

LOYOLA COLLEGE IN MARYLAND
2000–2001

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

LOYOLA COLLEGE IN MARYLAND

THE GRADUATE CENTER – COLUMBIA CAMPUS

7135 Minstrel Way, Suite 101
Columbia, MD 21045-5245
General: 410-617-7600; 800-382-4723
Admissions: 410-617-5020; 800-221-9107, ext. 5020

LOYOLA COLLEGE IN MARYLAND

THE GRADUATE CENTER – TIMONIUM CAMPUS

2034 Greenspring Drive
Timonium, MD 21093
General: 410-617-1500
Admissions: 410-617-5020; 800-221-9107, ext. 5020
Business Programs: 877-617-4622
Montessori: 410-617-1650

ANNE ARUNDEL COUNTY

I-97 Business Park
1110 Benfield Boulevard, Suite F
Millersville, MD 21108-2540
General: 410-617-5095; 800-221-9107, ext. 5095
Admissions: 410-617-5020; 800-221-9107, ext. 5020

HARFORD COUNTY

John Carroll High School
703 Churchville Road
Bel Air, MD 21014-3499
General: 410-617-5095; 800-221-9107, ext. 5095
Admissions: 410-617-5020; 800-221-9107, ext. 5020

CECIL COUNTY

Booth Street Center
201 Booth Street
Elkton, MD 21921-5684
General: 410-617-5095; 800-221-9107, ext. 5095
Admissions: 410-617-5020; 800-221-9107, ext. 5020

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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 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 and ethnic origin, age, religion, or disability in the administration of any of its educational programs and activities or with respect to admission and 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, Maryland Hall, Room 251, 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, Maryland Hall, Room 251, 410-617-2699.

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

ACCREDITED BY:

AACSB – The International Association for Management Education
American Association of Pastoral Counselors
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
United States Catholic Conference

APPROVED BY:

Association Montessori Internationale (AMI)
The Regents of the University of the State of New York
The State Department of Education of Maryland
Approved for Veteran's Education

MEMBER OF:

Adult Education Association of U.S.A.
AACSB – The International Association for Management Education
American Association of Colleges for Teacher Education
American Association for Higher Education
American Speech-Language-Hearing Association
Association for American Colleges
Association for Continuing Higher Education
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 Independent Colleges and Universities
National Catholic Education Association
National Council of Schools and Programs of Professional Psychology (associate member)
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 circumstance. 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 St. 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 theater 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 6,200 undergraduate and graduate students representing two-thirds of the United States and numerous foreign countries. The graduate programs—all introduced within the past half-century—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, cross a broad spectrum.

Loyola's Sellinger 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 – The International Association for Management Education reinforced its commitment to providing the best education for Baltimore's business leaders. The Sellinger School has been committed to providing excellent management education to the business community for several decades. The tradi-

tional MBA program began in 1967 and the Executive MBA program has been a means of providing business education for a quarter of a century.

The graduate program in Psychology was established in 1968 to help prepare students to complete doctoral training in Clinical or Counseling Psychology through a Master of Arts (M.A.) program. Three years later, the College added a Master of Science (M.S.) program, preparing 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 in Clinical Psychology (Psy.D.).

Loyola's other doctoral degree is offered in Pastoral Counseling, the only program of its kind in the United States that integrates religious philosophy with practical behavioral science. Pastoral Counseling was initially introduced in 1976 as a Master of Science within the Psychology Department. Due to the program's unique offerings and subsequent growth, an independent Pastoral Counseling Department was established in 1984. The program was expanded in 1990 to include a Doctor of Philosophy (Ph.D.) in Pastoral Counseling, and in 1997 a Master of Arts in Spiritual and Pastoral Care was introduced. Today, the various degree programs within the Pastoral Counseling Department attract students from across the country and around the world.

Since its inception in 1971, the Speech Pathology Department 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, 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 engineering community for advanced education and developed the graduate program for profes-

sionals already working in computer-related fields who need hands-on, rather than theory-based, experience for the rapidly changing technology industry. The Master of Engineering Science (M.E.S.) is awarded in Computer Engineering, Computer Science, and Electrical Engineering. The Engineering Science Department offers computer science courses at the Timonium Campus and all three programs are taught at the Columbia Campus because of their convenience to a vast number of engineering and technological firms headquartered in those areas.

Where other graduate departments focus on the practitioner-oriented approach to learning, 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 in Education (M.A.). 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 received at the College will remain relevant in an ever-changing world.

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.

Commitment to diversity requires the creation of a community that fosters and advocates the understanding of the impact of differences on ourselves and our institutions. An essential feature of this community is an environment in which all students, faculty, administrators, and staff are able to study and work free from bias and harassment. Such an environment contributes to the growth and development of each member of the community.

The acceptance and understanding of human differences are parts of the College's heritage and are embodied in the Jesuit/Mercy ideals of personal concern for the humanity of others and service to those oppressed in any way by contemporary society. Consequently, all members of the College community are expected to participate in our diverse community in a manner consistent with the College's precept of "Strong Truths Well Lived."

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 work-a-day 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, Center for Academic Services and Support, Development, Financial Aid, Public Relations, and Publications; faculty offices for the Departments of English, History, Philosophy, Theology, and Writing and Media; a high-technology Honors seminar room; and lecture-style classrooms, conference rooms, and dining areas.

The mansion was initially built by the prominent Garrett family in 1895 as a wedding gift to their son, who unfortunately died on his honeymoon trip to England before the building was completed. The building also once served as a rehabilitation center for blind veterans of World War I before Loyola acquired it.

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 Counseling Center as well as 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 January 2000, it served as the center for The Joseph A. Sellinger, S.J. School of Busi-

ness and Management; it is scheduled for major renovation this year.

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 the fall of 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. With the opening of the Sellinger School, Xavier Hall now houses the Offices of Human Resources.

In 1962, Loyola expanded its classroom facilities with the addition of the five-story building, **Maryland Hall**. Named to acknowledge a grant from the state government, the structure initially served as an engineering and science building. Today, Maryland Hall houses the Departments of Classics and Modern Languages and Literatures; the Language Learning Center; classrooms; two high-technology classrooms; a distance learning classroom; a Macintosh computer lab; and administrative offices.

The **Sellinger School of Business and Management** is now headquartered in a new, central location on Loyola's Baltimore Campus. The 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, faculty and the dean's 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, Electrical Engineering and Engi-

neering Science, and their associated teaching/research labs. A recently completed 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 amphitheaters; 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 which 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; art gallery; a high-technology classroom as well as studio classrooms for drama, art, and music; and a fully-equipped photography center. The wing also contains the McManus Theater which has a seating capacity of 300.

The Center also houses the Career Development and Placement Center as well as Reitz Arena. The Arena contains a gymnasium with three basketball courts and a seating capacity of 3,000. The facilities also include an Olympic-size swimming pool, racquetball courts, a squash court, a weight room, training rooms, locker rooms, VIP lounge, and some Athletics offices.

The recently renovated **Andrew White Student Center** is named for the Rev. Andrew White, S.J., leader of a small group of Jesuit missionaries who helped found the State of Maryland when the first expedition landed in 1634. Along with an expanded food court, dining, and lounge areas, the remodeled Center—a popular hub on the Baltimore Campus—features an expanded bookstore, a lobby, new office and program space, and a reading room.

Ignatius House is home to the College's Jesuit community. Formerly Millbrook House, the three-story stone mansion was built in 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 **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.

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 over 300,000 books and boasts a rare collection that includes the first editions of the works of Henry James, Gerard Manly Hopkins, and the bound, revised proofs of Evelyn Waugh's *Brideshead Revisited*. In addition, the library's automated information system, "Oracle," is part of the nationwide CARL system which provides a link to other university libraries within the United States and the British Lending Library. CARL also provides access to UnCover, a comprehensive guide to the table of contents of over 12,000 journals. The Oracle online catalogue is available via terminals within the library, the campus network (www.loyola.edu/library), or any computer with a modem (dial-in access, 410-433-6744). Internet connection is also available, providing additional access to online databases and public access catalogues. (Also see Library section under Services.)

Housing facilities for resident students are modern buildings equipped with heating and air conditioning units. All are fully furnished, carpeted, and contain laundry facilities, student mailboxes, vending machines, and recreation areas.

Hammerman House and **Butler Hall** provide coed freshman accommodations with gender-specific floors. Hammerman House also houses the Fava Chapel. Located on the east side of the campus, both residences have visitor's lounges and a lounge/study room on each floor.

Ahern and **McAuley Halls**, located on the northeast side of the campus, provide undergraduate student housing. These garden apartments and suites include kitchen facilities, and a fitness center is located in McAuley 300A.

Other student residences are located on the west side of the campus. **Wynnewood Towers** is a nine-story high-rise featuring apartments and suites, as well as faculty offices for the Department of Speech-Language Pathology/Audiology and administrative offices. The Towers also boasts an innovative, market-style dining facility that provides students with an up-scale food court, deli, bakery, and convenience store all in one location.

Renovated in 1997, **Charleston Middle Courtyard** provides traditional dormitory accommodations for freshmen as well as a special interest house for upperclass students. **Charleston Hall Lower Courtyard** houses upperclass students in a combination of new townhouse-style residences and recently renovated suites and apartments. The remainder of **Charleston Hall** provides students of all years with apartment and suite living arrangements.

In addition, the **Garden Apartments** are comprised of 46 three-bedroom units. Kitchen facilities are included in the apartments, and a fitness center is located on the first floor of Gardens D. Purchased in 1995, the mid-rise **Guilford Towers** houses undergraduate students and features parking and a swimming pool.

A 110,000 square-foot recreation center is currently being built on Loyola's **North Campus**. The facility, scheduled for completion in Fall 2000, will feature 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.

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 houses a variety of administrative offices such as printing services, the post office, 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 Route 32 and I-95, the Columbia Campus is home to full-time graduate programs in pastoral counseling and speech-language pathology/audiology. Evening programs include a full range of courses in business and engineering science as well as offerings in education and modern studies. In addition, a speech and language clinic serves the community while providing supervised practicum for graduate students in the speech-language pathology/audiology program.

The Campus offers modern classrooms with executive-style seating for 30–40 students, six technology classrooms, a distance learning facility, and an engineering science wing with a computer classroom and electronics lab. Student services include a networked computer lab with after hours access; an engineering science project room; two student lounges, kitchen facilities, and vending machines; and a bookstore annex which is open during the first several weeks of each semester.

THE GRADUATE CENTER – TIMONIUM CAMPUS

Located just off I-83, the Timonium Campus provides classroom facilities and administrative office space for graduate programs in business, computer science, education, Montessori, and speech-language pathology/audiology. The Campus is also home to the Timonium Speech and Language Literacy Center.

The new state-of-the-art facility offers spacious, high-technology classrooms with executive-style seating for 36–50 students; a computer science classroom; a distance learning facility; conference and small group rooms; Montessori practice rooms; a counseling lab; a hands-on science classroom; and speech-language clinic facilities. Student services also include a large student lounge, kitchen facilities, and vending area; a computer lab with after hours access; and a bookstore annex, open during the first several weeks of each semester.

ANNE ARUNDEL CENTER

Located in Millersville, just off Route 32 on Benfield Boulevard, the Anne Arundel Center provides two large classrooms to support graduate education courses. Each classroom includes comfortable seating for 40 students and basic instructional technology. One classroom is equipped to support hands-on science instruction. A student lounge and vending machines are available.

SERVICES**CAREER DEVELOPMENT AND PLACEMENT CENTER**

The services of the Center are available to all Loyola students, graduates, and alumni/ae. The staff maintains a resource library, a schedule of career and job related workshops, and a regular program of on-campus interviews with employers. A computer assisted career guidance and information system, DISCOVER, is also available. The alumni career networking system provides knowledgeable career advice from a network of college alumni/ae who have volunteered to assist the Center. Students are welcome to meet by appointment with a career adviser to explore the resources of the Placement Center located in the DeChiaro College Center, West Wing, First Floor, 410-617-2232; e-mail: cdpc@loyola.edu; website: <http://www.loyola.edu/dept/career-dev/>. Evening hours are available, please call for times.

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, snacks. Textbooks and supplies required for courses taught at the Baltimore, Columbia, and Timonium Campuses may be purchased by mail. Call the College Store at 410-617-2291 or visit, <http://www.lcb.bkstr.com/>, and allow at least five days for order processing and UPS delivery. VISA, MasterCard, American Express, DISCOVER, and personal checks are accepted.

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. Introductory and special subject courses are offered to students by Technology Services without charge.

The campus network consists of a Digital Equipment Corporation VAX 6630; an IBM RS6000/990; RS6000/S70; 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 10MB 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 card key (issued by Public Safety). Labs contain IBM PCs, Macintoshes, UNIX workstations, and laser printers.

Documentation for software supported by the College is available at Classroom Technologies (KH 153). WordPerfect, Word, Excel, Powerpoint, SAS, SPSS, and MINITAB are just a few of the software packages currently supported by the College. Any questions concerning the use of computer facilities should be directed to the Technology Help Desk, 410-617-5555.

DISABILITY SUPPORT SERVICES (DSS)

DSS provides services for students with disabilities to ensure physical and programmatic access to all College programs. DSS arranges accommodations, adjustments, and equipment for students with disabilities.

Based upon a student's disability and needs, services could include advocacy, alternative arrangements for tests, assistance physically getting around campus, priority registration, counseling, study skills help, notetakers, readers/recorded books, referral to appropriate services, 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 and documentation of disability from a certified professional is required. All information regarding a student's disability is confidential and kept in the DSS Office.

The DSS Office is located in 4502A Charleston Hall, 410-617-2062 or (TDD) 410-617-2141. Students should call 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. Brochures may 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. A list of off-campus housing options may be reviewed at the Office of Student Life, Charleston Hall, Room 08B.

LOYOLA/NOTRE DAME LIBRARY

Students are encouraged to make extensive use of the library, which contains approximately 380,000 book and bound periodical volumes, 30,000 audio-visual items (many of which are videos and CDs), and 2,100 current periodicals.

The library's homepage (www.loyola.edu/library) serves as a gateway to the Internet; students have Web access to numerous databases, including ERIC, PsycINFO, Religion Index, Lexis-Nexis Academic Universe, Cambridge Scientific Abstracts, and General BusinessFile. There is also easy access to the library's catalog, as well as to the catalogs of other libraries. Students can connect with these resources from any computer on Loyola's campus network, including library workstations. Some of the databases can be accessed from off-campus computers 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 inter-library loan. Circulation Department staff are available to assist with reserve materials and photocopying facilities.

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. By arrangement with Loyola, the Howard County Library purchases books and periodicals of particular relevance to Loyola graduate courses.

Hours during Fall and Spring Semesters are:

Monday – Thursday	8:00 a.m. – 2:00 a.m.
Friday	8:00 a.m. – 10:00 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 posted and printed in course schedule booklets.

MULTICULTURAL AFFAIRS OFFICE

The Department of Multicultural Affairs, located in Maryland Hall 143, is responsible for providing leadership to the campus community in the implementation of the College's multicultural diversity initiatives as indicated in the College's mission of preparing graduates to "learn, lead, and serve in a diverse and changing world." A five-year Plan for Diversity was developed which outlines specific objectives in areas of recruitment and retention, education, and support. (Copies of this plan are available in MH 143.)

The Department works with faculty to infuse scholarship on multicultural issues in their courses by providing lectures, seminars, workshops, and other educational events to increase understanding of similarities and differences based on race, ethnicity, gender, nationality, culture, and other aspects of diversity. Multicultural Affairs works with the Director of Minority Student Services and others on campus to offer services to enhance the educational experience for African-, Asian-, Hispanic-, and Native-American, 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 achieving the diversity goal.

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 (Maryland Hall 151) at a cost of \$10 per year. Students may park on the Cathedral and York Road lots or the student portion of the Butler lot; however, length of stay on the Butler lot is restricted until after 4:00 p.m. 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 4:00 p.m.

RECORDS OFFICE

The Records Office (Maryland Hall 041) provides services during the following hours:

Monday – Thursday	7:00 a.m. – 7:45 p.m.
Friday	7:00 a.m. – 3:00 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 151) provides services during the following hours:

Monday – Thursday	7:30 a.m. – 7:30 p.m.
Friday	7:30 a.m. – 4:30 p.m.
On-Line	http://www.loyola.edu/sas/

STUDENT HEALTH AND EDUCATION SERVICES

The medical clinic provides out-patient care during the academic year. The fee is \$10 per visit. It is located at 4502-A Charleston Hall; 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 the medical clinic or Health Education Services, 410-617-5055 or visit, <http://www.loyola.edu/healthctr/>.

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 is responsible for presenting a syllabus 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*, 5th Edition) constitutes "plagiarism." Avoiding plagiarism involves careful use of quotation marks, notes, and citations, which the student must provide on all written work.

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. 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 of the instructor's department. The Chair'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 all federal, state, and local laws. Susan Donovan, Vice-President for Student Development and Dean of Students, Maryland Hall, Room 142, 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 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.

In accordance with Public Law 93–380, Family Educational Rights and Privacy Act (FERPA) students have the right to:

- Review and inspect their education records.
- Request correction to their record that the student believes is inaccurate or misleading.
- Consent to disclosure of personally identifiable information contained within the student’s folder to a third party (including parent’s), except for information the College identifies as Directory Information and to the extent that FERPA authorizes disclosure without consent.
- File a complaint with the U.S. Department of Education concerning alleged failures by Loyola College to comply with the requirements of FERPA.

The parent(s) of a dependent student, as defined in Title 26 U.S.C.S.S. 152 Internal Revenue Code, also has 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.

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; and enrollment status. 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.

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 baccalaureate degree and are not pursuing a graduate degree at Loyola. They must meet the same admission and prerequisite requirements as degree-seeking students. Special students must submit an application, application fee, and the college transcript which verifies receipt of the college degree.

Special students admitted with conditions may be required by the department to reapply to the

program if they successfully meet the conditions and decide to pursue a degree. Special students may not enroll in graduate courses in Psychology, Speech-Language Pathology/Audiology or the SELLINGER School of Business and Management.

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.

Students must send an application form, fee, and required official transcripts for all colleges attended to the Graduate Admissions Office. 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

Students 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, Psychology, and Speech-Language Pathology/Audiology.

Students 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.

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 a Summer Session. 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 should normally 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 a Summer Session.

INTERNATIONAL STUDENTS

An international student on a Student Visa (I-20) or Exchange Visitor Visa (J-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 **May 15** for the Fall Semester, **August 15** for the Spring Semester, and **January 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 966, Princeton, N.J. 08540. The Internet web site address is <http://www.toefl.org/>.
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. Must apply for, and maintain, legal status in the United States. The International Student Adviser in the Records Office will help international applicants by issuing the I-20 or IAP-66 form. Students must supply written proof of sufficient financial resources to pay all educational, living, personal, and medical expenses during their stay in 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 or IAP-66 forms.
7. Matriculating international students with a current J-1, J-2, 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 non-waivable. 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. Must submit proof of immunity to communicable diseases. A tuberculin skin test is required within three months of residency. Additional requirements may vary by program. Health History and Immunization forms will be sent with the admissions package. Students may also contact the Loyola College Health Services, 410-617-5055; fax: 410-617-2173.
9. Must apply as a full-time student. In order to maintain F-1 or J-1 non-immigrant 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.
10. 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 or J-1 Non-Immigrant Student Status.

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.
- 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 num-

ber 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, Privare. Students must have a Privare login ID and PIN number. 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 who, for extenuating reasons, is unable to complete the course during the semester period. 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. 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 it is not resolved satisfactorily within the agreed upon or standard 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. 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, effect of a low or failing grade on QPA, on probationary status, or on 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 "Ws" 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.

