strategies, total quality management, global project management, cross-functional teams, global communication and electronic commerce, supply chain management, and world class operations. Site visits, video tours, case studies, software demonstrations, and guest speakers reinforce readings.

EX 777 Putting Values into Action (1.00 cr.)

The final component of the program, wherein students examine profiles of leadership (personally and professionally). Participants reflect on their values, their ability to meet the professional challenges of the twenty-first century, and their personal vision for the future.

ACADEMIC CALENDAR

FALL SEMESTER 2004

JULY 2004

12 **Mail-In and Web Registration begin for Fall Semester**

AUGUST 2004

13 **Mail-In and Web Registration end for Fall Semester**

25 In-Person Registration for Fall Semester: Columbia Campus (except Education)*

26 In-Person Registration for Fall Semester: Timonium Campus (except Education)*

26 Second Summer Session ends

27 Late Registration begins for Fall Semester

SEPTEMBER 2004

6 Labor Day (No Classes)

8 **Fall Semester begins, except Education and Modern Studies**

8 Applications due for January 2005 Graduation

14 Late Registration ends for Fall Semester

15 **Fall Semester begins for Education and Modern Studies**

OCTOBER 2004

NOVEMBER 2004

15 **Mail-In and Web Registration begin for Spring 2005 Semester**

16 **Last day to withdraw from a course with a grade of W for Fall Semester**

23 Thanksgiving Holiday begins after last class

24–28 Thanksgiving Holiday (No Classes)

25–28 Thanksgiving Holiday (College Closed)

29 Classes Resume

29 Applications due for January Psychology Comprehensive Exams

DECEMBER 2004

13–16 Exams and close of Fall Semester for Education and Modern Studies

17 **Web Registration ends for Spring 2005 Semester**

20–23 Exams and close of Fall Semester

24–1/2 Christmas Holiday (College Closed)

SPRING SEMESTER 2005

JANUARY 2005

3 College Re-Opens

3 **Mail-In Registration ends for Spring Semester**

4–5 Psychology Comprehensive Exams

11 In-Person Registration for Spring Semester: Baltimore Campus (except Education)*

12 In-Person Registration for Spring Semester: Columbia Campus (except Education)*

13 In-Person Registration for Spring Semester: Timonium Campus (except Education)*

14 Late Registration begins for Spring Semester

17 Martin Luther King Jr. Holiday (College Closed)

18 **Spring Semester begins**

18 Applications due for May 2005 Graduation

21 Late Registration ends for Spring Semester

TBA Speech-Language Pathology/Audiology Comprehensive Exams

FEBRUARY 2005

7 Applications due for March Psychology Comprehensive Exams

MARCH 2005

- 7–13 Spring Break
 8–9 Psychology Comprehensive Exams
 14 Classes Resume
 18 Maryland Day Celebration
 24–27 Easter Holiday (No Classes)
 25–28 Easter Holiday (Offices Closed)
 28 Classes Resume

APRIL 2005

- 4 **Last day to withdraw from a course with a grade of W for Spring Semester**
 11 **Mail-In and Web Registration begin for Summer Sessions**
 19, 20, 28 Exams and close of Spring Semester for Education and Modern Studies (continued in May)

MAY 2005

- 2 Exams and close of Spring Semester for Education and Modern Studies (continued from April)
 3, 4, 9, 12 Exams and close of Spring Semester
 19 Baccalaureate Mass: Reitz Arena, 11:00 a.m.
 20 Commencement: 1st Mariner Arena, 10:45 a.m.

SUMMER SESSIONS 2005

MAY 2005

- 13 **Mail-In and Web Registration end for first Summer Session**
 24 In-Person Registration for Summer Sessions: Baltimore Campus (except Education)*
 25 In-Person Registration for Summer Sessions: Columbia Campus (except Education)*
 26 In-Person Registration for Summer Sessions: Timonium Campus (except Education)*
 27–6/2 Late Registration for first Summer Session

JUNE 2005

- 1 **First Summer Session begins**
 1 Applications due for September 2005 Graduation
 21 **Last day to withdraw from a course with a grade of W for first Summer Session**
 24 **Mail-In and Web Registration end for second Summer Session**

JULY 2005

- 1 Applications due for July Psychology Comprehensive Exams
 4–5 Independence Day Observed (College Closed)
 11 **Mail-In and Web Registration begin for Fall 2005 Semester**
 14 First Summer Session ends
 18 **Second Summer Session begins**
 18–19 Late Registration for second Summer Session
 26–27 Psychology Comprehensive Exams

AUGUST 2005

- 4 **Last day to withdraw from a course with a grade of W for second Summer Session**
 9 **Mail-In and Web Registration end for Fall 2005 Semester**
 24 In-Person Registration for Fall 2005 Semester: Columbia Campus (except Education)*
 25 In-Person Registration for Fall 2005 Semester: Timonium Campus (except Education)*
 25 Second Summer Session ends
 26 Late Registration begins for Fall 2005 Semester

* Consult individual departmental listings in the appropriate course schedule booklet for registration dates/times unique to each department.

Note: Pastoral Counseling, EMBA, and MBA Fellows Program dates differ from the dates shown above. All dates subject to change. Education students are encouraged to contact their academic adviser about course selection if they have questions.

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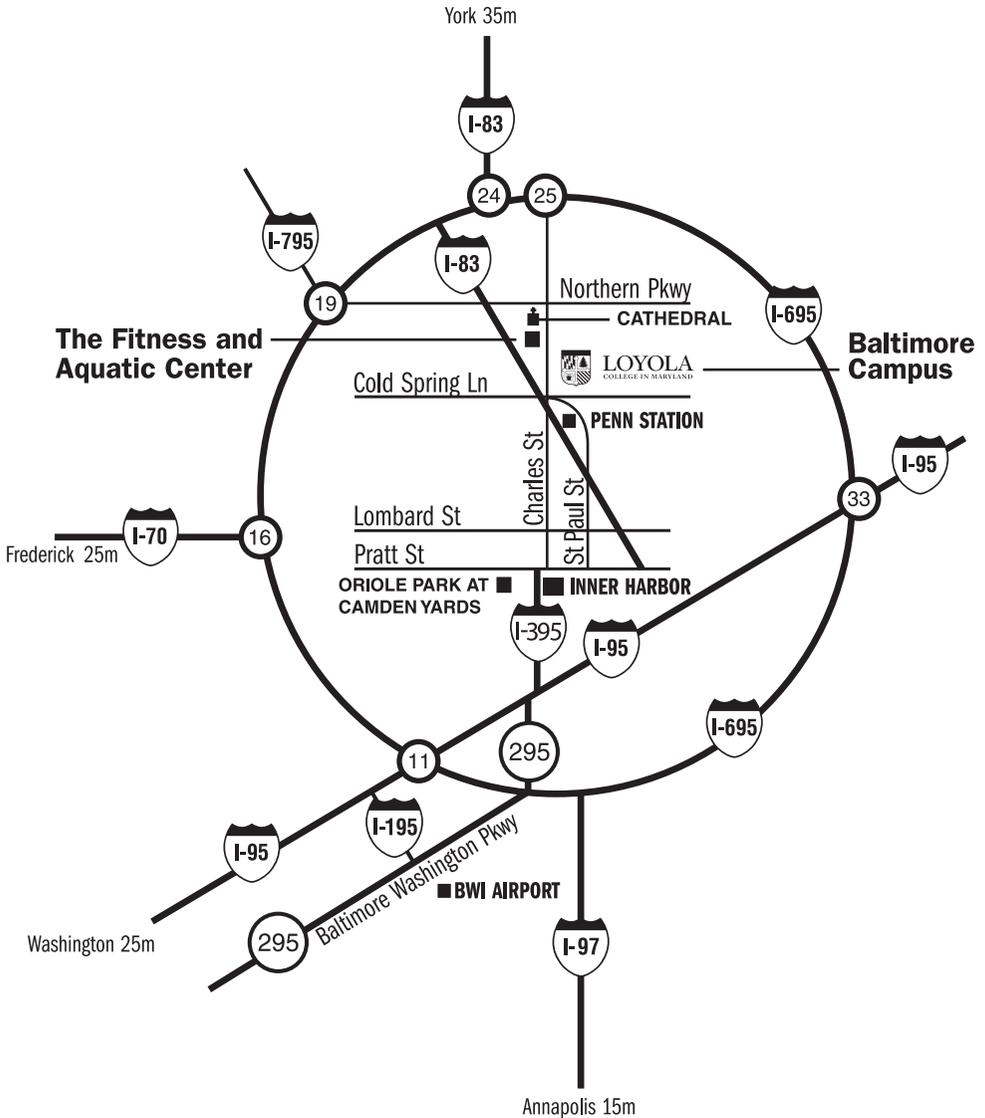
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MAPS