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 at least one 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 course work. 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 Psychology Department allows students in the Master of Science program (45 credits) six years to complete all degree requirements.

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 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.

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 number 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 Sellinger 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. Each student is entitled to one transcript free of charge; subsequent copies will be furnished at a charge of three dollars each. 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.

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 and clinical requirements, 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

Education

M.A./M.Ed./C.A.S.E. (*per credit*) \$250.00

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. \$11,775.00

C.A.S.E. \$8,925.00

(Full-Time Academic Year; WMI at LCM, Timonium Campus only; inclusive, excluding prerequisite course fee)

Multi-Summer Format \$12,180.00

(2000–03; WMI at LCM, Timonium Campus; inclusive, excluding prerequisite course fee)

Engineering Science (*per credit*) \$400.00

Modern Studies (*per credit*) \$235.00

Pastoral Counseling (*per credit*)

M.A./M.S./C.A.S. \$265.00

Ph.D. \$265.00/\$365.00

(dependent upon course level)

Psychology

M.A./M.S./C.A.S. (*per credit*) \$292.00

Psy.D., First Year \$14,000.00

Psy.D., Second Year \$17,200.00

Psy.D., Third Year \$17,200.00

Psy.D., Fourth Year \$17,200.00

Speech-Language Pathology

Part-Time CAGS (*per credit*) \$300.00

Full-Time, New \$13,500.00

Full-Time, Continuing \$12,000.00

SCHOOL OF BUSINESS AND MANAGEMENT

MBA/MSF (*per credit*) \$400.00

Executive MBA (*Class of '02, all inclusive*) \$41,900.00

MBA Fellows (*Class of '03, all inclusive*) \$39,900.00

FEES (NON-REFUNDABLE)

GENERAL

Application Fee \$50.00

Certificates (*30 credits*) \$75.00

Declined Credit Card Fee \$25.00

Graduation Fee

Attending \$100.00

Not Attending \$75.00

ID Cards (*replacement*) \$15.00

International Student Orientation Fee \$100.00

Late Registration Fee \$25.00

Parking Fee (*Baltimore Campus*) \$10.00

Readmission Fee \$25.00

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

Returned Check Fee (*insufficient funds*) \$25.00

Special Testing Fee \$15.00

DEPARTMENTAL

Education

Montessori Prerequisite Course \$1,500.00

(see Education Chapter)

Laboratory Fee \$60.00

Field Experience \$100–200.00

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

Thesis Guidance Fee

PY 761–764 (*dist. over four semesters*) \$1,200.00

PY 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 and 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 and 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
WALK-IN/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, MasterCard, VISA, or DISCOVER.

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, MasterCard, VISA, or DISCOVER. Third party billing, tuition remission, and graduate assistantships, scholarships, and approved financial aid are also acceptable methods of payment.

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 the beginning of the semester to insure 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

Loyola College offers a limited number of graduate assistantships to students enrolled in the College of Arts and Sciences. Students are considered for assistantships based on academic performance, previous experience, and other criteria established by the department chair or program director. Approved functions of graduate assistants include but are not limited to: academic, bibliographic, and library research projects; workshop preparation; in-service programs; seminars; special academic events; laboratory assistance; exam proctoring; and assistance in departmental preparation for accreditation and evaluation.

Compensation for graduate assistantships varies depending on the program, responsibilities, and duties assigned to the position. **Applications for assistantships may be obtained from the department chair or program director.**

RESIDENT ASSISTANTSHIPS

The Student Life Office has a limited number of resident assistant positions on its housing staff open to graduate students. For an application and/or further information, contact the Director of Student Life, 410-617-5081.

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. For more information on these programs, contact the department's graduate program director or coordinator.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

FEDERAL DIRECT STAFFORD LOAN PROGRAM (SUBSIDIZED)

This program allows students who demonstrate federal financial aid eligibility and are enrolled at least half-time to borrow up to \$8,500 per year for a maximum of four years. The cumulative

amount a student may borrow through this program is \$65,500, including loans made at the undergraduate 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 enrollment on at least a half-time basis. Subsidized Direct Stafford Loans carry a 3.0 percent federal origination fee which will be deducted from each disbursement. Students must complete a separate Federal Direct Stafford Loan promissory note to borrow funds through this program.

FEDERAL DIRECT STAFFORD LOAN PROGRAM (UNSUBSIDIZED)

This program allows all students, regardless of financial aid eligibility and who are enrolled at least half-time, to borrow up to \$18,500 per year, less the amount of any subsidized Direct Stafford Loan received by the student. 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.

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, the 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 the start of the semester to ensure the loan proceeds are available for payment of College charges. **Late applicants must pay all College charges in advance and 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 \$3,000 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.

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;
- 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;
- change of name (eg., maiden name to married name);
- 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 LOAN CLEARINGHOUSE (NSLC)

Loyola College uses the services of the NSLC 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 NSLC also provides a service to students which allows them to keep track of their loan providers. The "LoanLocator" section of the Clearinghouse website (www.nslc.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

Application materials may be obtained by contacting the Graduate Admissions Office. Prospective students applying to Loyola's graduate programs should refer to the admission section under each department for specific application requirements. All required materials should be sent directly to:

Graduate Admissions Office
Loyola College in Maryland
4501 North Charles Street
Baltimore, MD 21210-2699

Telephone: 410-617-5020; 800-221-9107, x5020

Fax: 410-617-2002

Web: <http://www.loyola.edu/graduateadmissions/>

The following documents are required by all programs:

- Completed/signed application form;
- Non-refundable \$50 application fee;
- Personal statement;
- 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 all colleges attended (see International Students under Academic Regulations and Policies);
- Official standardized test score reports (tests vary by program);
- Letters of recommendation (number required varies by program);
- Resume or vitae;
- TOFEL Score Report: Required only if English is not the applicant's native language. Official scores must be sent directly from testing agency; unofficial scores may be sent with application. Loyola's institution code is 5370.

- Transcripts from studies not conducted in English must be submitted with a certified English translation.

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. The committees look for previous academic achievement by considering an applicant's undergraduate and graduate records. The number of acceptable candidates may exceed the number of spaces available, and the decision of the Admission Committee is final.

Students accepted for graduate work will be advised in writing. Students will also be informed of any undergraduate courses or prerequisites requiring completion before commencing graduate work. A faculty adviser who assists in planning a program of study will be assigned, and students are responsible for discussing any special needs they may have with their adviser.

Details on the criteria for admission in each department can be found in the departmental chapters which follow.

APPLICATION DEADLINES

Students will not be allowed to register unless they have been admitted to a program. Priority will be given to applications received by stated deadlines.

FALL SEMESTER

College of Arts and Sciences

Education (excluding Montessori)	June 1
Montessori Education	
Academic Year Programs	May 1
Affiliated AMI Institutes	October 1
Multi-Summer Format	Summer start only
Engineering Science	September 1
Modern Studies	September 1

Pastoral Counseling	
Ph.D.	February 1
M.A./M.S./C.A.S.	April 1

Psychology	
Psy.D.	January 15
M.A.	March 15
M.S.	April 15
C.A.S.	July 15

Speech-Language Pathology	February 1
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Sellinger School of Business and Management

MBA/MSF	August 20
Executive MBA	August 20
MBA Fellows	August 20

SPRING SEMESTER

College of Arts and Sciences

Education (excluding Montessori)	October 1
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Montessori Education	Fall/Summer start only
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Engineering Science	January 1
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Modern Studies	January 1
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Pastoral Counseling	
Ph.D.	Fall start only
M.A./M.S./C.A.S.	November 1

Psychology	
Psy.D.	Fall start only
M.A.	Fall start only
M.S.	November 15
C.A.S.	November 15

Speech Language Pathology	Fall start only
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Sellinger School of Business and Management

MBA/MSF	December 20
Executive MBA	Fall start only
MBA Fellows	Fall start only

SUMMER SESSIONS

College of Arts and Sciences

Education (excluding Montessori)	March 1
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Montessori Education	
Academic Year Programs	Fall start only
Affiliated AMI Institutes	Fall start only
Multi-Summer Format	May 1

Engineering Science	June 1
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Modern Studies	June 1
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Pastoral Counseling	
Ph.D.	Fall start only
M.A./M.S./C.A.S.	April 15

Psychology	
Psy.D.	Fall start only
M.A.	Fall start only
M.S.	April 15
C.A.S.	April 15

Speech Language Pathology	Fall start only
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Sellinger School of Business and Management

MBA/MSF	May 20
Executive MBA	Fall start only
MBA Fellows	Fall start only

APPLICATION MATERIALS

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

Graduate Education Programs (excluding Montessori)

- Completed/signed application form;
- Non-refundable \$50 application fee;
- Official transcripts from each college or university attended;
- Essay responding to questions on application form;

- International student supplemental documents (required only if a student visa is needed);
- Professional Reference (required for School Counseling; optional for all other programs).

Montessori Education Program

- Completed/signed application form;
- Non-refundable \$50 application fee;
- Official transcripts from each college or university attended;
- Resume or vitae;
- Three recommendations (professional only);
- Essay responding to questions on application form;
- International student supplemental documents (required only if a student visa is needed).

Engineering Science Program

- Completed/signed application form;
- Non-refundable \$50 application fee;
- MES Introductory Course Waiver Request Form (required to waive four introductory courses);
- Official transcripts from each college or university attended;
- Two recommendations (professional references only);
- Essay responding to questions on application form;
- International student supplemental documents (required only if a student visa is needed).

Modern Studies Program

- Completed/signed application form;
- Non-refundable \$50 application fee;

- Official transcripts from each college or university attended;
- Essay responding to questions on application form;
- International student supplemental documents (required only if a student visa is needed).

An interview may also be requested of applicants.

Pastoral Counseling Programs (Ph.D.)

- Completed/signed application form;
- Non-refundable \$50 application fee;
- Official transcripts from each college or university attended;
- Resume and/or full curriculum vitae detailing personal competency and leadership potential;
- Five recommendations (professional/academic references only);
- Four essays responding to questions on application form;
- Clinical Summary Form (obtained from department);
- Official Miller Analogies Test Score Report;
- International student supplemental documents (required only if a student visa is needed).

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

- 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 (practica, internships, etc.).

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

- Completed/signed application form;
- Non-refundable \$50 application fee;
- Official transcripts from each college or university attended;
- Resume and/or full curriculum vitae detailing personal competency and leadership potential;
- Three recommendations (professional/academic references only);
- Personal essay responding to question on application form;
- International student supplemental documents (required only if a student visa is needed).

Graduate/Doctoral Psychology Programs

- Completed/signed application form;
- Non-refundable \$50 application fee;
- GRE scores sent directly from Educational Testing Service (General Test required; Subject Test optional). Loyola's C.E.E.B. code is 5370;
- Official transcripts from each college or university attended;
- Resume or vitae;
- Three recommendations (professional/academic references only);
- Essay responding to questions on application form;
- International student supplemental documents (required only if a student visa is needed).

Speech-Language Pathology Program

- Completed/signed application form;
- Non-refundable \$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;
- Resume or vitae (if currently employed);
- Three recommendations (professional/academic references only);
- Essay responding to questions on application form;
- International Student Supplemental Form (required only if a student visa is needed).

Graduate and Executive Business Programs

- Completed/signed application form;
- Non-refundable \$50 application fee;
- GMAT 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;
- Resume or vitae (if currently employed);
- Three recommendations (professional/academic references only);
- Essay responding to questions on application form;
- International student supplemental documents (required only if a student visa is needed).

COLLEGE OF ARTS AND SCIENCES
EDUCATION

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

CHAIR: Victor R. Delclos, Professor

GRADUATE PROGRAM COORDINATORS:

Administration and Supervision:

Kathleen Cornell, S.S.N.D.

Curriculum and Instruction: Kevin Vinson

Educational Technology: David Marcovitz

Reading: Robert Peters

School Counseling: Lee J. Richmond

Science Education Program: Mary B. Hyman

Special Education: Elana Rock

Teacher Education Programs:

Sharon A. Wall, S.S.N.D.

PROFESSORS: Victor R. Delclos; Donald B. Hoffer (emeritus); Donald J. Reitz; Lee J. Richmond; Beatrice E. Sarlos

ASSOCIATE PROFESSORS: Joseph Mary Donohue, S.N.D.deN. (emerita); Bradley T. Erford; Joseph Procaccini; Sharyn Simpson Rhodes; Elana E. Rock

ASSISTANT PROFESSORS: Michael O'Neal; H. Lovell Smith; John J. Vacca; Kevin D. Vinson

INSTRUCTOR: Catherine Castellan

INTERNSHIP COORDINATORS:

Field Experience: John Bailey; Jack Woodward

Professional Development Schools: Robert Chapman III; Peggy Golden; Kathleen Sears; Vickie Swanson

School Counseling: Thelma Daley

Special Education: Vacant

ADJUNCT FACULTY: Maureen Beck; Lisa Boarman; JoAnn Bowsbey; E. Niel Carey; Wayne Carmean; Gwendolyn Clark; Kathleen Cornell, S.S.N.D.; Thomas A. Custer; Susan Edwards; Morton M. Esterson; Robert Gabrys; Susan A. Gallagher; Judith Glass; Cynthia Hardie; William R. Harrington; Norine Hemping; Joyce Hlass; Kay Johnson; Edward Kerns; Clare Krufft; Lynn Linde; Peter McCallum; Martin Mullaney; Lynn Muller; David R. Myers; Eileen M. Oickle; Robert Peters; Mary Petrovick; Christy A. Pierce; Roger Plunkett; Sam Polack; Maryanne Ralls; Rosemary Rappa; Ronald Redmond; Christine Regner; Louis M. Reitz, S.S.; Kristine Scarry; Jacob Schuchman; James F. Skarbek; James Snow; Christopher Sny; Joseph Stevens; Gail Stone;

Martin Tillett; Ellen Tracy; Phyllis Utterback; William Wentworth; Leslie Wilson; Jack Woodward

MONTESSORI MASTER OF EDUCATION PROGRAM

Director: Sharon L. Dubble

Washington Montessori Institute at Loyola College:

Director of Training (Elementary Level): Kay Baker

Director of Training (Primary Level):

Janet McDonell

Elementary Assistant Trainer: Greg MacDonald

MISSION

The Education Department of Loyola College is part of a Catholic Institution of higher learning, established in the Jesuit tradition. It offers undergraduate and graduate pre-professional and professional programs in education. The liberal arts focus of the institution is expressed by an emphasis on a broad base of knowledge in all its programs of study.

GOALS

GOAL 1

In accordance with the Jesuit philosophy of "strong truths well lived," the department blends theory with practice and encourages creative intellectual initiative.

GOAL 2

In accordance with the Jesuit emphasis on the value of the individual, the department commits itself to offering academic programs in a climate that fosters personal interaction between faculty and students.

GOAL 3

In accordance with the Jesuit emphasis on intellectual excellence, the department commits itself to preparing educational leaders.

GOAL 4

In accordance with the Jesuit emphasis on social justice, the department commits itself to serving populations with special needs.

GOAL 5

As part of a Catholic institution, the department commits itself to serving the needs of Catholic schools.

GOAL 6

As an integral part of the broader educational community, the department commits itself to serving the educational needs of the Baltimore Metropolitan area.

GOAL 7

As a part of an institution in an urban setting, the department commits itself to serving the educational needs of Baltimore City.

GOAL 8

As part of an independent institution of higher education, the department commits itself to serving the needs of church-related and independent schools.

The Education Department offers unified programs leading to master of arts and master of education degrees as well as the certificate of advanced study.

These programs strive to advance the study of education as a distinct and unique academic discipline, and to further the professional development of teachers, administrators, and other educational personnel, in public and independent schools. The department seeks to accomplish these tasks by:

1. Offering graduate level, systematic programs in curriculum and instruction, administration and supervision, foundations of education, reading, school counseling, and special education;
2. Encouraging initiative, reflection, and the development of sound critical judgement enabling students to interpret, organize, and communicate facts and principles in a logical and intelligible manner;
3. Exposing students to research-oriented experiences that will increase their competence in the use of source materials and the examination of evidence in the contemporary study of education;
4. Providing supervised internship experiences;

5. Providing professional assistance when asked to schools and school districts.

Because the department believes that successful educational practice evolves from sound theory and a thorough understanding of man in the Jewish and Christian culture, all students are given the opportunity to begin their programs with a broad exposure to the whole field of educational research, and a philosophic analysis of the relationship of education and man in contemporary society.

ADMISSION CRITERIA

Loyola seeks graduates from accredited graduate or undergraduate institutions of higher learning who demonstrate superior academic ability. A minimum QPA of 3.000 is required for acceptance; however, provisional acceptance may be granted for students with a QPA between 2.750 and 3.000. In addition, demonstrated professional competency as evidenced by letters of recommendation or additional standardized tests may be required by the Admission Committee. A personal interview also may be requested.

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 entire 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 degrees and their requirements are listed under each program. No in-service course credits count toward completion of master's degree, certificate of advanced study, and teacher certification requirements.

ACADEMIC 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 Chair of the department's Committee on Academic Standards within 30 days after notice of dismissal. The appeal should include any information deemed appropriate to the case. The student has the right to appear personally before the Committee on Academic Standards.

If a dismissal involves a grade appeal, then 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

Designed for individuals who wish to undertake a thesis project (ED 619). Students complete the six-credit project according to departmental specifications under the guidance of an adviser. (The six thesis credits are taken in place of six credits in general electives.)

MASTER'S THESIS

The master's thesis ought to exhibit those qualities which are associated with genuine research, scholarship, logical consistency, creativity, and comprehensiveness. The student who intends to write a master's thesis should submit in writing, after appropriate and extensive reading, a tentative thesis proposal.

With the adviser's approval, arrangements will be made to present the tentative proposal to a thesis seminar (ED 619), in which the candidate must enroll. Having profited by the suggestions of the thesis seminar, the candidate must then submit to their adviser a revised thesis proposal, similar in format to his tentative proposal. Both the tentative and the revised proposal must include a clear definition of the problem, a justification of the investigation, a review of the previous research, a description of the proposed method for investigation, and a beginning bibliography.

When the formal thesis proposal has been approved by the director of the program and two readers, students may begin work on their thesis. They are expected to complete it in such a way that the finished product may be judged as a partial fulfillment of the requirements for the master's degree. The length of time it may take to complete this work depends upon the nature of the topic, the student's initiative, ability to write, and numerous other factors but must be completed within the five year period allotted for the degree. The final draft of the thesis, which must conform to all format requirements, must be approved and signed by the readers and should be submitted in duplicate to the department chair before the final two weeks of the semester that the student is expected to graduate. These copies of the thesis become the property of Loyola College.

A grade of GL (grade later) is entered on the transcript for each term in which the student is registered, and the thesis has not been completed; the grade assigned for the thesis is entered at the end of the term in which the thesis has been accepted or approved by the department.

WAIVERS

Specific course requirements may be waived by a student's adviser upon the written request of the student. 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.

GRADUATE STUDIES COURSES

Within a degree or certificate (CASE) program, students may include one course (GS/PW) offered through the Graduate Studies Office, provided written permission is granted by the student's adviser **prior** to taking the course. Additional courses may be taken (especially in the CASE program) at the discretion of the adviser. In-service credits may not be included in a degree program leading to a Master of Education (M.Ed.).

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

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 program, students are eligible for certification as Administrator I (Assistant in Administration, Supervisor in Central Administration, Supervisor in Instruction). To be certified 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.