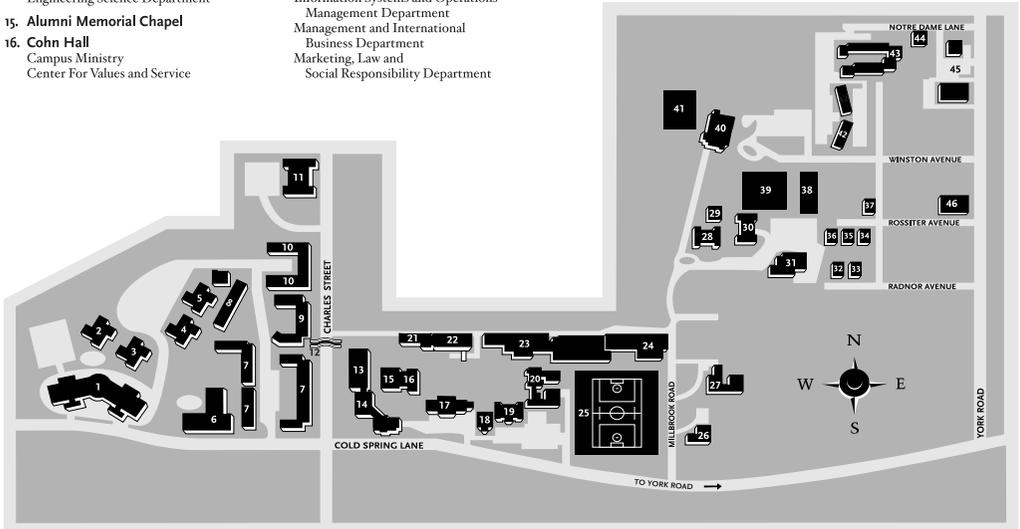
BELTWAY GUIDE

Loyola College in Maryland is located at the corner of Cold Spring Lane and North Charles Street in Baltimore City. When using I-695 (the Baltimore Beltway), take Exit 25 (Charles Street). Proceed south on Charles Street, just north of the Cold Spring Lane intersection. For information on campus office locations, consult the Campus Map.