The master's program in administration and supervision has been approved by the Maryland State Department of Education using NASDTEC standards.

MASTER OF EDUCATION (M.ED.)

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 (2 credits)*
AD 681 Organization Development
AD 682 Technology for School Improvement
AD 683 Leadership: Theories and Practices
(4 credits)*
AD 684 Resource Management
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

After most of the above courses have been taken, the following two courses should be taken:

AD 686 School Assessment: Issues and Skills
AD 687 Internship in Administration and
Supervision

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. Graduate students may elect to take a program in private school management. In addition to the selection of courses described for the master's degree concentration in administration and supervision, the following four courses focusing upon private school issues may be taken as alternatives with the consent of an adviser:

- 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

CERTIFICATION IN ADMINISTRATION AND SUPERVISION

A person with master's degree from an accredited institution and 27 months of satisfactory teaching performance or satisfactory performance as a specialist may complete certification requirements by earning 18 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 (3–4 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 (3–6 credits)

Students should apply and meet with their adviser 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 30-credit program leads to a Certificate of Advanced Study in Education (CASE). Requirements are:

- 18 hours of coursework in a specific area of concentration;
- 12 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 30 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. Flexibility in individual student program devel-

opment is anticipated, but it is expected that students build their program in the following areas:

- Courses in Leadership: Instructional, Management, and Organizational (24–27 credits)
- Internship (3–6 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. Please contact the Education Department at 410-617-5095 for more information.

MASTER OF EDUCATION (M.ED.)

The broad focus is on phases of the educational process which are concerned with planning, implementation, and evaluation of teaching and learning.

Graduate study consists of courses, field studies, internships, seminars, and workshops. A blend of theory and practice is the underlying departmental philosophy. Information searching strategies for literature in the field are important components of the program.

Courses consist of a departmental core, required core, and general electives. Electives provide 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

and strong advising system provided by full-time faculty 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.

Science Education Focus (39 credits)

Graduate study in Curriculum and Instruction with a focus on science content is a 39 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 courses constitute a set of requirements for the degree that are designed specifically for those enrolled in the program incorporating science content topics and issues.

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 (select from the following):

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
 ED 712 Science Teaching for 2061

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 Designs 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

Curriculum Studies (9 credits)

ED 650 Curriculum Theories and Practices

ED 651 Evaluation and Assessment of Curriculum and Instruction

One of the following: (3 credits)

ED 647 Curriculum Policy Studies

ED 648 Field Study in Curriculum

ED 652 Curriculum Networking

ED 658 Seminar in Curriculum and Instruction

ED 659 Curriculum Internship

ED 676 Theory and Research on Teaching

CERTIFICATE OF ADVANCED STUDY IN EDUCATION (CASE)

Advanced graduate work beyond the master's degree may be pursued in specific program areas. The 30-credit program leads to a Certificate of Advanced Study in Education (CASE). Requirements are:

- 18 hours of coursework in a specific area of concentration;
- 12 hours of coursework in other areas.

Students must meet with an adviser prior to beginning the CASE.

FOUNDATIONS OF EDUCATION

Provides an opportunity for in-depth study of the development of pedagogical thought in philosophical and historical perspective. It also examines other fundamental aspects of education (economic, sociological, anthropological, evaluative, political).

Students concentrating in the area of foundations will generally select their courses from those listed here, and electives from courses in other areas in consultation with their advisers. These courses may be chosen from any of the other con-

centrations offered in the Loyola graduate program in education, guidance, and psychology.

Programs:

Master of Arts (M.A.) – 33 credits
(includes 6 thesis credits)

Master of Education (M.Ed.) – 33 credits

Required Core:

ED 600 Foundations of Research in Education

ED 601 Philosophy and Education

ED 614 People, Ideas, and Movements in
Education: Antiquity

ED 615 People, Ideas, and Movements in
Education: Middle Ages

ED 616 People, Ideas, and Movements in
Education: Renaissance and Scientific
Revolution

ED 617 People, Ideas, and Movements in
Education: Modern Period

ED 619 Thesis Seminar
(required for M.A. only)

ED 621 Learning Theory

ED 676 Theory and Research on Teaching

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 Designs 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)

COMPUTER STUDIES

Computer Studies is nine credits in coursework that may be earned in conjunction with a non-technology degree or as a non-matriculating student. It is designed to help individuals make use of computer technology in the educational process. Students earn a certificate of completion by taking three technology classes from the Technology Core (see the above master's programs). Students receive the Computer Studies Certificate upon completion of the coursework and submission of an application for the certificate to the Education Department.

SCHOOL COUNSELING

Programs:

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 counselors who work in elementary and/or secondary school 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. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) as well as the Maryland State Department of Education. Upon successful completion of the program, students receive 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 48 credits of study on the graduate level, including a practicum of 100 hours and an internship of 600 hours. The 600-hour internship may be completed in one semester (GC 728), two semesters (GC 722, GC 723) or in four semesters (GC 730, GC 731). Students who wish to complete the 600 hours in one semester must obtain approval from their practicum instructor and the director of the school counseling program.

ED 600 Foundations of Research in Education
 ED 606 Educational Testing and Measurement
 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 791 School Counseling Practicum
 GC 792 Professional Issues and Ethics in Counseling
 Internship (600 hours)
 Electives (9 credits)

Students must take a minimum of nine credits in counseling. All electives must be approved by the adviser.

CERTIFICATE OF ADVANCED STUDY IN EDUCATION (CASE)

Provides advanced graduate work beyond the master's degree in an organized, 30-credit program leading to a Certificate of Advanced Study in Education. Requirements are:

- A minimum of twelve hours of coursework in counseling (general).
- Twelve hours of coursework in specialized areas such as career counseling, counseling supervision, transcultural counseling, family counseling, substances, and psychoeducational assessment.
- Six hours of elective coursework in any area. Internships may be suggested.

Special arrangement 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 Asso-

ciation Montessori Internationale (AMI) diploma and the Master of Education (M.Ed.). The program is offered in an academic year or summer format (over three or four consecutive summers, 2000–2003, primary only).

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 National Teacher's Exam.

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 professional 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 15**.

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 36 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 27 credit hours and are listed in the catalogue with the course key MO. 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 the ED or RS course key.

Montessori Course (AMI)

During the first two semesters, students are fully engaged in Montessori study, as they complete all AMI requirements. Although the 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 27 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 Studies 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
 RS 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
 RS 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
 RS 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 Education or Montessori Elementary Education. The 30-credit program leads to a Certificate of Advanced Study in Education (CASE). Requirements are:

- 27 credit hours of coursework in the Montessori concentration;
- 3 credit hours developing an independent research project; and
- Comprehensive examinations.

READING

Programs:

Master of Education in Reading, Reading
 Teacher Development (M.Ed.) – 33 credits
 Master of Education in Reading, Reading
 Specialist (M.Ed.) – 36 credits
 Certificate of Advanced Study in Education
 (CASE) – 30 credits beyond master's degree

Provides students with a keen understanding of reading and/or language arts and specific strategies directly applicable to the classroom and/or clinic situation. The program is broad-based, both developmental and clinical in its orientation. Students become familiar with teaching and assessment strategies suitable for students ranging from the highly able to the severely disabled.

The Master of Education in Reading with a concentration in Reading Teacher Development or Reading Specialist consists of 33 or 36 graduate credits, depending upon the curriculum. The Certificate of Advanced Study in Education con-

sists of a planned program of 30 graduate credits beyond the master's degree.

The program is designed to meet the various needs and background of teachers and administrators. Students can enroll in courses related to reading programs at the elementary or secondary levels.

Individuals seeking certification in teaching may do so within the framework of this program in close consultation with an adviser. A personalized and strong advising system provided by full-time faculty allows students continuous access to consultation at all stages of their program. (See Teacher Education section.)

M.ED., READING TEACHER DEVELOPMENT (33 CREDITS)

Designed for the certified teacher who wishes to become more proficient in developmental reading instruction at the elementary and secondary levels. Students completing this course of study may be eligible for State certification as a reading teacher. Typical programs are as follows:

Reading Teacher Focus

Meets course requirements for Maryland Certification as a reading teacher.

Department Requirement (3 credits)

ED 600 Foundations of Research in Education

Program Requirements (21 credits)

- RS 510 Foundations of Reading Instruction
- RS 718 Interdisciplinary Classroom Techniques for Reading and Writing (Focus: Grades 5–9) *or*
- RS 731 Classroom Techniques in Reading
- RS 736 Classroom Techniques in Written Expression
- RS 737 Diagnosis of Reading Disorders for Students with Special Needs
- RS 738 Remedial Reading and Writing Techniques for Students with Special Needs

RS 744 Reading, Writing, and Study Skills in the Content Area

RS 759 Current Issues in Reading and Language Arts

General Electives (9 credits)

Language Arts Focus

Designed for the teacher who wishes to become more proficient in the language arts.

Department Requirement (3 credits)

ED 600 Foundations of Research in Education

Program Requirements (21 credits)

- RS 510 Foundations of Reading Instruction
- RS 718 Interdisciplinary Classroom Techniques for Reading and Writing (Focus: Grades 5–9) *or*
- RS 731 Classroom Techniques in Reading
- RS 722 The Use of Literature in the Language Arts Program
- RS 723 Language Development
- RS 724 Classroom Techniques in Language Arts
- RS 736 Classroom Techniques in Written Expression
- RS 759 Current Issues in Reading and Language Arts

General Electives (9 credits)

M.ED., READING SPECIALIST (36 CREDITS)

Designed for the certified teacher who wishes to concentrate in the area of reading remediation. The student completing this program satisfies course requirements for state certification as a reading specialist. A typical program is as follows:

Department Requirement (3 credits)

ED 600 Foundations of Research in Education

Elementary/Secondary (K–12) (30 credits)

- RS 510 Foundations of Reading Instruction
- RS 720 Human Growth and Development *or*
- RS 723 Language Development

- RS 731 Classroom Techniques in Reading
 RS 737 Diagnosis of Reading Disorders for Students with Special Needs
 RS 738 Remedial Reading and Writing Techniques for Students with Special Needs
 RS 739 Advanced Diagnosis of Reading and Learning Disorders for Students with Special Needs
 RS 740 Role of the Reading Specialist
 RS 744 Reading, Writing and Study Skills in the Content Area
 RS 757 Practicum for Students with Special Needs
 RS 759 Current Issues in Reading and Language Arts

Reading, Speech, or Special Education Elective (3 credits)

CERTIFICATE OF ADVANCED STUDY IN EDUCATION (CASE)

Advanced graduate work beyond the master's degree may be pursued in specific program areas. The 30-credit program leads to a Certificate of Advanced Study in Education (CASE). Requirements are:

- 18 hours of coursework in a specific area of concentration;
- 12 hours of coursework in other areas.

Students must meet with an adviser prior to beginning the CASE.

SPECIAL EDUCATION

Programs:

- Master of Education in Special Education (M.Ed.),
 Early Childhood Special Education (Birth to Age 5) – 36 credits and prerequisites (as needed)
 Master of Education in Special Education (M.Ed.),
 Elementary/Middle (Grades 1–8) – 39 credits and prerequisites (as needed)
 Master of Education in Special Education (M.Ed.),
 Secondary (Grades 6–12) – 39 credits and prerequisites (as needed)
 Certificate of Advanced Study in Education (CASE)
 – 30 credits beyond master's degree

The M.Ed. in Special Education can be used to meet requirements for initial certification in special education at three different age/grade 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 the 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

This program leads to a master's degree and eligibility for Maryland State Department of Education certification through credit count. This program focuses on infant, toddlers, and young children from birth to age 5.

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 variety of school-based, daycare, and early intervention experiences. These courses do not count as credits completed toward the degree requirements.

ED 636 Pre-Primary and Primary Curriculum
 RS 510 Foundations of Reading Instruction
 RS 793 Diagnostic Teaching and Curriculum for Exceptional Students
 (Focus: Grades K–8)

Observation and Participation in Early Childhood Special Education
 Observation and Participation in General Preschool Education
 Technology Usage for Research and Writing

Program Courses

ED 600 Foundations of Research in Education
 ED 606 Educational Testing and Measurement
 RS 720 Human Growth and Development
 RS 751 Orientation to Early Childhood Special Education
 RS 752 Curriculum for Young Children with Special Needs at the Infant-Preschool Level
 RS 753 Assessment of Young Children with Special Needs at the Infant-Preschool Level
 RS 754 Parent-Professional Partnerships (Focus: Birth to Age 5)
 RS 780 Practicum for Students with Special Needs (Infant/Toddler)*
 RS 781 Practicum for Students with Special Needs (Preschool)*

RS 786 Developmental and Remedial Strategies for Reading and Mathematics (Elementary/Middle)
 RS 823 Strategies for Communication Development (Focus: Birth to Age 5)
 RS 879 Seminar in Special Education

* Practicum placements involve intensive experiences and teaching in schools or other programs serving young children. These placements require extended daytime availability.

**M.ED., ELEMENTARY/MIDDLE (GRADES 1–8)
M.ED., SECONDARY (GRADES 6–12)**

This program leads to a master's degree as well as eligibility for Maryland certification in special education from the Maryland Approved Licensure Program using recognized state or national standards. Certification may be obtained to teach students grades 1–8 (Elementary/Middle) or grades 6–12 (Secondary).

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.

RS 510 Foundations of Reading Instruction
 RS 720 Human Growth and Development
 RS 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
 RS 906 Developmental, Remedial, and Corrective Reading
 RS 907 Developmental, Remedial, and Corrective Mathematics
 RS 908 Comprehensive Language Development: Methods and Resources for Teaching Students with Special Needs
 RS 909 Science and Social Studies: Content, Methods, and Modifications for Students with Mild and Moderate Disabilities *or*
 RS 910 Characteristics of Students with Mild and Moderate Disabilities
 RS 917 Instruction in Secondary Content Areas for Students with Mild and Moderate Disabilities

Phase II

- RS 911 Assessment, Diagnosis, and Evaluation of Learning and Behavior Problems
 RS 912 Instructional Planning, Adaptations, and Learning Strategies for Students with Special Needs
 RS 913 Comprehensive Classroom Management for Teachers of Students with Special Needs
 RS 914 Communication, Collaboration, and Consultation with Parents and Professionals Serving Students with Disabilities
 RS 915 Diagnosis and Intervention in Reading Disorders *or*
 RS 916 Promoting Successful Transitions to Postsecondary Settings for Students with Mild and Moderate Disabilities

Phase III

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

* 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. These placements require extended daytime availability.

CERTIFICATE OF ADVANCED STUDY IN EDUCATION (CASE)

Advanced graduate work beyond the master's degree may be pursued in specific program areas. The 30-credit program leads to a Certificate of Advanced Study in Education (CASE). Requirements are:

- 18 hours of coursework in a specific area of concentration;
- 12 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
 Master of Education in Curriculum and Instruction (M.Ed.)
 Master of Education in Reading (M.Ed.)

Provides study and experience for the professional seeking a career in education. The program aims to advance the study of education as a distinct, unique academic discipline. Completion of this program and satisfactory scores on the Praxis I and II will lead to state certification. Further study may also lead to a Master of Education in Curriculum and Instruction or Reading.

Students must meet with an adviser to have their transcripts reviewed and determine coursework for certification in one of the following areas: Elementary Education (Grades 1–8), Secondary Education (Grades 7–12).

All students must take Foundations of Research in Education (ED 600). Remaining coursework in 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.

In collaboration with the prospective teacher and local school system, the College will assess the qualifications of persons studying to be teachers. Students keep portfolios that include: coursework transcripts, special course projects, field experience logs, letters of recommendation, and lesson plan samples from student teaching.

Elementary Education Certification

- ED 621 Learning Theory
- ED 631 Classroom Techniques of Arithmetic
- ED 662 Assessment for the Classroom: Models, Techniques, and Procedures
- ED 796 Methods of Teaching Language Arts
- RS 720 Human Growth and Development
- RS 761 Introduction to Special Education
- RS 811 Foundations of Reading Instruction (Focus: Grades 1–8)

Internship

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 662 Assessment for the Classroom: Models, Techniques, and Procedures
- RS 720 Human Growth and Development
- RS 761 Introduction to Special Education
- RS 810 Foundations of Reading Instruction (Focus: Grades 6–12)

Methods of the Specific Content Area

Internship

NOTE: Undergraduate content requirements vary depending on the area of certification. Generally, 27–30 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 50 hours of Field Experience

Phase I Seminar

Phase II Student Teaching

Phase II Seminar

Students wishing to complete a master's degree in Curriculum and Instruction or Reading should see their adviser for specific course requirements.

COURSE DESCRIPTIONS

ADMINISTRATION AND SUPERVISION

AD 660 Advanced Study in Administration (3–6.00 cr.)

Prerequisite: Written permission of the adviser or chair is required. Students must meet with their advisers and write a proposal in advance. Individual projects geared to specific needs or interests of students. Specific requirements related to each independent study will be approved on an individual basis.

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 non-discriminatory 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 dis-

crimination; 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 672 Ethics and Management in Education (3.00 cr.)

An analysis of current observations on ethics to the management and the decision-making process in education. Explores the nature of ethical responsibility to individuals and the community by the practicing school administrator. The purpose is not to impose an ethical system, but to examine the implications of the ethical dimension in managerial relationship.

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 (2–3.00 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 Improvement (3.00 cr.)

Examines effective curricular-based and administrative uses of technology in the K–12 environment through many application-based assignments and computer peripherals. Practices desktop publishing, multimedia slideshows, simple programming, and Internet website development, focusing on the applicability to today's educational administrator. Inspects national, state, and local technology plans comparing them to individual schools, both public and private, deriving the critical components of effective technology implementation. Explores the major issues regarding technology in today's schools.

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 685 Simulated Experiences in School Supervision and Management (3.00 cr.)

Provides students with an opportunity to apply their theoretical knowledge and to observe and evaluate administrative behavior patterns in a real situation. Students use the knowledge and skills resulting from course work and simulation experiences as criteria for evaluating administrative performances.

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 (3–6.00 cr.)

Prerequisite: At least 30 credits should be completed. The purpose of internships is twofold: (1) 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 (2) 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. Furthermore, 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 688 Advanced Instructional Strategies (3.00 cr.)

Participants explore the best of what researchers and theorists know about learning, thinking, and brain research. Using the Dimensions of Learning framework, students plan and demonstrate instruction that takes into account all five of the following critical aspects

of learning: Dimension, Attitudes and Perceptions Dimension, Acquire and Integrate Knowledge Dimension, Extend and Refine Knowledge Dimension, and Habits of Mind.

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

Under the guidance of a Department of Education 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.

AD 778 Advanced Leadership Institute (3.00 cr.)

Examines issues of relevance and importance to leadership: school restructuring, ethics, technology, community involvement, and professional development schools.

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. Encour-

ages 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 (Secondary Level) (3.00 cr.)

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

ED 603 Methods of Teaching English (Secondary Level) (3.00 cr.)

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

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

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

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

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

ED 606 Educational Testing and Measurement (3.00 cr.)

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

ED 607 Methods of Teaching Mathematics (Secondary Level) (3.00 cr.)

Presents the general theory of education as applied mathematics. Introduces current research and teaching methods related to respective discipline.

ED 608 Educational Innovations (3.00 cr.)

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 610 Methods of Teaching Religion (Secondary Level) (3.00 cr.)

Presents the general theory of education as applied to religion. Introduces current research and teaching methods related to respective discipline.

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, classroom management, individual differences, unit and lesson planning, instructional techniques, and assessment.

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

Presents the general theory of education as applied to business education. Introduces current research and teaching methods related to the respective discipline.

ED 614 People, Ideas, and Movements in Education: Antiquity (3.00 cr.)

One of four seminars tracing the development of educational thought and practices from historical and philosophical perspectives. Emphasis on such books as Plato's *Republic*, Augustine's *The Teacher*, Bacon's *Advancement of Learning*, Whitehead's *Science and the Modern World*, and Dewey's *Democracy and Education*. Each of the four semesters focuses on a specific period.

ED 615 People, Ideas, and Movements in Education: Middle Ages (3.00 cr.)

One of four seminars tracing the development of educational thought and practices from historical and philosophical perspectives. Emphasis on such books as Plato's *Republic*, Augustine's *The Teacher*, Bacon's *Advancement of Learning*, Whitehead's *Science and the Modern World*, and Dewey's *Democracy and Education*. Each of the four semesters focuses on a specific period.

ED 616 People, Ideas, and Movements in Education: Renaissance and Scientific Revolution (3.00 cr.)

One of four seminars tracing the development of educational thought and practices from historical and philosophical perspectives. Emphasis on such books as Plato's *Republic*, Augustine's *The Teacher*, Bacon's *Advancement of Learning*, Whitehead's *Science and the Modern World*, and Dewey's *Democracy and Education*. Each of the four semesters focuses on a specific period.

ED 617 People, Ideas, and Movements in Education: Modern Period (3.00 cr.)

One of four seminars tracing the development of educational thought and practices from historical and philosophical perspectives. Emphasis on such books as Plato's *Republic*, Augustine's *The Teacher*, Bacon's *Advancement of Learning*, Whitehead's *Science and the Modern World*, and Dewey's *Democracy and Education*. Each of the four semesters focuses on a specific period.

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 620 Principles of Early Childhood Education (3.00 cr.)

An introduction to early childhood education involving the study of the needs and development of young children. A study of the history of early childhood education, the curriculum and environment, current trends, atypical children, behavioral problems, adult roles and relationships, and home-school-community relations.

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 622 Excellence in Science Education (3.00 cr.)

Offers participants an opportunity to integrate science content with research methodology and teaching strategies. Students engage in research within groups. Relevant scientific theory is studied. Research topics vary from semester to semester and are taken from current developments in relevant disciplines.

ED 623 Independent Study in Education (3.00 cr.)

Prerequisite: Written permission of the adviser and chair is required. 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 624 Historical Perspectives on Private Education in America (3.00 cr.)

A study of the historical origins of private education, various beliefs and aims underlying private schooling, contemporary practices, and issues with a view of future developments.

ED 625 Advanced Study in Education (3.00 cr.)

Prerequisite: Written permission of the adviser or chair is required. 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 628 Seminar in Adult Education (3.00 cr.)

Provides participants with an opportunity to identify and examine problems in adult education and to develop to pursue an interest in a specific problem or problems in the teaching of adults or the administration/supervision of programs in the field of adult education.

ED 629 Social Studies: Passing on the Culture (3.00 cr.)

Designed to help students realize the excitement and responsibility of passing on a diverse culture to children through the teaching of social studies. Practical ideas for teaching the various components of social studies: history, geography, anthropology, economics, sociology, and psychology. Includes demonstrations on teaching content and critical thinking while maintaining high student interest.

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 will be provided.

ED 633 Improving Group Interaction in Schools (3.00 cr.)

Assists school personnel at all levels to gain a better understanding of group interactions in educational settings. Emphasis on helping individuals understand how their daily observations about groups relate to group theory. Topics covered and competencies acquired include: recognizing and responding to leadership styles, increasing decision-making skills, improving classroom/school climate, facilitating group communication, conducting meetings more effectively. Offers an opportunity for small group interactions through which self knowledge can be increased, interpersonal interactions can be explored, personal/professional experiences can be shared, and relevant research can be critically evaluated.

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 636 Pre-Primary and Primary Curriculum (3.00 cr.)

Examines the many factors considered in the preparation of curriculum for young children. Explores current research on children's physical, intellectual and psychological development, and integration of content areas. Develops practical writing guides, skill sheets, and activities.

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

Prerequisite: Written permission of the adviser is required. 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 Computer Software for Instructional Purposes (3.00 cr.)

Review and discussion of educational software commonly available and used in Baltimore. Encourages individual expertise in any particular software.

ED 642 Computer Literacy for Educators (3.00 cr.)

An introduction to the world of the computer for teachers and administrators. In addition to learning about different computers, students review computer hardware and software along with their applications for classroom use.

ED 644 Computer Programming-Authoring Language (CAI) (3.00 cr.)

Advanced study of programming in BASIC and other languages used in computer assisted instruction. Students learn to evaluate software/hardware and design computer "mini-lessons" relevant to the student's teaching situation. Advanced topics include: computer organization, operating systems, architecture, networking, and the implications of research in educational computing.

ED 645 Advanced Seminar in Education: Educational Innovations in the Twentieth-Century (3.00 cr.)

A study of philosophical and psychological assumptions that underline such departures from traditional schooling as "The School Without Walls," "Open Education," and "The Free School"; Performance-Based Teaching; etc.

ED 646 Curriculum Planning for Private Education (3.00 cr.)

A combination of theory and practice designed to develop and enhance techniques for educators who are involved in designing, implementing, and evaluating programs of study within the private school setting. Includes examination of strategies for integration of school philosophies and values, determining learning modes and teaching methods toward maximizing human potential, performing needs assessments, determining appropriate curriculum design,

and conducting formative and summative evaluation. Emphasis on current efforts to improve student achievement in such critical areas as literacy in communications media in a new era of high technology, science, mathematics, and foreign language acquisition within the framework of individual schools.

ED 647 Curriculum Policy Studies (3.00 cr.)

Examines how curriculum policy is generated, implemented, and its impact evaluated. Participants analyze the content of selected local, national, and international curriculum policies influencing educational practice. Detailed study of policy documents in the various areas of instruction.

ED 648 Field Study in Curriculum (3.00 cr.)

Participants design, analyze, examine, or assess some aspect of the curriculum process. Field study participants develop specific projects in consultation with the instructor. *Offered on an individual basis or in groups under guidance of an instructor in the department of education.*

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

Under the guidance of a Department of Education 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 development 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 652 Curriculum Networking (3.00 cr.)

Centered around helping teachers and curriculum workers acquire information and skills which help identify local, national, and international support systems available to professionals in education. Individual and group activities are designed to create curriculum "networks" in the specific content areas of the curriculum, making use of reports of presidential commissions, council reports, association meetings and proceedings, periodic literature, and other materials dealing with improving curriculum.

**ED 653 Student Teaching (Secondary Level):
Mathematics (6.00 cr.)**

An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of six weeks under the supervision of a college supervisor and experienced classroom teacher.

**ED 654 Student Teaching (Secondary Level):
Science (6.00 cr.)**

An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of six weeks under the supervision of a college supervisor and experienced classroom teacher.

**ED 655 Student Teaching (Secondary Level):
English (6.00 cr.)**

An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of six weeks under the supervision of a college supervisor and experienced classroom teacher.

**ED 656 Student Teaching (Secondary Level):
Foreign Language (6.00 cr.)**

An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of six weeks under the supervision of a college supervisor and experienced classroom teacher.

ED 657 Student Teaching (Secondary Level):**Social Studies (6.00 cr.)**

An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of six weeks under the supervision of a college supervisor and experienced classroom teacher.

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 659 Curriculum Internship (3–6.00 cr.)

Prerequisite: Written permission of the adviser is required. Offered on an individual basis or in groups. Participants may earn graduate credit for experience on curriculum workshops conducted by various school systems, at the discretion of the College. At meetings with the department coordinator, assigned readings in specific areas of curriculum are discussed to provide some theory for the curriculum practice in which individual participants engage. Students interested in obtaining internship credit may contact the adviser at any time.

ED 660 Curriculum Development in the Private School (3.00 cr.)

Examines special adaptations, theories, and practices involving curriculum development in the private school sector. Guides students toward the professional assessment and continuing evaluation of their own curriculum development strategies in a variety of private school situations.

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 on-going 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 663 Curriculum Direction for the Nineties (3.00 cr.)

An assessment of curriculum responses to emerging social forces during the next decade. Emphasizes such aspects as family patterns, technological life styles, urban environmental problems, scientific discoveries, and patterns of schooling and curriculum design.

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

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

ED 666 Language Development (3.00 cr.)

Surveys language development from infancy through high school. Emphasizes developmental theory, language skills required for school success, and patterns of delayed or deviant development. *Same course as RS 723.*

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 prospective 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 prospective. 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 non-discriminatory 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 672 Education in the Urban Community (3.00 cr.)

Examines the impact of and demands made upon the urban school by ethnic minority students. Participants

examine the background of American ethnics and relate the historical and cultural experiences of these groups to their accomplishments in the American educational program.

ED 673 Multi-Cultural Relations in the Urban School (3.00 cr.)

Focuses on strategies for developing and maintaining a multicultural environment within the classroom and the school. Explores the historical and current impact of stereotypes and prejudices on the development and success of minority children. Major emphasis on developing an appreciation for and an understanding of human differences.

ED 674 Education of the Minority Child (3.00 cr.)

Focuses on the crucial significance of culture in the education of minority children with specific emphasis on African Americans and Hispanics. Participants examine learning styles of the minority children then suggest curricular reforms and/or approaches that would allow these minorities to realize their strengths and succeed in school and the workplace.

ED 675 Current Research on Teaching and Learning: Special Education (3.00 cr.)

An introduction to recent theoretical and research advances in the field of teaching, specifically as they relate to contemporary movements in special education. Topics include: paradigms; the theory of multiple intelligences; multicultural education; and the ARD process; as well as the historical, philosophical, and legal foundations of special education as a field.

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 680 Student Teaching (Elementary Level) (10–15.00 cr.)

An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of ten weeks under the supervision of a college supervisor and experienced classroom teacher.

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 non-living 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 711 Teacher-Counselor Partnerships (3.00 cr.)

Focuses on how teachers and guidance counselors can work together to help students solve their problems. Topics include: making and keeping friends; improving self-image and enhancing self esteem; dealing with divorce; and saying “no” to drugs and alcohol. Additional topics include: the subject of abuse and how school personnel should respond; dealing with disruptive children; how to form peer groups; conflict resolution; childhood depression and suicide; and when a teacher should refer a child to the guidance department. Students prepare case studies, read journal articles, participate in group discussion, and complete a final exam.

ED 712 Teaching Science for 2061 (3.00 cr.)

Concentrates on analysis of a national and a state reform effort, Project 2061: Science for All Americans and the Maryland Science Outcomes Model. Participants apply the tenets of these documents to curriculum, instruction, and assessment decision. Emphasizes experiential learning, micro-teaching, classroom application.

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.)

First-hand 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 appli-

cation of earth science content and field methods learned in the graduate program. *Field trips required.*

ED 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. *Same course as RS 736.*

ED 750 Thesis Seminar I (3.00 cr.)

Prerequisite: Written permission of the adviser is required. 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. Written permission of the adviser is required. 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 780 Methods of Teaching Art (Focus: Grades Pre K–12) (2–5.00 cr.)

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

ED 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.

ED 795 Language Arts Methods for Early Childhood (3.00 cr.)

Presents the language arts components of speaking, listening, reading, and writing. Examines curriculum materials and instructional strategies to creatively teach language arts to the average, gifted, and talented.

ED 796 Language Arts Methods for Elementary School (3.00 cr.)

Presents the language arts components of speaking, listening, reading, and writing. Examines curriculum materials and instructional strategies to teach language arts creatively to the average, gifted, and talented.

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 uses of technology as instructional tools 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. *(Formerly ED 670)*

ET 610 Curricular Applications of Technology (3.00 cr.)

Prerequisite: ET 605 or written permission of the instructor is required. 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 Designs in the Classroom (3.00 cr.)

Prerequisite: ET 605 or written permission of the instructor is required. 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. *(Formerly ED 671)*

ET 630 Telecommunications in the Classroom (3.00 cr.)

Prerequisite: ET 605 or written permission of the instructor is required. 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 telecommunications 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. (Formerly ED 681)

ET 631 Distance Education (3.00 cr.)

Prerequisite: ET 605 or written permission of the instructor is required. 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. (Formerly ED 684)

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

Prerequisite: ET 605 or written permission of the instructor is required. 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 is required. 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. (Formerly ED 682)

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: ET 605, ED 600 or written permission of the instructor is required. Examines current trends in the field of educational technology. May be repeated for credit with written permission of adviser. (Formerly ED 683)

ET 691 Educational Technology Internship (3.00 cr.)

Prerequisite: Completion of 24 credits, written permission of the adviser is required. 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 interested 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 700 Introduction to School Counseling (3.00 cr.)

Studies the specialized knowledge and skills requisite to both elementary and secondary counseling. Foundations of school counseling, its history and philosophy and the role and function of the 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.

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 skills, and basic change strategies. Considers verbal and non-verbal behaviors and characteristics in both client and counselor. Discusses diversity and ethical considerations.

GC 702 Analysis of the Individual (3.00 cr.)

Provides students with the knowledge and skills necessary to obtain and integrate information about the pupil from various schools and non-school sources, with a view to giving the counselor a holistic understanding of the counselee. 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 and behaviors that influence the counseling process. *May be taken concurrently with GC 701.*

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. Presents research in the field of group counseling and its methods. The roles of group leaders and group members are clearly delineated as are selections 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 714 Ethical, Social, and Professional Issues Seminar (3.00 cr.)

Examines the role identity of counselors in light of current social and professional issues including preparation standards and licensure. Explores the ethical codes of NBCC, ACA, ASCA, and APA. Considers the future of the profession and the leadership of professional associations.

GC 716 Clinical Experience I (3.00 cr.)

Prerequisite: Successful completion of all coursework. *Written permission of the adviser is required.* The clinical experience is the culminating activity of the guidance and counseling program. Designed to provide students with the opportunity to put into practice, in an actual school setting, the knowledge and skills learned in all previous courses. *A fee is charged.*

GC 717 Clinical Experience II (3.00 cr.)

Prerequisite: Successful completion of all coursework. *Written permission of the adviser is required.* The clinical experience is the culminating activity of the guidance and counseling program. Designed to provide students with the opportunity to put into practice, in an actual school setting, the knowledge and skills learned in all the previous courses. *A fee is charged.*

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

Prerequisite: *Written permission of the adviser is required.* 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 will be approved on an individual basis.

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

Prerequisite: *Written permission of the adviser is required.* 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: Successful completion of all coursework. *Written permission of the adviser is required.* 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 600-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 fee is charged.*

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

Prerequisite: Successful completion of all coursework. Written permission of the adviser is required. 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 600-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 fee is charged.*

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

Prerequisite: Written permission of the practicum instructor and the program director is required. 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 600-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 fee is charged.*

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

Prerequisite: Successful completion of all coursework. Written permission of the adviser is required. 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 of a 600-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 year-long 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 fee is charged.*

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

Prerequisite: Successful completion of all coursework. Written permission of the adviser is required. 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 of a 600-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 year-long 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 fee is charged.*

GC 740 Field Study in School Counseling (3.00 cr.)

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

GC 753 Family Systems and School Interventions (3.00 cr.)

Topics include basic concepts of systems theory; the structure, processes, and adaptiveness of the family as a system; "FACES," Olson's family adaptability and cohesion scale to measure organization and bonding; interventions and directives à la Jay Haley; selected videotaped selections of classical family interventions; case studies to assess, diagnose, and refer families for additional help as well as small group discussion.

GC 754 Multi-Cultural Family Systems and Gender Issues in the School Setting (3.00 cr.)

Emphasizes the demographic, economic, social, and psychological challenges that confront culturally diverse students in their efforts to achieve academic success and emotional well-being. Specific family systems interventions and directives are designed to help minority students and their families meet their educational goals. Includes literature related to gender differences and their effect on the teaching, learning, communication, and problem-solving styles in the school setting. Students have the opportunity to assess, diagnose, and construct treatment plans for working with families from diverse cultures.

GC 755 Marriage and Family Counseling (3.00 cr.)

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 760 Counseling Supervision Internship (3.00 cr.)

Principles and practices of modern supervision with special emphasis on empowerment in supervision. Provides the opportunity for study and application of theory and techniques in counselor supervision. Methods include individual and group supervision, evaluation of audio and videotaped supervision sessions, personal log, and modelling. Uses readings in supervision chosen for their relevance to the individual's experience as counselor supervisor to enhance the practical experience.

GC 761 Divorce, Single, and Remarried Families and School Interventions (3.00 cr.)

Designed to help teachers, counselors, and mental health workers gain an awareness and respect for the resilience and strengths of today's diverse types of families. After reviewing the current demographic, economic, sociological, and psychological data on family patterns of reorganization, it will teach strategies to construct specific, concrete family systems' school interventions to help students learn and achieve successfully. Class members work in small groups and

have the responsibility to assess, diagnose, and construct practical interventions for working with children from different types of family organizations.

GC 766 Families with Children and Adolescents Leaving Home and At-Risk Issues (3.00 cr.)

Examines the role of parents in rearing, disciplining, supporting, protecting, and educating their children using the parenting techniques of Adler and Dreikurs as well as various therapeutic family approaches and techniques. Teaches students to reframe the family's negative labels and pathology from problems to opportunities for growth and development. Practical emphasis teaches school counselors to empower parents and develop plans of action for solving problems preventing a family's growth and development. Ethnic origin, cultural adaptation, organization, cohesion, life-cycle development, resources, communication patterns, values, and norms are considered.

GC 767 Family Systems and Special Children (3.00 cr.)

Examines the educational, emotional adjustment, and developmental issues involving children, families, and school staffs. Participants become aware of the educational challenges facing families with children in special education. Working in groups, class members examine the critical learning tasks of the gifted and talented, emotionally impaired, physically challenged, learning disabled, and other special needs populations. Personal lifespaces interviews will be conducted with students, parents, and teachers in special education. Grief and loss issues will be identified. Participants make recommendations for school program improvements and develop concrete interventions to help families and school staffs adapt to meet the challenges and legal requirements of PL 94-142 and federal legislation. Finally, class members develop a referral source for community programs, associations, and networks.

GC 772 Careers and Dual Careers and Family and Life Cycle (3.00 cr.)

Focuses on the career issues that impact on the family life cycle and lifestyles. Investigates career issues such as: mid-life transitions, mental health, unemployment, occupational stress, job satisfaction, discrimination, sexism, and racism. Examines practical issues to remove the barriers facing dual career families: child care, transportation, parenting issues, health, and home/school collaboration. Students work in small groups to plan interventions that help families survive and thrive in their combined career and family roles and responsibilities.

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

Prerequisite: Completion of master's program or all master's courses except practicum. 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.)

Focuses on the design and implementation of advanced treatment strategies relative to diverse psychological disorder. Emphasis is on building in students advanced counseling skills case studies and demonstrations of treatment methods based on various theoretical positions are included.

GC 784 Alcohol and Drug Counseling (3.00 cr.)

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 785 Death, Dying, and Aging in the Schools and Family System (3.00 cr.)

Investigates the impact of demographic, economic, sociological, legal, and psychological data on the organization and functioning of family systems. Particular attention placed on issues facing school-age children and how their grandparents' welfare affects their school achievement and family functioning. Also discusses divorce, single parenting, remarriages, geographical relocation, aging, death and dying. Class members use a case-study approach and assess, diagnose, and develop practical school interventions designed to help improve a student's school achievement and family functioning.

GC 786 Family Counseling Clinical Experience (3.00 cr.)