BALTIMORE CAMPUS
4501 N. CHARLES STREET

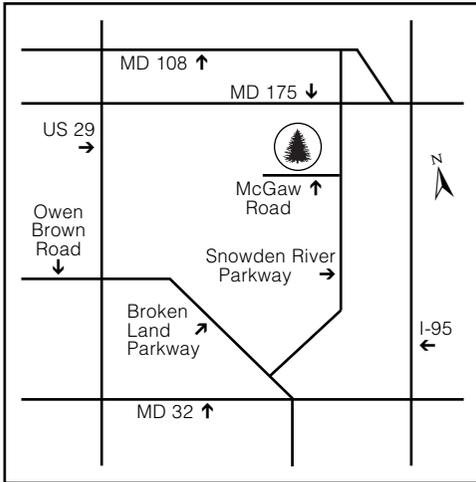
1. **Newman Towers**
ATM Machine (Sun Trust)
Cyber Café
Environmental Health and Safety
Event Services and Auxiliary Management
Logistics and Support Services
Margaret A. McManus-Moag
Speech and Hearing Center
Primo's: The New Marketplace
Sodexo Marriott Dining Services
Administrative and Catering Offices
Speech-Language
Pathology/Audiology Department
Stamp Machine
The Write Place
2. **Avila Hall**
3. **Bellarmine Hall**
WLOY Radio Station
4. **Claver Hall**
5. **Dorothy Day Hall**
Sand Volleyball Court
Television Production Center/Classroom
6. **Campion Tower**
Studio Guilford
Telecommunications
7. **Seton Court**
Alcohol and Drug Education and Support Services
Health Services-Health
Education Programs
Student Life Office
Women's Center
8. **Southwell Hall**
9. **Hopkins Court**
10. **Lange Court**
11. **Fitness and Aquatic Center**
Recreational Sports
12. **USF&G Pedestrian Bridge**
13. **Knott Hall**
Mathematical Sciences Department
Physics Department
Technology Services
14. **Donnelly Science Center**
Biology Department
Chemistry Department
Computer Science Department
Engineering Science Department
15. **Alumni Memorial Chapel**
16. **Cohn Hall**
Campus Ministry
Center For Values and Service
17. **Beatty Hall**
Counseling Center
Education Department
Political Science Department
Psychology Department
Sociology Department
18. **Xavier Hall**
19. **Jenkins Hall**
Academic Affairs and Diversity
Academic Coordinator for Varsity Sports
Government and Community Relations
Human Resources Service Center
Institutional Research
Resource Management
Study Center
Vice President for Academic Affairs
Vice President for Administration and Finance/Treasurer
Vice President for Development and College Relations
Vice President for Student Development and Dean of Students
20. **Rev. Francis X. Knott, S.J. Humanities Center**
Admissions
Graduate
Undergraduate
Alumni Relations
Classics Department
Communication Department
Dean-College of Arts and Sciences
Development and College Relations
English Department
Financial Aid
Grant Services
History Department
Hug Lounge
Philosophy Department
Phonathon Center
Public Relations
Publications
Refectory
Theology Department
21. **Sellinger School of Business and Management**
Accounting Department
Copy Center
Dean-Sellinger School of Business and Management
Economics Department
Finance Department
Information Systems and Operations
Management Department
Management and International
Business Department
Marketing, Law and
Social Responsibility Department
22. **Maryland Hall**
Academic Publications
Center for Academic Services and Support
Dean of Freshmen and Academic Services
International Programs
Instructional Services
Language Learning Center
Modern Languages and Literatures Department
National Fellowships Office
Office of First Year Research
Records
Student Administrative Services
Student Telephone Services
23. **DeChiaro College Center**
Career Development and Placement Center
Emil G. "Lefty" Reitz Arena
Julio Fine Arts Wing
Art Gallery
Fine Arts Department
McManus Theater
Recital Room
Post Office
Selling VIP Lounge
Stamp Machine
Student Mailboxes
24. **Arnold White Student Center**
ALANA Services
ATM Machines (Allfirst, First Union and Bank of America)
Athletic Department
Bookstore
Boulder Garden Café
Campus Box Office
Commuter Affairs
Cyber Café
Leadership and New Student Programs
McGuire Hall
Student Activities
Student Government Association
25. **John M. Curley, Jr., Field**
26. **Armiger House**
President's House
27. **Ignatius House**
Jesus Community Residence
28. **Hammerman House**
Fava Chapel
29. **Maroger Art Studio**
30. **Butler Hall**
31. **Service Building**
Physical Plant
Public Safety Dispatch
32. **300 Radnor Avenue**
Center for Social and Community Research
33. **302 Radnor Avenue**
Military Science/ROTC
34. **305 Rossiter Avenue**
McEneaney Cottage
35. **301 Rossiter Avenue-Justin Ocher House**
36. **Early House**
Military Science/ROTC
37. **304 Rossiter Avenue**
Campus Ministry House
38. **Tennis Courts**
39. **Butler Practice Field**
40. **Loyola/Notre Dame Library**
41. **Notre Dame Alumnae Field**
42. **Ahern Hall**
43. **McAuley Hall**
44. **Aquinas Hall**
45. **5104 York Road**
Central Duplicating
Post Office Sorting Room
Public Safety Administration
Transportation and Parking
46. **5000 York Road**
Accounts Payable/Disbursements
Administration and Process Design
Archives
Financial Services
Controller
Payroll
Systems and Operations
Human Resources
Systems Development
Word Processing



The Graduate Center – Columbia Campus
8890 McGaw Road

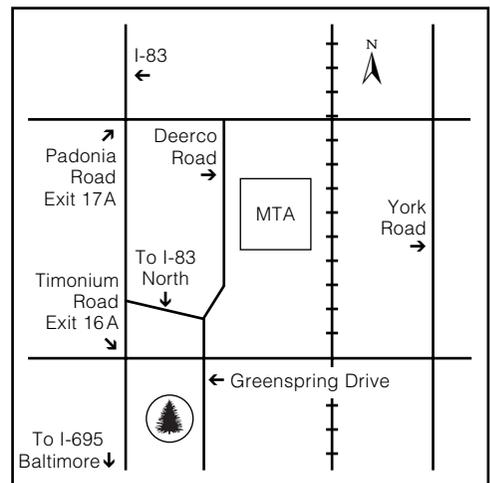
From Baltimore: Take I-95 South to 175 West to Snowden River Parkway South to McGaw Road; **OR:** Take I-70 West to 29 South to 175 East to Snowden River Parkway to McGaw Road.

From Washington, D.C.: Take I-95 North to 32 West to Broken Land Parkway North to Snowden River Parkway to McGaw Road; **OR:** Take 29 North to 32 East to Broken Land Parkway North to Snowden River Parkway to McGaw Road.



The Graduate Center – Timonium Campus
2034 Greenspring Drive

Take I-83 to Exit 16A, Timonium Road East. Make first right on Greenspring Drive and right again into Timonium Campus (approx. 100 yards).



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