Prerequisite: Written permission of the Coordinator of School Counseling is required. The practicum and live supervision in family counseling is the culminating activity in the Family Counseling Program. Provides counselors with

the opportunity to put into practice, in an actual school setting, the knowledge and skills learned in the program.

GC 789 Introduction to Family Counseling (3.00 cr.)

Introductory overview of the broad field of family counseling which seeks to familiarize school counselors with current models of family counseling. Course goal is to impact a systemic understanding of families from several different theoretical perspectives. Discussion centers on family models for the schools.

GC 791 School Counseling Practicum (3.00 cr.)

Prerequisite: GC 700, GC 701, GC 704, GC 706 (which 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 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. Written permission of instructor is required. 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 fee is charged.*

GC 794 Psychoeducational Assessment II (3.00 cr.)

Prerequisite: ED 606. Written permission of instructor is required. 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 fee is charged.*

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 treat-

ment. All basic elements of the activities offered to the child in a primary class are touched upon but are not fully developed. (*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 language, 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/SPECIAL EDUCATION

**RS 503 Developmental and Remedial Strategies
for Reading and Math****(Focus: Grades 1-8) (3.00 cr.)**

Instructional strategies in reading and mathematics for the mildly handicapped student. Addresses the use of computers for this population as well as current trends in instructional methodology.

**RS 504 Diagnostic Teaching and Curriculum
for Exceptional Students****(Focus: Grades K-8) (3.00 cr.)**

Emphasizes informal classroom assessment techniques, structured observation, and the development of individual educational plans (IEPs) from this data to meet a student's academic, social, cognitive and physical needs. Special attention to principles of teaching students with mild disabilities, as well as the development of skills necessary to read psychological reports.

**RS 505 Diagnosis of Reading Disorders
for Exceptional Students****(Focus: Grades 1-8) (3.00 cr.)**

Major emphasis on the assessment and diagnosis of reading disabilities. Also emphasizes use of standardized and informal tests of reading, spelling and writing in diagnosis. Includes the construction of a testing manual which provides students with a useful diagnostic tool which may be expanded as future needs arise.

**RS 507 Diagnosis of Reading Disorders
for Exceptional Students****(Focus: Grades 6-12) (3.00 cr.)**

Major emphasis on the assessment and diagnosis of reading disabilities. Also emphasizes the use of standardized and informal tests of reading, spelling, and writing in diagnosis. The construction of a testing manual is an essential part of the course which provides the student with a useful diagnostic tool which may be expanded as future needs arise.

RS 508 Language Development (3.00 cr.)

Surveys language development from infancy through high school. Emphasis on developmental theory, language skills required for school success, and patterns of delayed or deviant development.

RS 510 Foundations of Reading Instruction (3.00 cr.)

A basic course in reading. Lectures and demonstrations constitute course procedures. Emphasizes evaluation techniques, reading approaches, word recogni-

tion and analysis procedures, comprehension abilities, and current trends.

**RS 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 on the role of the individual principal.

**RS 718 Interdisciplinary Classroom Techniques
for Reading and Writing
(Focus: Grades 5-9) (3.00 cr.)**

An interdisciplinary approach to meeting the increasing demands being made on middle school teachers to provide students with the literacy skills needed for successfully completing the Maryland Functional Tests and the MSPAP. Participants investigate practical classroom techniques for enhancing their students' literacy skills and develop or reformat instructional materials to include Dimensions of Learning and MSPAP components.

**RS 719 Teaching Integrated Language Arts in the
Elementary and Middle School (3.00 cr.)**

Elementary students, grades one through eight, can benefit from practical, effective, and creative performance-based Integrated Language Arts learning experiences. Focuses on instructional techniques and practices, aligned with Dimensions of Learning, for using children's literature to promote positive attitudes toward reading and writing; develop student strategies for constructing meaning; enhance rich vocabulary development; and apply effective communication skills, both written and oral. Provides participants with an opportunity to design personal teaching resources.

RS 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.

RS 721 Mental Hygiene for the Classroom Teacher (3.00 cr.)

Elements which affect the mental health of both student and teacher. Topics include: teacher stress, the student problems of child abuse, neglect, drug and alcohol abuse, absenteeism, aggression, and withdrawal. Emphasizes self-awareness activities, communication skills, problem-solving techniques, and methods of conflict resolution.

RS 722 The Use of Literature in the Language Arts Program (3.00 cr.)

Incorporates the latest research and methods of teaching through children's literature. Develops techniques for using literature to complement language arts. Participants develop a file of literature with skills for their appropriate teaching level.

RS 723 Language Development (3.00 cr.)

Surveys language development from infancy through high school. Emphasizes developmental theory, language skills required for school success, and patterns of delayed or deviant development. *Same course as ED 666.*

RS 724 Classroom Techniques in Language Arts (3.00 cr.)

Incorporates the latest research and methods of teaching writing, spelling, and listening in the classroom. Participants develop a file of activities appropriate to their teaching level.

RS 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.

RS 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.

RS 731 Classroom Techniques in Reading (3.00 cr.)

Emphasizes the importance of developing reading skills as an integral part of the language art—listening, speaking, reading, and writing. Particular attention given to the reading, writing, and listening connection. Discusses general classroom strategies, including the use of computer technology in reading, appropriate to grades K–8 reading program.

RS 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.

RS 735 Reading Instruction for the Gifted (3.00 cr.)

Prerequisite: RS 510. Procedures and strategies necessary for implementing an individualized reading program. Specifically, the teacher's/student's role, record keeping systems, conference techniques, assessment procedures during the conference, and organization. Students analyze the current research on comprehension development and what the implications are for in-depth development of the comprehension/thinking ability of gifted students.

RS 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. *Same course as ED 736.*

RS 737 Diagnosis of Reading Disorders for Students with Special Needs (3.00 cr.)

Prerequisite: RS 510. Major emphasis on the assessment and diagnosis of reading disabilities. Emphasizes the use of standardized and informal tests of reading, spelling, and writing in diagnosis. Construction of a testing manual is an essential part of the course which provides students with a useful diagnostic tool which may be expanded as future needs arise.

RS 738 Remedial Reading and Writing Techniques for Students with Special Needs (3.00 cr.)

Prerequisite: RS 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).

RS 739 Advanced Diagnosis of Reading and Learning Disorders for Students with Special Needs (3.00 cr.)

Prerequisite: RS 737. Advanced clinical procedures. Emphasis on the preparation and writing of case studies which include the interpretation of psychological and educational tests, evaluation of specific strengths and weaknesses, and formulation of recommendations that could be incorporated into the classroom and/or resource room situation.

RS 740 Role of the Reading Specialist (3.00 cr.)

Prerequisite: RS 510 or written permission of the adviser is required. Examines the role of the reading specialist as it relates to the school staff and reading instruction. Also emphasizes current trends.

RS 741 Teaching Reading Comprehension: Research Findings (3.00 cr.)

Prerequisite: RS 510 or written permission of the adviser is required. Research focuses on the comprehension and thinking development of students when involved in the reading process. Students develop an internal comprehension assessment tool. Contemporary research findings focus on variables influencing comprehension, classroom instructional practices, and strategies for improving comprehension abilities. Discusses research from the Center for Study of Reading at the University of Illinois.

RS 742 Field Study in Reading (3.00 cr.)

Prerequisite: Written permission of the adviser is required. Under the guidance of a Department of Education staff member, students conduct an independent project designed to facilitate a meaningful integration of the components of the reading program.

RS 743 Advanced Study in Reading (1–4.00 cr.)

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

RS 744 Reading, Writing, and Study Skills in the Content Area (3.00 cr.)

Designed for teachers of content subjects. 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 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.

RS 745 Introduction to Substance Abuse in the Schools (3.00 cr.)

A survey of why, when, and how substances such as alcohol and drugs are abused by children and youth. Emphasis on understanding the nature of abuse and how school personnel can respond appropriately. Helpful to teachers, counselors, and administrators.

RS 746 Identification and Intervention of Substance Abuse in the Schools (3.00 cr.)

Strategies and methods for teachers and other school personnel to identify, refer, and help students who are abusing drugs or alcohol. Emphasis on effective ways to work with these students and on available community services.

RS 747 Community Resources Serving Alcohol and Substance Abusing Children and Youth (3.00 cr.)

Prerequisite: RS 745 and RS 746, or written permission of the instructor is required. Identifies the community resources involved in serving alcohol and substance abusers of school age. Explores the advantages and disadvantages of various treatments and approaches through on-site visits to both in- and outpatient care facilities in Baltimore.

RS 748 Medical Aspects of Alcohol and Substance Abuse in Children and Youth (3.00 cr.)

Surveys the effects of alcohol and other drugs on the developing fetus, newborn, school-aged child, and adolescent. Particular emphasis on the physical and psychological ramifications of use, abuse, and addiction in children and youth.

RS 751 Orientation to Early Childhood Special Education (3.00 cr.)

Provides students with an introduction to the history, rationale, legal basis, current status, and contemporary issues related to early intervention services for infants and young children with disabilities and their families. Students identify etiologies and potential risk factors for exceptionalities; available service delivery options for young children and families; program models for service delivery; issues affecting parents and families; professional resources; professional responsibilities and ethical obligations; and career opportunities in the field of early intervention.

**RS 752 Curriculum for Young Children with
Special Needs at the
Infant/Preschool Level (3.00 cr.)**

Prerequisite: RS 751 or written permission of the instructor is required. An in-depth review of available curricula for young children with special needs and ways to implement “best practice” intervention strategies with young children and their families. The course includes dyadic discussions and readings on topics central to an adequate understanding of the conceptual and theoretical foundations underlying current educational and therapeutic models of intervention, including existing curricula designed for use with infants and young children with special needs. Through course lectures, readings, and activities, students acquire skills in planning and implementing programs for young children with special needs and their families. Further, students develop competencies in designing appropriate environments for skill acquisition; educational/developmental programs (IEP/IFSP); schedules and routines for all service delivery settings; and strategies to facilitate interdisciplinary and multidisciplinary functioning. Strong emphasis is placed on integrating current research with early intervention “best practice.”

**RS 753 Assessment of Young Children with
Special Needs at the
Infant/Preschool Level (3.00 cr.)**

Prerequisite: RS 751 or written permission of the instructor is required. Provides students with an in-depth review of formal and informal evaluation procedures for young children with special needs and their families. Assessment procedures are related to the four major functions of assessment: screening, diagnosis/eligibility, program planning, and program evaluation. Course readings focus on procedural considerations in assessing cognition, motor skills, communication, play, socialization, behavior, and adaptive skills in infancy and early childhood. Issues of test development, standardization, reliability, validity, and report writing are explored. Students examine the challenges in both assessing infants and young children with disabilities and using assessment data to design appropriate interventions that meet the on-going needs of the child and family. Throughout the course, strong emphasis is placed on integrating current research with early intervention “best practice.”

**RS 754 Parent-Professional Partnerships
(Focus: Birth to Age 5) (3.00 cr.)**

Prerequisite: ED 600, RS 751, or written permission of the instructor is required. Focuses on the collaboration of

special educators, related service personnel, and parents in planning and implementing developmentally appropriate educational and therapeutic programs for individuals from birth to high school. Students explore techniques and procedures for facilitating positive interdisciplinary communication and cooperation and for working effectively with parents. In addition, this course reviews research on parental/professional attitudes and responsibility and presents information on accessing available school and community services. Content also focuses on the historical and legal foundations for parent participation in the special education process and family systems theory, as well as the implications it has for service delivery. Students apply course content to a variety of hands-on opportunities, including a case study involving a designated child or student with a disability and the individual’s family.

**RS 758 Practicum in Reading
(Focus: Grades K–12) (3.00 cr.)**

Prerequisite: RS 739 or written permission of the adviser is required. An application course requiring students to diagnose and program for students with reading and/or other learning problems. Emphasizes use of appropriate assessment and instructional strategies focusing on the specific needs of the learner at the elementary and secondary level.

**RS 759 Current Issues in Reading and
Language Arts (3.00 cr.)**

Prerequisite: ED 600. Restricted to Reading majors. Pursues current topics related to reading and other language arts. Written and oral presentations of vital research constitute the course material.

RS 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.

RS 763 Promoting Successful Transitions for Exceptional Students at the Secondary Level (3.00 cr.)

Prerequisite: RS 761. Examines the role of the special educator in enhancing transitions from school to adulthood, the community, the workforce, and post-secondary institutions. After reviewing studies of the post-secondary outcomes and recommendations for youth with disabilities, students examine specific transition models, teaching techniques, roles, resources, career development, and individualized prevocational and vocational planning for students with specific disabilities.

RS 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.

RS 770 Parent-Professional Partnerships in Special Education (Focus: Grades K–8) (3.00 cr.)

Prerequisite: ED 600, RS 761, or written permission of the adviser is required. Focuses on the collaboration of special educators, related service personnel, and parents in planning and implementing developmentally appropriate educational and therapeutic programs for individuals from birth to high school. Students explore techniques and procedures for facilitating positive interdisciplinary communication and cooperation and for working effectively with parents. In addition, this course reviews research on parental/professional attitudes and responsibility and presents information on accessing available school and community services. Content also focuses on the historical and legal foundations for parent participation in the special education process and family systems theory, as well as the implications it has for service delivery. Students apply course content to a variety of hands-on opportunities, including a case study involving a designated child or student with a disability and the individual's family.

RS 771 Managing Classroom Behavior (Focus: Grades K–8) (3.00 cr.)

Prerequisite: RS 720, RS 761 or equivalent, or written permission of the adviser is required. Uses a variety of management techniques drawn from behavioral, cognitive and humanistic psychological theories. Includes behavior modification, teacher effectiveness training, curricular management, and rational-emotive strategies.

Emphasizes record keeping, scheduling, and development of routines.

RS 780 Practicum for Students with Special Needs (Infant/Toddler) (3-6.00 cr.)

Prerequisite: Written permission of the adviser is required. 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 fee is charged.

RS 781 Practicum for Students with Special Needs (Pre-School) (3-6.00 cr.)

Prerequisite: Written permission of the adviser is required. 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 pre-school level. A fee is charged.

RS 786 Developmental and Remedial Strategies for Reading and Mathematics (Elementary/Middle) (3.00 cr.)

Instructional strategies in reading and mathematics for students with mild learning behavioral disorders. Addresses the use of computers for this population, as well as current trends in instructional methodology.

RS 792 Teaching Exceptional Students at the Secondary Level (3.00 cr.)

Prerequisite: RS 761. Explores teaching strategies used with learning disabled students at the secondary level to help them prepare for mandatory testing and other high school graduate requirements. Topics include secondary program service options; post-secondary choices and transition planning; instructional techniques and methods to accommodate a variety of need levels in various content areas; collaborative/consultative; resourcing functions; and essential skills for high school exiting. Designed for classroom teachers, program planners, and diagnostic/prescriptive personnel.

RS 793 Diagnostic Teaching and Curriculum for Exceptional Students (Focus: Grades K–8) (3.00 cr.)

Prerequisite: RS 720 and RS 761 or RS 771. Emphasizes informal classroom assessment techniques, structured observation, and the development of individual educational plans (IEPs) from this data to meet a student's

academic, social, cognitive, and physical needs. Special attention paid to principles of teaching the mildly handicapped, as well as development of social skills at elementary and secondary levels.

RS 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.

RS 798 Advanced Study in Special Education (3.00 cr.)

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

RS 810 Foundations of Reading Instruction (Focus: Grades 6–12) (3.00 cr.)

A basic course in reading. Lectures and demonstrations constitute course procedures. Emphasizes evaluation techniques, reading approaches, word recognition and analysis procedures, comprehension abilities, and current trends.

RS 811 Foundations of Reading Instruction (Focus: Grades 1–8) (3.00 cr.)

A basic course in reading. Lectures and demonstrations constitute course procedures. Emphasizes evaluation techniques, reading approaches, word recognition and analysis procedures, comprehension abilities, and current trends.

RS 823 Strategies for Communication Development (Focus: Birth to Age 5) (3.00 cr.)

Prerequisite: RS 751 or written permission of the instructor is required. An in-depth review of communication development in early childhood and methods for assessing communication development of infants and young children with disabilities. A major focus is on the development of appropriate developmental/educational interventions to enhance the development of speech, language, and communications skills. Content addresses administration of formal and informal assessments; family interviewing, development of IFSP/IEP outcomes; designs and implementations of developmental intervention strategies for communication-related difficulties; and “best practice” principles for working with young children and their families. A case study requires

that students work with an infant or young child with communication-related difficulties and the child’s family.

RS 831 Classroom Techniques in Reading (Focus: Grades 6–12) (3.00 cr.)

Emphasizes the importance of developing reading skills as an integral part of the language arts—listening, speaking, reading, and writing. Particular attention given to the reading, writing, listening connection. Discusses general classroom strategies, including the use of computer technology in reading appropriate to the 6–12 reading program.

RS 832 Classroom Techniques in Reading (Focus: Grades 1–8) (3.00 cr.)

Emphasizes the importance of developing reading skills as an integral part of the language arts—listening, speaking, reading, and writing. Particular attention given to the reading, writing, listening connection. Discusses general classroom strategies, including the use of computer technology in reading appropriate to the 1-8 reading program.

RS 837 Diagnosis of Reading Disorders for Students with Special Needs (Focus: Grades 6–12) (3.00 cr.)

Prerequisite: RS 510. Major emphasis on the assessment and diagnosis of reading disabilities, as well as the use of standardized and informal tests of reading, spelling, and writing in diagnosis. Construction of a testing manual is an essential part of the course which provides students with a useful diagnostic tool which may be expanded as future needs arise.

RS 838 Diagnosis of Reading Disorders for Students with Special Needs (Focus: Grades 1–8) (3.00 cr.)

Prerequisite: RS 510. Major emphasis on the assessment and diagnosis of reading disabilities, as well as the use of standardized and informal tests of reading, spelling, and writing in diagnosis. Construction of a testing manual is an essential part of the course which provides students with a useful diagnostic tool which may be expanded as future needs arise.

RS 839 Advanced Diagnosis of Reading and Learning Disorders for Students with Special Needs (Focus: Grades 6–12) (3.00 cr.)

Prerequisite: RS 737. Advanced clinical procedures. Emphasis on the preparation and writing of case studies which include the interpretation of psychological and educational tests, evaluation of specific strengths

and weaknesses, and formulation of recommendations that could be incorporated into the classroom and/or resource room situation.

RS 840 Advanced Diagnosis of Reading and Learning Disorders for Students with Special Needs (Focus: Grades 1–8) (3.00 cr.)

Prerequisite: RS 737. Advanced clinical procedures. Emphasis on the preparation and writing of case studies which include the interpretation of psychological and educational tests, evaluation of specific strengths and weaknesses, and formulation of recommendations that could be incorporated into the classroom and/or resource room situation.

RS 857 Practicum for Students with Special Needs (Focus: Grades 1–8) (3–6.00 cr.)

Prerequisite: RS 739 or written permission of the adviser is required. 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 elementary/middle level. *May be repeated for credit depending on focus of grade level. A fee is charged.*

RS 858 Practicum for Students with Special Needs (Focus: Grades 6–12) (3–6.00 cr.)

Prerequisite: RS 739 or written permission of the adviser is required. 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 secondary level. *May be repeated for credit depending on focus of grade level. A fee is charged.*

RS 859 Current Issues in Reading and Language Arts (3.00 cr.)

Prerequisite: ED 600 or written permission of the adviser is required. Pursues current topics related to language arts. Written and oral presentations of vital research constitute the course material.

RS 861 Practicum for Students with Special Needs (3–6.00 cr.)

Prerequisite: Written permission of the adviser is required. 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 fee is charged.*

RS 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.

RS 870 Parent-Professional Partnerships in Special Education (Focus: Grades 6–12) (3.00 cr.)

Prerequisite: ED 600, RS 761, or written permission of the adviser is required. Focuses on the collaboration of special educators, related service personnel, and parents in planning and implementing developmentally appropriate educational and therapeutic programs for individuals from birth to high school. Students explore techniques and procedures for facilitating positive interdisciplinary communication and cooperation and for working effectively with parents. In addition, this course reviews research on parental/professional attitudes and responsibility and presents information on accessing available school and community services. Content also focuses on the historical and legal foundations for parent participation in the special education process and family systems theory, as well as the implications it has for service delivery. Students apply course content to a variety of hands-on opportunities, including a case study involving a designated child or student with a disability and the individual's family.

RS 871 Managing Classroom Behavior (Focus: Grades 6–12) (3.00 cr.)

Prerequisite: RS 720, RS 761 or equivalent, or written permission of the adviser is required. Uses a variety of management techniques drawn from behavioral, cognitive, and humanistic psychological theories. Includes behavior modification, teacher effectiveness training, curricular management, and rational-emotive strategies. Emphasizes record keeping, scheduling, and development of routines.

RS 879 Seminar in Special Education (3.00 cr.)

Prerequisite: 27 program credits completed or written permission of the instructor is required. 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.

RS 893 Diagnostic Teaching and Curriculum for Exceptional Students (Focus: Grades 6–12) (3.00 cr.)

Prerequisite: RS 720 and RS 761 or RS 771. Emphasizes informal classroom assessment techniques, structured

observation, and development of individual educational plans (IEPs) from this data to meet a student's academic, social, cognitive, and physical needs. Special attention is paid to principles of effective instruction for teaching students with mild to moderate disabilities.

RS 898 Collaborative/Consultative Instructional Strategies (3.00 cr.)

Emphasizes models, strategies, and role definitions for special education teachers working with mildly/moderately disabled children in the regular classroom. Highlights techniques for facilitated interaction with other professionals.

RS 900 Observation and Participation in Special Education (3–6.00 cr.)

Prerequisite: Written permission of the adviser is required. Provides practical in-classroom experience with children in various special education placements.

RS 901 Advanced Human Development Through the Life Span (3.00 cr.)

Prerequisite: Written permission of the adviser is required. Studies human behavior through the life span. Aging, career, marriage, and other processes are examined developmentally. Considers both normal and abnormal processes.

RS 902 Strategies Intervention Model for Exceptional Students (Focus: Grades 5–12) (3.00 cr.)

Prerequisite: Introductory level course or RS 761. Presents the University of Kansas strategies for teaching students to "learn how to learn." Students are expected to demonstrate competence with each strategy.

RS 903 PDS 1: Special Education (3.00 cr.)

An overview of the role and responsibilities of the special educator in today's schools. Students spend 90 hours in a Preprofessional 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.

RS 905 Characteristics of Learners with Mild and Moderate Disabilities (3.00 cr.)

Prerequisite: RS 761. 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 life-long 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.

RS 906 Developmental, Remedial, and Corrective Reading (3.00 cr.)

Prerequisite: RS 510, RS 720. 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.

RS 907 Developmental, Remedial, and Corrective Mathematics (3.00 cr.)

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.

RS 908 Comprehensive Language Development: Methods and Resources for Teaching Students with Special Needs (3.00 cr.)

Prerequisite: RS 720. 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.

RS 909 Science and Social Studies: Content, Methods, and Modifications for Students with Mild and Moderate Disabilities (3.00 cr.)

Prerequisite: RS 761. 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.

RS 910 Characteristics of Students with Mild and Moderate Disabilities (3.00 cr.)

Students demonstrate knowledge of high incidence disorders typically resulting in mild or moderate disorders. Topics include in-depth study of characteristics and course of atypical growth and development patterns; similarities and differences among and between disabilities; and the life-long 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.

RS 911 Assessment, Diagnosis, and Evaluation of Learning and Behavior Problems (3.00 cr.)

Prerequisite: RS 761, RS 905, RS 906, RS 907, RS 908. 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.

RS 912 Instructional Planning, Adaptations, and Learning Strategies for Students with Special Needs (3.00 cr.)

Prerequisite: RS 761, RS 906, RS 907, RS 908, RS 909 or RS 917, RS 911. 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.

RS 913 Comprehensive Classroom Management for Teachers of Students with Special Needs (3.00 cr.)

Prerequisite: RS 761, RS 905. 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.

RS 914 Communication, Collaboration, and Consultation with Parents and Professionals Serving Students with Disabilities (3.00 cr.)

Prerequisite: RS 761. 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.

RS 915 Diagnosis and Intervention in Reading Disorders (3.00 cr.)

Prerequisite: RS 510, RS 906. 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.

RS 916 Promoting Successful Transitions to Postsecondary Settings for Students with Mild and Moderate Disabilities (3.00 cr.)

Prerequisite: RS 761 and RS 793 or RS 893 or written permission of the instructor is required. 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.

RS 917 Instruction in Secondary Content Areas for Students with Mild and Moderate Disabilities (3.00 cr.)

Prerequisite: RS 761, RS 905. 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.

RS 918 Practicum I: Teaching Students with Special Needs (3.00 cr.)

Prerequisite: Written permission of the adviser is required. 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,

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.

RS 919 Practicum II: Teaching Students with Special Needs (3.00 cr.)

Prerequisite: Written permission of the adviser is required. 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.

COLLEGE OF ARTS AND SCIENCES
ENGINEERING SCIENCE

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The College of Arts and Sciences offers degree programs leading to a Master of Engineering Science (M.E.S.) in Computer Engineering, Computer Science, and Electrical Engineering. Courses for the M.E.S. in Computer Science are offered at the Columbia and Timonium Campuses. Courses for the M.E.S. in Computer Engineering and Electrical Engineering are offered only at the Columbia Campus.

ADMISSION CRITERIA

It is the policy of the Admissions Committee to give promising applicants the opportunity to undertake graduate work. A careful examination of an applicant's qualities precedes every admissions decision. The Committee looks for academic achievement by considering an applicant's undergraduate record and any advanced degrees. Possessing a degree in Engineering or a related field is not a requirement for admission consider-

ation. The Committee also highly regards employment history, significant accomplishments, a strong personal essay, and professional references.

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
Summer Sessions	June 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.

PREREQUISITES

Certain preparatory work is necessary for graduate study in engineering or computer science. Although a bachelor's degree is required for admission, an applicant need not have been an undergraduate engineering or computer science major. A year of general physics and calculus is required for students entering the computer engineering or electrical engineering track. A full year of college level mathematics is required of students entering the computer science track. Students who lack these prerequisites should obtain them before applying to the program.

CREDITS REQUIRED

The degree requirements for the M.E.S. in Computer Engineering, Computer Science, and Electrical Engineering are a minimum of eleven courses and a maximum of 15 courses.

DEGREE REQUIREMENTS

For an M.E.S. in Computer Science, Computer Engineering, or Electrical Engineering, students must complete four introductory, eight concentration, and three elective courses. A part-time student can complete the course of study in two and one-half to three years while a full-time student can do so in two or three semesters and a summer.

To complete the requirements for a degree in the program, the four introductory courses must be completed (or waived). Then students must complete eleven advanced courses consisting of eight track courses and three elective courses. For a second degree in the program, eight courses in the new track must be completed plus any required courses. Some courses for the first degree may satisfy requirements for the new track. If so, they need not be repeated. In any case, a minimum of six additional courses must be taken. Thus, a minimum of 17 advanced courses are necessary for two degrees.

Course offerings in the M.E.S. program are broken down into the following groups:

Computer Science Group	(CS Group)
Computer Engineering Group	(CE Group)
Electrical Engineering Group	(EE Group)
Elective Group	(E Group)

Students who wish to obtain the M.E.S. in Computer Science, Computer Engineering, or Electrical Engineering should complete eight courses in the appropriate track plus three courses from any group.

Before starting advanced courses in the M.E.S. program, students should have a proficiency in several areas of computer science and engineering. These areas include programming in a high level structured language, designing digital and analog circuits and the hardware/software interplay associated with microcomputer systems. Thus, all students are required to either take or demonstrate a proficiency in some of these introductory courses:

Introductory Courses

- EG 600 Introduction to Digital Design
- EG 601 Introduction to Microprocessors
- EG 609 Introduction to Circuits and Electronics
- EG 610 Introduction to Structured Programming
- EG 613 Continuous-Time Signals and Systems
- EG 614 Introduction to Discrete Methods
- EG 620 Discrete-Time Signals and Systems

Although these are graduate courses, they may be waived without replacement if the student has taken them as advanced undergraduate courses.

Laboratory Courses

- EG 681 Microcomputer Systems I Laboratory (Corequisite EG 611)
- EG 682 Microcomputer Systems II Laboratory (Corequisite EG 612)
- EG 691 Microprocessor Software Laboratory (Corequisite EG 601)

Computer Science Track

CS Group

Introductory Courses

- EG 601 Introduction to Microprocessors
- EG 610 Introduction to Structured Programming
- EG 614 Introduction to Discrete Methods
- EG 700 Structured Programming

Required Advanced Courses

- EG 611 Systems Integration I w/Lab
- EG 712 Advanced Data Structures

Plus **one** of the following Theory courses:

- EG 721 Compiler Theory
- EG 724 Algorithm Design

Plus **one** of the following Systems courses:

- EG 731 Operating Systems
- EG 783 Advanced Operating Systems: UNIX

Other Track Courses

- EG 719 Local Area Networking
- EG 720 TCP/IP Architecture
- EG 730 Programming in the Windows Environment
- EG 732 Software Engineering
- EG 734 Data Base Design and Management
- EG 746 Artificial Intelligence
- EG 757 Coding and Information Theory
- EG 761 Expert Systems
- EG 762 Networking, Theory and Application
- EG 766 Seminar
- EG 767 Ada
- EG 768 Neural Networks

EG 772 Structured Testing
 EG 790 Computer Graphics
 EG 792 Object Oriented Programming
 EG 795 Advanced Graphics
 EG 797 Internet Programming
 EG 799 Java Programming
 EG 800 Topics in Computer Science

Computer Engineering Track **CE Group**

Introductory Courses

EG 600 Introduction to Digital Design
 EG 601 Introduction to Microprocessors
 EG 609 Introduction to Circuits and Electronics
 EG 610 Introduction to Structured Programming

Required Advanced Courses

EG 611 Systems Integration I w/Lab
 EG 612 Systems Integration II w/Lab
 EG 770 Hardware Description Language and
 Machine Design

Plus **one** of the following Design courses

EG 739 Computer Design
 EG 753 VLSI Design
 EG 781 Design and Simulation

Other Track Courses

EG 603 Automated Data Collection
 EG 607 Computer Architecture
 EG 719 Local Area Networking
 EG 720 TCP/IP Architecture
 EG 731 Operating Systems
 EG 758 The 68000 Microprocessor
 EG 762 Networking, Theory and Application
 EG 766 Seminar
 EG 768 Neural Networks
 EG 769 RISC Architecture
 EG 773 Advanced VLSI Design
 EG 785 Projects in Embedded Control

Electrical Engineering Track **EE Group**

Introductory Courses

EG 600 Introduction to Digital Design
 EG 609 Introduction to Circuits and Electronics

EG 613 Continuous Time Signals and Systems
 EG 620 Discrete Time Signals and Systems

Required Advanced Courses

EG 705 Digital Signal Processing
 EG 740 Data Communications
 EG 742 Applications of Digital Signal Processing
 EG 779 Advanced Communication Theory

Other Track Courses

EG 710 Electro-Optics
 EG 719 Local Area Networking
 EG 720 TCP/IP Architecture
 EG 726 Control Theory
 EG 757 Coding and Information Theory
 EG 762 Networking, Theory and Application
 EG 766 Seminar
 EG 768 Neural Networks
 EG 778 Image Processing
 EG 787 Adaptive Filters
 EG 788 Microwave and IR/Optical Systems I
 EG 789 Microwave and IR/Optical Systems II
 EG 794 Speech Processing
 EG 798 Wireless Communications

Elective Group **E Group**

Three electives are necessary to complete the credit requirements for the M.E.S. Candidates may choose any course in the engineering science curriculum including those listed below as electives. Electives include:

EG 622 Data Acquisition and Processing
 EG 703 Systems Analysis
 EG 729 Network Performance Management
 EG 747 Robotics
 EG 751 Robotics Applications
 EG 755 Thesis Seminar
 EG 756 Thesis Research
 EG 899 Independent Study

No comprehensive examinations are required for completion of the M.E.S.

WAIVERS

INTRODUCTORY COURSES

Introductory courses may be waived without replacement for students with strong academic backgrounds in the areas concerned. Waivers may be granted on the basis of prior coursework, successful completion of competency exams, or significant professional experience. Waiver of introductory courses must be applied for at the time of application for admission using the appropriate form.

REQUIRED COURSES

Required track courses may be waived with replacement for students with a strong academic background in areas concerned. Waivers may be granted on the basis of prior course work, successful completion of competency exams, or significant professional experience. When a course is waived, no credit is given toward the master's degree. The student does not have to take that particular course, but must substitute the credits from courses within the track from which the course was waived.

MASTER'S THESIS

The master's thesis gives students the opportunity to do in-depth study and research on a single topic. The master's thesis should exhibit those qualities associated with genuine research: scholarship, logical consistency, creativity, and comprehensiveness. After appropriate and extensive reading, the student who intends to write a master's thesis should submit a tentative proposal in writing.

With an adviser's approval, arrangements will be made to present the tentative proposal at a required thesis seminar. Having profited by the suggestions of the thesis seminar, the candidates must submit a revised thesis proposal, similar in format to the tentative proposal, to their adviser. Both the tentative and revised proposals must include a clear definition of the problem, a justification of the investigation, a review of the previous research, a description of proposed method of investigation, and a tentative bibliography.

When the formal thesis proposal has been approved by the director of the program and two readers, the student may begin work on the thesis. The

student is expected to complete the thesis in such a way that the finished product may be judged suitable as a partial fulfillment of the requirements of the master's degree. The length of time it may take to complete this work depends upon the nature of the topic, the student's initiative, ability to write, and numerous other factors. The final draft of the thesis, which must conform to all format requirements, must be approved and signed by the readers and should be submitted in duplicate to the office of the director of the program on or before the date specified by the department. The copies of the thesis become the property of Loyola College.

A grade of GL (grade later) is entered on the transcript for each term in which the student is registered, and the thesis has not been completed; the final grade assigned for the thesis is entered at the end of the term in which the thesis has been accepted by the director. Students must register for Thesis Seminar (EG 755) and Thesis Research (EG 756), which constitute the required six credits of coursework.

INDEPENDENT STUDY

In order to register for an Independent Study (EG 899), students must submit a written proposal to an Engineering Science faculty member prior to the last day of registration. Proposed topics, which are normally discussed in advance with the professor, should permit study and/or laboratory work in considerable depth beyond the scope of a course offered in the engineering science curriculum. A proposal will include a description of the research project, a weekly plan of study, and a list of references. Proposals must be approved by the faculty member and the director. Independent study courses are usually three credits. Only one independent study course can be taken by a student while pursuing an M.E.S.

MBA ELECTIVE

Students may, upon consultation with an adviser, have the option of taking up to nine credits in the MBA program in the Sellinger School of Business and Management. For additional information, contact the MES program director, 410-617-2260 or the MBA Office, 410-617-5067.

COURSE DESCRIPTIONS**EG 600 Introduction to Digital Design (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. Also discusses integrated circuits of various logic families. Applications include fundamental design of a digital computer.

EG 601 Introduction to Microprocessors (3.00 cr.)

Prerequisite: EG 600. *Corequisite:* EG 691. A glimpse of different microcomputer systems. Compares assembly language techniques for different microprocessors. Discusses peripheral devices. Covers memory design, I/O design, interrupts, programming.

EG 603 Automated Data Collection (3.00 cr.)

Prerequisite: EG 609. Follows the flow of data from the point at which it is first available to the point where the system is finished with it and has acted properly depending on the data collected. Covers the conversion of a stimulus to an electronic signal (such as a temperature to a voltage) filtering; proper amplification of the electronic signal to bring it into the correct voltage range; conversion of the analog voltage to a digital signal; transferring data to temporary storage; transfer rate of data, analysis of data; display of the data either graphically or otherwise; and conversion of digital output of the computer to an analog voltage which will drive various devices.

EG 607 Computer Architecture (3.00 cr.)

Prerequisite: EG 612, EG 682. Studies various types of computer architecture. Topics include: the relationship of the CPU, clock/time, control, memory, serial and parallel I/O, programmable interrupts, DMA, hardware math packages, multiplexed data acquisition packages, and mass storage devices. Software preparation includes writing monitors and linking to editors and assemblers which are provided in firm ware. Laboratory oriented with lecture being provided as new concepts are investigated.

EG 609 Introduction to Circuits and Electronics (3.00 cr.)

Acquaints students with properties of resistance, capacitance, inductance, diodes, transistors, linear electric circuits. Discusses the physical laws describing these phenomena and presents the fundamental theorems of linear circuit analysis. Laboratory and lecture cover the use of fundamental laboratory instruments such

as multimeters, oscilloscopes, and signal generators. General physics and calculus are assumed.

EG 610 Introduction to Structured Programming (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 required.

EG 611 Systems Integration I (3.00 cr.)

Prerequisite: EG 601, EG 691 or equivalent. *Corequisite:* EG 681. *Recommended Prerequisite:* EG 610. An advanced introductory course in microcomputer systems, primarily intended for students who have had previous experience with microprocessors. Starts with the 16-bit architecture of the Intel 8086/8088 microprocessor. Covers MS-DOS use. Also covers assembly language techniques and development of programs.

EG 612 Systems Integration II (3.00 cr.)

Prerequisite: EG 611, EG 681. *Corequisite:* EG 682. Continues to develop the elements and concepts which are used to construct an 8086/8088 based 16-bit microprocessor system. Theory of functional blocks operation (i.e., CPU features, interrupt structure, DMA techniques, and I/O structures). Programmable peripheral chips in the 8086 family of devices. Investigates coprocessing and multiprocessing techniques. Lab provides practical experience using the concepts presented in lecture.

EG 613 Continuous-Time Signals and Systems (3.00 cr.)

Prerequisite: EG 609. Covers continuous-time signals and systems including: signal representation in terms of impulses; the convolution integral; and system representation in terms of block diagrams or differential equations. Transform techniques such as Fourier Series, Fourier Transform, and the Laplace Transform are used in the analysis and characterization of linear time-invariant systems. Also covers frequency selective filters and modulation.

EG 614 Introduction to Discrete Methods (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.

EG 620 Discrete-Time Signals and Systems (3.00 cr.)

Prerequisite: EG 613. Covers discrete-time signals and systems including: signal representation in terms of impulse sequences; the convolution sum; and system representation in terms of block diagrams or difference equations. Transform techniques such as the Z-Transform, Discrete-Time Fourier Series, Discrete-Time Fourier Transform, and Discrete Fourier Transform, are used in the analysis and characterization of linear shift-invariant systems. Discusses the Sampling Theorem and digital filters.

EG 622 Data Acquisition and Processing (3.00 cr.)

Explores the practical side of digital data acquisition, subsequent signal processing options, and techniques for analog signal generation. Uses small group projects to explore aspects of analog-to-digital conversion, digital-to-analog conversion, elementary digital signal processing. Projects are accomplished using either student written software or software packages such as MATLAB™. Begins with lectures and demonstrations to build the background necessary for the projects.

EG 681 Microcomputer Systems II Laboratory (1.00 cr.)

Corequisite: EG 611. Consists of writing programs in assembly language, assembling them, and running them on the appropriate system.

EG 682 Microcomputer Systems III Laboratory (1.00 cr.)

Corequisite: EG 612.

EG 691 Microprocessor Software Laboratory (1.00 cr.)

Corequisite: EG 601. Consists of writing programs in the appropriate assembly language, assembling them on the resident or cross assembler, and running them on a microcomputer.

EG 700 Structured Programming (3.00 cr.)

Prerequisite: EG 610. 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.

EG 703 Systems Analysis (3.00 cr.)

Includes a review of matrix operations. Emphasizes engineering systems and the modern techniques of generating alternatives, evaluation and selection criteria including resource scheduling, decision theory and the simplex methods.

EG 705 Digital Signal Processing (3.00 cr.)

Prerequisite: EG 620. Explores the theoretical foundations, actual implementations, and current applications of signal processing using digital techniques. In-depth review and development of discrete-time signals and systems, the z-Transform, the discrete Fourier Transform and its computation, and digital filter design techniques.

EG 710 Electro-Optics (3.00 cr.)

Prerequisite: EG 613. Covers a wide range of topics in optical engineering. Introduces geometric optics using the matrix method. Other geometrical optics topics include optical instruments, light sources, light projectors, and radiation theory. Modern optics topics include detectors, diffraction, lasers, holography, and fiber optics.

EG 712 Advanced Data Structures (3.00 cr.)

Prerequisite: EG 614, EG 700. A study of data structures beyond elementary stacks, queues, lists, and trees. Topics include balanced tree structures, heaps, priority queues, static and dynamic hashing, inverted trees, and data compression. May also cover topics from the current literature.

EG 719 Local Area Networking (3.00 cr.)

Prerequisite: EG 762. 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.

EG 720 TCP/IP Architecture (3.00 cr.)

Prerequisite: EG 762. Students develop the following TCP/IP Layers: Link, Network, Transport, and Application. Instead of just describing the protocols and what they do, students use popular diagnostic tools to watch the protocols in action. (*Lecture/Laboratory*)

EG 721 Compiler Theory (3.00 cr.)

Prerequisite: EG 712. An overview of the mathematical theories which form the basis for compiler construction and analyzes the internal design of modern compilers along with their basic algorithms. The overview includes the automata theory of finite state machines, formal grammars, and tree automata. The basic compiler construction algorithm includes lexical analysis, parsing techniques, code generation, symbol table organization, error processing, and optimization methods. Presents algorithms using the C high level language as their basis. Requires students to construct a compiler for a small C subset using C as the implementation language.

EG 724 Algorithm Design (3.00 cr.)

Prerequisite: EG 712. A study of the design and analysis of efficient computer algorithms. Topics include recurrences, sorting, order statistics, dynamic programming, graph algorithms, and NP-completeness. Usually includes additional topics from the current literature or specific application areas such as computational geometry or computational biology.

EG 726 Control Theory (3.00 cr.)

Prerequisite: EG 613. Analyze and design fundamental control systems using state variable representation. Practically oriented course emphasizing the supporting mathematical theory that provides the basis for design. Blend of mathematical theory (Laplace transforms and representation of controlled systems as differential equations) along with time and frequency domain analytical tools.

EG 729 Network Performance Management (3.00 cr.)

Prerequisite: EG 762. Simple network management protocol (SNMP) has been the defacto standard for the management of multivendor TCP/IP based networks. Studies the architectural components comprising a total network management system (SNMP, MIBs, and network manager).

EG 730 Programming in the Windows Environment (3.00 cr.)

Prerequisite: EG 700. The concepts necessary to design and code applications run under Microsoft Windows. Specific areas include text and graphic output to a window, user input from menus and dialog boxes, Windows memory management, use of the Windows clipboard, multiple document interface, dynamic data exchange, timers, creation of dynamic link libraries, and creation of Windows setup program. Presented through numerous example programs including database, text processing, graphics applications.

EG 731 Operating Systems (3.00 cr.)

Prerequisite: EG 700. Resources, tasks, services, system/user interface, allocatable, shared resources, compilers, linkers, loaders, exec-services, the CPU as a resource, schedulers and monitors, foreground/background tasks, interrupts, virtual machine, Bath stream, distributed processing and networking. Discusses selected operating systems such as UNIX, RSX-11/M, TECH-MAC II.

EG 732 Software Engineering (3.00 cr.)

Prerequisite: EG 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, pseudo code. Programming language alternatives. Class examples are from real-world product situations. A complete overview of and exposure to a total product development cycle and project. Real-time systems; design and testing/debugging phases.

EG 734 Data Base Design and Management (3.00 cr.)

Prerequisite: EG 700. An introduction to database philosophy. 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; current trends in DBMS. Includes laboratory experiences with the design and use of DBMS.

EG 736 Wide Area Networks (3.00 cr.)

Prerequisite: EG 762. A survey of wide area networks which includes traditional telephone networks, frame relay networks and ATM, and asynchronous transfer mode networks.

EG 739 Computer Design (3.00 cr.)

Prerequisite: EG 770. Digital computer operation, machine-code orders, instruction formats, procedure oriented languages, influence of high level languages on computer design, stack architecture, control unit organization, microprogramming, the arithmetic unit, storage system, input/output systems, noise problems, reliability and use of redundancy, parallel processing systems, pipeline computers.

EG 740 Data Communications (3.00 cr.)

Prerequisite: EG 620. Principles of communications systems are developed. Topics include: spectral analysis; random processes; AM, FM; sampling, ADC conversion, and pulse modulation; data transmission, coding, and performance of systems in noise.

EG 742 Applications of Digital Signal Processing (3.00 cr.)

Prerequisite: EG 705. Digital signal processing theory is exercised using MATLAB™ to develop and implement signal processing algorithms. Additionally, modern special purpose microprocessors, designed for signal

processing, are used to implement signal processing algorithms. Course concludes with a project in which small student groups complete a signal processing task using either an analytic technique, a simulation, or a software implementation.

EG 746 Artificial Intelligence (3.00 cr.)

Prerequisite: EG 700. A study of theory and techniques which will make computers "smart." Topics include problem representation, search problem-solving methods, game playing, natural language processing, knowledge engineering, and LISP programming.

EG 747 Robotics (3.00 cr.)

Provides the fundamentals of robot technology and the techniques for justifying, specifying and implementing robots within a flexible automation system. Examines the limits of present robotics. Topics include robot kinetics, sensors, vision systems, parts recognition, work cells, group technology, robot programming languages, dynamics, and an introduction to the automated factory.

EG 751 Robotics Applications (3.00 cr.)

Prerequisite: EG 747. A laboratory course in the application of robots and sensors in industry. Applies the robot technology offered in Robotics (EG 747) to assembly, welding, casting, palletizing, painting, and other industrial jobs. Topics include a study of the factory environment, project planning, robot programming, electronic sensors, and equipment interfacing. Students acquire hands-on experience with small teaching robots in the laboratory.

EG 753 VLSI Design (3.00 cr.)

Prerequisite: EG 770. An introduction to the field of Very Large-Scale Integrated Circuits (VLSI). Presents structured, systems, and computer science design approaches to VLSI IC microelectronics design. Presents the essentials for implementing a system in VLSI, MOS digital circuit theory, IC fabrication. Stresses aspects of timing, concurrency, synchronization, floor-planning, and hierarchical design. Covers practical considerations of IC fabrication yields, testing and scaling. Uses industrial and university research examples.

EG 755 Thesis Seminar (3.00 cr.)

Prerequisite: All introductory courses must be completed. Students are required to make a formal presentation of their thesis proposal to the faculty of the Engineering Science, Computer Science and Physics Departments. Seminar insures the adequacy of preparation before

the thesis research is begun and acquaints other students with diverse areas of research.

EG 756 Thesis Research (3.00 cr.)

Prerequisite: EG 755. Thesis research is carried out by the student with the guidance of his major professor and readers.

EG 757 Coding and Information Theory (3.00 cr.)

Begins with a look at the concept of coding in general, and at error-detecting and error-correcting coding in particular; including parity-check, Hamming and Huffman codes. Considers the concept of information as entropy, channel capacity and Shannon's theorems. Students should have seen at least some very elementary probability before taking this course.

EG 758 The 68000 Microprocessor (3.00 cr.)

Prerequisite: EG 601 or equivalent. Basic explanation of 68000 functions. Internal architecture. A minimum computer system. The 68000 instruction set, addressing modes, coprocessors, and support devices. Memory management. The 680X0 family of Motorola. Uses the SBC68K educational board to write and run programs.

EG 761 Expert Systems (3.00 cr.)

Prerequisite: EG 700. Introduces one of the most dynamic and timely branches of artificial intelligence-expert systems. Includes fundamentals of knowledge engineering, use of probability and fuzzy logic, and application of metaknowledge. Evaluates expert system architectures from the applications standpoint. Case studies of some of the most widely used expert systems to solve a practical problem. In order to obtain hands-on experience, each student constructs an expert system as a term project.

EG 762 Networking, Theory and Application (3.00 cr.)

Development of network architectures and protocols for all layers of the ISO standard for networking computers. Introduces packet switching and the X.25 Network. Related subjects include delay analysis, signal transmission and error control, throughput analysis, local area networks, and security.

EG 766 Seminar (3.00 cr.)

Prerequisite: All introductory courses. Covers current topics in Computer Science, Computer Engineering and Electrical Engineering. Students select a topic, write a term paper, present a preliminary outline and present the finished paper to the class.

EG 767 Ada (3.00 cr.)

Prerequisite: EG 700. Introduction to the language of Ada covered by such topics as data typing, flow control, packages, file I/O, and subprograms. Includes the use of data generics (reusability) as an advantage of Ada. Tasking, low-level programming, and real-time considerations.

EG 768 Neural Networks (3.00 cr.)

Introduces artificial neural networks which have been adapted from biological systems for computer applications. Discusses and analyzes various kinds of neural networks. An emphasis on applications for vision, speech, optimization, and learning.

EG 769 RISC Architecture (3.00 cr.)

Prerequisite: EG 739. Reduced Instruction Set Computer (RISC) topics such as superpipelined and superscalar architectures; register renaming, VLIW, speculative execution, Harvard Architecture, Pipeline stalls, organization of cache systems and hierarchical memory, optimizing compilers, code scheduling, branch prediction, instruction set emulation, embedded RISC systems, RISC/DSP, and register coloring. Uses design examples from industry such as PowerPC, SPARC, MIPS, Transputer, ARM, Alpha, Hp-PA, PIC, and others.

EG 770 Hardware Description Language and Machine Design (3.00 cr.)

Prerequisite: EG 612, EG 682. An introduction to hardware descriptions languages and their uses in large, discrete state machine design. Uses a generic HDL compiler and hardware simulator to design and explore the behavior of hardware devices at a level of complexity found in modern microprocessors.

EG 772 Structured Testing (3.00 cr.)

Prerequisite: EG 732. The methodology of acceptance, integration, and code testing.

EG 773 Advanced VLSI Design (3.00 cr.)

Prerequisite: EG 753. Continues the topics developed in VLSI Design (EG 753). Some VLSI chips are actually designed, simulated, and constructed.

EG 778 Image Processing (3.00 cr.)

Prerequisite: EG 705. Theory and application of the capture, digitization, and analysis of images using Digital Signal Processing techniques. (*Lecture/Laboratory*)

EG 779 Advanced Communication Theory (3.00 cr.)

Prerequisite: EG 740. A continuation of principles from EG 740. Applications are presented.

EG 781 Design and Simulation (3.00 cr.)

Prerequisite: EG 770. Introduces computer-aided design (CAD) through "hands-on" examination of two related CAD packages: a "schematic capture" package, which permits one to prepare schematic drawings of electronic circuits by computers; and a "simulator," which allows one to "test" a circuit design by simulating, in software, how that circuit would behave if it were built out of hardware. A lab course allowing students ample opportunity to learn about CAD software by using it.

EG 783 Advanced Operating Systems: UNIX (3.00 cr.)

Prerequisite: EG 731 or equivalent. 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.

EG 785 Projects in Embedded Control (3.00 cr.)

Prerequisite: EG 612. A laboratory course in which students conceive, design, build, program, and debug a design project of their choosing. Uses a microcontroller to simplify the processor portion of the projects so that more time can be spent on device interfacing. The Intel 8051 family will be used. Support tools (emulators) available in the lab.

EG 787 Adaptive Filters (3.00 cr.)

Prerequisite: EG 705. Introduces the fundamental concepts and applications of digital adaptive filters. Discusses the analysis and design of adaptive Finite-Impulse-Response (FIR) filters. Computer exercises are used extensively to demonstrate concepts and motivate further study.

EG 788 Microwave and IR/Optical Systems I (3.00 cr.)

Prerequisite: EG 620. Emphasizes the systems approach to the active and passive microwave and IR/Optical sensors (e.g., radar, laser radar, infrared, and optical systems). Promotes understanding of the physical and mathematical basis for analyzing and evaluating the performance of these sensors. Covers the individual subsystems (i.e., antennas, lenses, receivers, transmitters, lasers, signal processors, etc.) Discusses the trade-offs involved in a system level design. Exploits the similarity and differences of the microwave and IR/Optical sensors as a means to facilitate understanding.

EG 789 Microwave and IR/Optical Systems II (3.00 cr.)

Prerequisite: EG 788. Builds on the knowledge and concepts developed in EG 788. Examines the design and functioning of the individual components of both

microwave and IR/Optical systems. Emphasizes the extraction and interpretation of the signal for microwave and IR/Optical sensors. Students are expected to design a comprehensive “system level” microwave or IR/Optical sensor system.

EG 790 Computer Graphics (3.00 cr.)

Prerequisite: EG 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.

EG 792 Object-Oriented Programming (3.00 cr.)

Prerequisite: EG 700. 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.

EG 794 Speech Processing (3.00 cr.)

Examines the analysis of speech signal processing systems through analysis of human speech generation and recognition. Analysis is then applied to speech processing through speech encoding, compression, enhancement, noise reduction, and identification. Reviews current literature for commercial applications along with research trends.

EG 795 Advanced Graphics (3.00 cr.)

Prerequisite: EG 790 or equivalent. A continuation of EG 790 that explores techniques for three-dimensional photo-realistic 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.

EG 797 Internet Programming (3.00 cr.)

Prerequisite: EG 799. Explores the use and management of Internet software tools for creating and accessing data in information retrieval, computer-mediated communication, and computer-mediated interaction. Also covers related protocols and standards such as HTTP, IP, and HTML which are the operating basis for the various Internet tools. A term project involving a substantial

research paper and/or an implementation project is required.

EG 798 Wireless Communications (3.00 cr.)

Prerequisite: EG 740. Covers cellular system design fundamentals (frequency reuse, channel assignments, hand-off strategies, interference, and system capacity); large-scale path loss (propagation mechanisms, outdoor and indoor propagation models); small-scale fading (multipath, multipath measurements, statistical models); equalization; diversity; multiple access techniques (frequency division multiple access, code division multiple access, space division multiple access); wireless networking (wireless data services, personal communication services/networks) and wireless systems (AMP, Global System for Mobile Communications (GSA), CDMA Digital Cellular Standard (IS-95)).

EG 799 Java Programming (3.00 cr.)

Prerequisite: EG 700 or equivalent. *Recommended Prerequisite:* EG 792. Covers the fundamentals required to design and develop Java programs for general applications and Java applets for Internet applications. Specific areas include the relationship between Java and C++; Java object-oriented techniques; data types and control structures; arrays; string processing; file and stream I/O; the Java Graphical User Interface; multithreading; networking; and exception handling.

EG 800 Topics in Computer Science (3.00 cr.)

A series of lectures based on a current topic interest in the field of computer science.

EG 899 Independent Study (3.00 cr.)

Students must submit a written proposal to a member of the faculty of the Engineering Science program prior to the last day of class registration. Proposed topics, which are normally discussed in advance with the professor, should permit study and/or laboratory work in considerable depth beyond the scope of a course offered in the engineering science curriculum. *No course which is offered by the Engineering Science program can be taken as an independent study course.*

COLLEGE OF ARTS AND SCIENCES
MODERN STUDIES

OFFICE: Humanities Building, Room 234

TELEPHONE: 410-617-2410/2418

DIRECTOR: David Dougherty, Professor of English

FACULTY: Professors in the appropriate fields teach the courses in this department.

The Modern Studies program is designed to satisfy a wide variety of student interests. It exists for those whose professions demand a greater expertise: teachers who want a graduate degree in a content area and government workers or librarians whose advancement requires further academic work. It exists for those whose professions demand a greater breadth: business persons, lawyers, physicians, all those whose educations have been so specialized that they did not provide the diversity necessary to an understanding of the complex social and intellectual currents of the time. It exists for those who simply are intellectually curious: people from all walks of life who feel the need to poke into odd corners of the modern experience just to see what is there. 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.

With these interests in mind, 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. It is innovative in that the traditional graduate emphasis upon depth of research has been replaced by an emphasis upon breadth of reading and study.

The Master of Modern Studies (M.M.S.) is not vocationally oriented; it does not ordinarily lead to a doctorate. It aims, rather, to "liberate" in the classic sense of that term. Its appeal is to those who want a rich and satisfying intellectual experience. Its subject matter is the whole spectrum of contemporary American culture, as well as the roots of that experience as we find them in other times and cultures. Areas of study include literature, business, economics, the arts, politics, philosophy, science, intellectual, history, and social science.

Classes of the Modern Studies program 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.

ADMISSION CRITERIA

Loyola seeks 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. The Admission Committee considers most favorably those graduates who maintained a "B" (3.000) average during the final two years of college. A personal interview also may be requested. In view of the broad nature of the program, no specific undergraduate major is required. Applicants who have no undergraduate degree but who have special qualifications may be accepted into certain courses on a non-credit basis.

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 semester begins)</i>
Summer Sessions	June 1

Applications may be submitted at any time and are reviewed on a rolling basis throughout the entire 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 for the M.M.S. are offered. One, composed entirely of Modern Studies courses, requires 12 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 Graduate Studies in Education course.

With the permission of the director, up to 12 credits can be taken in the Master of Liberal Studies at the College of Notre Dame of Maryland. The remaining 24 credits must be taken in the Loyola Modern Studies Program. Independent study courses are seldom permitted, and then only late in the student's program of studies when the student has a well developed research plan in mind and a faculty member who has agreed to monitor it.

DEGREE REQUIREMENTS

In both options, the program will be centered around three themes:

WAYS TO BE. 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.

WAYS TO SEE. Courses numbered 620–639, 680–699, 720–729, and 780–799. 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.

WAYS TO SAY. 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.

At least one course from each of the segments is required for graduation.

COURSE DESCRIPTIONS

Courses change each semester, and the following listing simply reflects courses offered in the past and those the program may offer in the future. All courses are three credits.

WAYS TO BE
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. Twentieth century man has not always seen himself that way, and a debate has sprung up over America's guilt or innocence. This course will view that debate as an inappropriate image for American culture, and will examine it as it appears in fiction, popular essays, philosophy, politics, science, and the arts in order to gain a more balanced vision of the significance of American culture. Dewey, Fromm, Updike, Frances Fitzgerald, Mary Gordon, Stephen Jay Gould, Adam Gopnik, and others.

MM 602 The Twentieth-Century Woman: From Corset to Running Shoes (3.00 cr.)

Focuses on the evolution of the female role through the twentieth century. Specifically examines 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 603 Science and Modern Man (3.00 cr.)

The impact of science and technology on the social and technological aspects of present day man is traced from the early days of the beginnings of alchemy through modern day computers and space travel. Follows Bronowski's classic approach, *The Ascent of Man*. A class will consist of reviewing one of the chapters on video cassette, such as *The Majestic Clockwork*, *The Ladder of Creation*, or *The Drive for Power*; for example and then have the professor lead a discussion on the subject. The course will be team-taught with a biologist, engineer, and physicist sharing the sessions.

MM 604 Modern Latin American Fiction (3.00 cr.)

This course follows the development of modern Latin American Fiction from the late eighteenth/early nineteenth centuries to the present day. After "adapting" European models such as Neoclassicism, Romanticism, and Naturalism, Latin American authors began to create their own modes of writing. These include *Modernismo* (different from Anglo-American Modern-

ism), *Indegenismo* (a social realist defense of the Indian), Magical Realism, the “Boom” and post-“Boom,” testimonial, and Chicano literature. Works from diverse periods and countries will be read, including such authors as Gertrudis Gomez de Avelleneda (Cuba), Jose Enrique Rodó (Uruguay), Jose Maria Arguedas (Peru), Jorge Luis Borges (Argentine), Miguel Angel Asturias (Guatemala), Garbrel García Márquez (Colombia), Julio Cortázar (Argentina), Isabel Allende (Chile), and Domitila Barrios de Chungara (Bolivia). All assignments and class discussions will be in English, yet, any students able to read the texts in the original Spanish will be encouraged to do so.

MM 605 “Father of All Things”: A Country Forged in the Crucible of Modern War (3.00 cr.)

Ancient wisdom has identified war as “The Father of All Things.” It certainly holds true in the case of the United States. This course will look at the way in which “total” wars (WWI, WWII) and limited wars (Korea, Vietnam, etc.) have affected and transformed American society.

MM 606 Popular Culture in America (3.00 cr.)

A look at the role 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—will be considered through readings and discussions of contemporary thinkers and various media theories will also be 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.)

Examination of major social and intellectual movements of the 1960s, 1970s, and 1980s and assessment of their legacies. Focus is on 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 in the Twentieth-Century (3.00 cr.)

Mutual suspicions and dislike preceded the virulent stage of United States–Soviet relations during the Cold War Era. Probes the sources of this suspicion and dislike, examine their manifestations, and offer some speculations about whether they are likely to outlast the present era of good feeling.

MM 610 The Existential Imagination (3.00 cr.)

Nietzsche, that enigmatic nineteenth century German thinker, spoke of doing philosophy “with a hammer.” Often times this image is taken as indicative of the brutal, destructive power of Nietzsche’s thought, the wielding of a philosophical sledge hammer. But the metaphor might be better grasped in terms of the cautious, skillful tapping of a sounding hammer, probing and testing the shiny veneer of ideas and values beneath which might lie a hollowness of spirit, a soft and frightful emptiness of purpose. This sounding hammer has been put to practice by a variety of artists, authors, and thinkers during the past century or so, in many guises and forms, one of which might be termed the “existential imagination.”

This course explores the work of some of these existential craftsmen in the areas of art, film, literature, and philosophy. Among the figures to be discussed are Dostoevski, Nietzsche, Sartre, Camus, and Walker Percy; along with the work of artists such as Munch, Giacometti, Picasso, and Pollack; and films by Bergman, Woody Allen, and others.

MM 611 From the Anipodes to Oceania (3.00 cr.)

Twentieth-century literature of the lands “down under” presents New Zealand, Australia, and the Pacific Islands as vibrant cultural centers. The Southern Hemisphere emerges as the forefront of new conceptions of culture and literature: the island as cultural crossroads; island and continental neighbors as mutually influential; and new literary forms that combine Pacific Islands and European traditions to create an aesthetic both unique to Oceania and universal in its appeal and implications. From the colonial era, we will read Jack London’s Pacific Islands short stories and Robin Hyde’s *Wednesday’s Children*. From the post-colonial era, we will study Alan Duff’s *Once Were Warriors*, Patricia Grace’s *Potiki*, Albert Wendt’s *Sons for the Return Home*, and fictions by Vilsoni Hereniko, Jeanette Turner Hospital, Peter Carey, and Mudrooroo. These books allow us to compare presentations of the region by white, Aboriginal, Maori, and

Pacific Islands writers. We will view one film. Three informal presentations are required.

MM 612 Issues in Urban Problems (3.00 cr.)

Designed for a sociological analysis of such salient urban problems as housing, politics, poverty, race and ethnicity, and deviance. Depending upon the students' interests and background, however, certain issues might be dealt with more intensely than others. Also provides students with the opportunities to become familiar with the basic concepts and literature in the fields of urban sociology and urban history. Students will also get some experience in descriptive and/or explanatory research on urban problems of their own choosing.

MM 613 American Skylines (3.00 cr.)

Since the 1960s, Americans have organized to preserve their "built environment" just as they have to conserve their natural one. Historic preservation has finally come of age—Baltimore has long been a center of preservation activity. This course examines the preservation movement from several points of view—esthetic, historic, economic, and political. Students will be taught how to see and describe the elements of their built environment, to understand how they came into being, and to realize new and profitable ways to use them for the future. Readings will include the basic documents of the historic preservation movement and will include 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 616 Modernism and Nationalism in American Art (3.00 cr.)

Examines American artists from the Post-Civil War era to contemporary times. Rather than a broad survey, students will focus more closely on a limited number of artists such as Thomas Eakins, Arthur Dove, John Sloan, Georgia O'Keeffe, Jackson Pollock, and Jasper Johns. Broader problems, such as the creation of an art that was American and Modern, will be examined through the careers of these artists.

MM 617 Russia and the West: Themes and Perspectives (3.00 cr.)

In our efforts to deal with the Russia of the post-Cold War era, we in the West face tremendous challenges and opportunities. A deeper understanding of the Russians, their culture and history, is therefore essential to our future relationship. Examines the attitudes, traditions, and historical background of the Russian people, placing particular emphasis on the differences between that country's development and the West with emphasis on the United States. It is hoped that students will arrive at a deeper appreciation of the Russians as human beings and their very real contributions to humanity, as well as possible clues to the future direction that country might take.

MM 618 Sociological Perspectives on the United States Foreign Policy (3.00 cr.)

Enhances the understanding and appreciation of the social, cultural, and historical (SCH, for abbreviation) dimensions of America's international relations. American foreign policy has often been criticized as a pursuit of military, economic, and political objectives without the due consideration of the SCH context of the countries involved, and thus producing tragedies like Vietnam and Iran. Focuses on the system of values and meanings by which people in different SCH contexts live and that may be at variance with those of the United States. Illustrations will be provided for particular cases like Japan, Vietnam, Korea, England, Mexico, Israel, Iran, and others. Students will have opportunities to pursue a case of their own choice.

MM 619 Morality and the Modern World: Ethics in Crisis (3.00 cr.)

The founders of the modern era were optimistic that moral knowledge and sensitivity could keep pace with scientific and technological progress. Numerous philosophical theories were advanced in an attempt to provide a rational foundation for moral action. But much of contemporary twentieth century thought calls these theories into question. Is morality, for example, really a matter of reason at all? Is it not a question of faith? Or feeling? Or perhaps just conventional mores? Such doubts infiltrate our everyday discussions about the morality of abortion, euthanasia, reverse discrimination, nuclear warfare, etc. Examines alternative theories about the nature of morality 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: these have become everyday experiences in the modern world as desperate, crazy, or oppressed people seek to achieve political goals through violent means. Examines the history of this phenomenon primarily in Europe and America from the French Revolution to the present. Although it will stress the social context of popular mass action and individual terrorism, it will also analyze the ideological roots of anarchism—which still infuses such groups as Italy’s “Red Brigades” and America’s “New Order.” *Seminar format with enrollment limited to fifteen students.*

MM 701 Fairy Tales and Modern Times (3.00 cr.)
An examination of the origins of modern fairy tales. We will read German, French, and Italian tales and contrast them to their modern filmed versions. Special attention will be paid to Walt Disney’s versions of popular tales. We discuss the changes made by Disney (and other film makers) and examine to what extent the values in the new, filmed versions reflect our present-day value system.

MM 703 Modern Theater: From Text to Performance (3.00 cr.)
The last three decades of American theater have pushed the boundaries of drama beyond anything imagined in the early triumphant years after World War II. The rejection of traditional conventions, experimentation with new forms, the shift toward “performance” theater, the use of “illegitimate” sources: these belong to the new playwrights’ search for a “poetic” dramatic language. Emphasis will be given to plays not as literature to be read but as performance pieces. Albee, Rabe, Mamet, Shepard, and others.

MM 704 Themes in Russian History (3.00 cr.)
Recent dramatic events in the Soviet Union and Eastern Europe necessitate a better understanding of the forces behind the changes. This course will focus on Imperial Russia and the Soviet Union primarily from the perspective of that country’s uniqueness and its historical evolution, which differs markedly from that of the West.

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. Each student will choose one issue and an individual Justice for closer study.

MM 706 Germany in America: The Influence of German Culture on American Thought (3.00 cr.)

Recent events have highlighted the role of Germany in shaping world events, yet German influence has been pervasive in many fields of endeavor for a much longer time. Emerson read Kant, Poe admired E.T.A. Hoffmann, and Mark Twain lived in Germany for more than a year. 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 post-war period. Readings will range widely to include many fields from the natural sciences to literature and from music to history and business. Among the works to be read will be selections from Nietzsche, Freud, Thomas Mann, Walter Gropius, Einstein, and O’Neill.

MM 707 The Freudian Adventure (3.00 cr.)
Freud compared his discovery of the unconscious to the Copernican revolution, in view of which human beings could no longer place themselves at the center of the universe. Similarly, the idea that our lives are pervasively influenced by motivations that operate beneath the level of awareness radically challenges many of our most cherished assumptions about ourselves. In this course we will look at 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. Examines twentieth century legal issues in the light of historical events and evolving schools of jurisprudence. Students will trace changed legal attitudes in areas like criminal justice, integration, affirmative action, church and state, and privacy. Each student will be assigned a single issue to trace through the century.

MM 709 Origins of Modern Ideology (3.00 cr.)
Marxism, fascism, liberalism, progressivism—just a sample of the many “isms” which have risen in the nineteenth and twentieth centuries, and which have attempted not only to understand reality but to transform it. Where have they all come from? This course

takes a critical look at the two most prominent explanatory perspectives. The first (Leo Strauss) views ideology as a logical consequence of modern revolt against ancient political thought. The second (Eric Voegelin) holds that ideology may be modern in looks but is really just a new pattern of old time psychological revolt. Which is most adequate to explain the rise of bloody, ideological conflict, and what do the perspectives imply about the probable course of twenty-first century politics?

MM 710 Detective Fiction and the Quest Romance (3.00 cr.)

Literature about crime and the process of solving crime has always had a unique popular impact, especially in English-speaking cultures. Some theorists hold that this appeal is archetypal, while others suggest that the detective is a modern equivalent of the medieval knight. In this course, we shall examine what special, unique appeal the detective story has and what it may tell us about what we as a culture believe in. To do this, we will draw on the theories of a great poet (W.H. Auden), a cultural critic (George Grella), and a mystery writer (Raymond Chandler) to discover to what psychological and cultural needs the fantasy of the detective-hero responds. Finally, we shall consider how this fantasy resonates with the tendency of modern literature to describe our universe as chaotic and disordered.

Readings include plays, stories, or novels by Sophocles, William Shakespeare, Edgar Allan Poe, A. Conan Doyle, Dashiell Hammett, Raymond Chandler, Ross MacDonald, Mickey Spillane, Robert B. Parker, Rex Stout, and Thomas Pynchon. We will also view film adaptations of some detective novels and instead of a formal paper, we will try our hands at mystery writing.

MM 711 When Worlds Collide: The American as Foreigner in Modern Literature (3.00 cr.)

The American abroad has long been a favorite subject in this country's literature. Examines some of the ways in which key writers have achieved fresh perspectives on our virtues and flaws by depicting Americans at work and play beyond our shores. As the world shrinks, these works spark increasingly relevant questions about, among other things, the nature of culture and the weight of history—about innocence, idealism, parochialism, and fate. Selected lectures will seek to place each writer within an historical and biographical context, while also surveying some of the ways in which America itself has been studied and “imagined” by modern European authors. Students will pursue particular avenues of interest through two critical essays and one or more

informal reports. Our reading list will be both lively and manageable, including works by (among others) Henry James, Mark Twain, Edith Wharton, Graham Greene, Paul Bowles, and Paul Theroux.

MM 712 A Pacific Power: The United States and the Far East (3.00 cr.)

While America's past was shaped by Europe and the Europeans, the Pacific Realm bids fair to shape and determine America's future, a “Manifest Destiny” with a twist, as it were. The emergence of the Far East in America's consciousness is traced from a December date (gradually slipping from memory and “infamy”), through Japan's transformation, Korea's partition, and the sudden salience of Vietnam.

MM 713 Coping with Life in the 1990s – Maintaining a Psychological Balance (3.00 cr.)

Popular social and political theories would have us believe that “all is well” in Camelot. However, many people are finding that the well-traveled road to productivity and happiness is no longer paved, but rather full of ruts and potholes. Has the proverbial appletart been overturned by our inability to steer clear of the ruts or cope with the stressors we currently experience in our lives?

Explores the sources of stress in the nineties and the physiological, emotional, psychological, and behavioral ways our bodies and minds react to day-to-day stressors. Strategies for effective coping will also be offered.

MM 714 The History of Computers in “Easy to Digest Bytes” (3.00 cr.)

The astonishing and explosive progress of computers has affected all aspects of our lives including the way we do business, communicate, travel, relax, and learn. Yet there is every indication that the present is probably just a launching pad for even more astonishing things to come. This course—not your traditional computer course: you need to know nothing about operating them—will trace the history of the digital computer from its early conceptual stages through the present state of the art. It will look at the changes computers have produced in our homes, our country, the world, and the universe. It will also look at the human side of the computer story, represented by the scientists, inventors, engineers, and business leaders and their impact on where we are today and where we might be in the future. You may love computers or you may hate computers, but you can't ignore computers and their impact upon your life.

MM 715 From Melting Pot to Boiling Pot (3.00 cr.)

Nothing captures the uniqueness of the United States as clearly as the great variety of its racial and ethnic groups, the result of the admission of some 55 million immigrants. Our purpose, among other things, is to examine the historical forces that created America's extraordinary ethnic heterogeneity; to look at those episodes in the national experience when immigration occupies a central position in the American social agenda; and to place issues of race and ethnicity in a meaningful historical context from the late nineteenth century to the present. The drama of immigration includes a substantial amount of confrontation between white Anglo-Saxon Protestants and the country's considerable numbers of Catholics, Jews, Asians, and black Americans, which expressed itself in part in assumptions of racial superiority and inferiority. Racial antipathy also forms an integral part of white and black relationships, more recently Hispanics, West Indians, and southeast Asians, not least of all with black urban migration to the North and their confrontation with European ethnics. Consequently, this course will seek to determine the extent to which race has played in shaping relationships between white ethnic groups and blacks in the United States. Finally, by comparing white immigrant experience with black experience, we may hope to arrive at a better understanding of the frictions and antagonisms that characterize so many aspects of race relations in the United States today.

MM 716 The Holocaust and the USA (3.00 cr.)

What did the United States government know about the persecution of European Jews in the 1930s and 1940s, and what steps did they take to assist them? These questions form the starting point of this course, which will also treat the following topics: American efforts to bring the perpetrators to justice; re-education in post-war Germany; the legacy of genocide and the creation of Israel; American literary and cinematic treatments of this history; Holocaust denial as a cultural phenomenon; and efforts to memorialize the victims. A fundamental theme is the complexity of the issues facing Americans when confronting these events and then subsequently attempting to understand them.

MM 717 Sex and Modernity (3.00 cr.)

Human beings have always been interested in sex, but modern civilization is downright obsessed with it. Indeed, revolutions in both sexual behavior and attitudes toward love and sex are central to the phenomenon that we call "modernity." Questions of sexuality now preoccupy our political struggles, religious debates,

social movements, and psychological theories, to say nothing of the role played by sex in the emergence of the commodity culture. Sexuality is the central metaphor; the privileged myth of modern world. In this course, we will examine the nature and function of sexuality in modern life through readings from psychological and political theorists and from a variety of literary figures.

MM 718 Identity and Difference in World Politics (3.00 cr.)

What accounts for the rise in ethnic conflicts in the world today? Why does there seem to be an increase in civil and regional wars, like those in Bosnia, Congo, and Rwanda? In this course, we will take a close look at the politics behind some of these conflicts and try to interpret their causes and consequences. We will carefully unravel the facts of our case studies and read some voices of those who actually live in the areas ravaged by war. Finally, we will ask what these conflicts tell us about ethnic identity in general, including our own.

MM 719 Impeachment and the Constitution (3.00 cr.)

This course will study the federal impeachment process from the aspects of both constitutional law and American history with special emphasis on the three major impeachment events: The early nineteenth century trial of Supreme Court Justice Samuel Chase, the post-Civil War trial of President Andrew Johnson, and the Watergate investigation of President Richard Nixon. Attention will be 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. Each student will be assigned a research paper and will be given the opportunity to contribute to class discussion in a seminar setting.

WAYS TO SEE**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? Has that "new tradition" flowered or atrophied since then? We will read traditional, innovative, and contemporary poems (American and English) to see what happened, what is happening, and (maybe) what will happen.

MM 621 The Rise of the Realist Tradition (3.00 cr.)

Twentieth century novelists in America have generally followed the style of the realists and naturalists of the late nineteenth century. Examines some of the writers who broke away from the romantic tradition to lay the basis for the twentieth century style. Readings include works by Jewett, Cather, James, Frederic, Howells, Wharton, London, and others.

MM 622 Science, Magic, and Religion:**European Cultural History of the Scientific Revolution (3.00 cr.)**

The entire European cultural framework was profoundly altered from the sixteenth century to the twentieth century. The earlier paradigm, in which magic permeated both religious beliefs and scientific inquiries, was replaced by one in which the scientific outlook dominated all intellectual pursuits. This course focuses on the social, political, and philosophical changes that facilitated such a radical shift in the European world view. It concentrates on the various causes of the rise and decline of the great witch hunts of the sixteenth and seventeenth centuries; the hegemony of the epistemological and methodological constraints of the Scientific Revolution and the Enlightenment; and the twentieth century's attempts to deal with Relativity and Indeterminacy in both physics and mathematics—the former linchpins of the scientific system. It treats 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. The literature in this field is surveyed in order to give students a grounding in the historical/cultural contexts out of which paradigm shifts occur. In addition to lecture and class discussion and in consultation with the instructor, students choose methods for demonstrating their progress in the course.

MM 623 American Political Parties (3.00 cr.)

An investigation of the Republicans, Democrats, and third party movements in the modern period, with special emphasis on the impact of personalities, issues, and parties on the behavior of the American electorate. Use of authoritative studies offering different, sometimes conflicting conclusions.

MM 624 The Tradition and the Revolt in Fiction (3.00 cr.)

In the nineteenth century, the American novel developed a tradition that ran counter to the mainstream of English and European fiction. In the twentieth century, when many British and Continental novelists

revolted against their tradition, many American writers did so as well. Yet with a different tradition, the American revolt had a very different end. This course examines both patterns of tradition and revolt. Authors include Austen, Connell, Cooper, Flaubert, Hawthorne, Hemingway, James, Kafka, Wharton, Woolf.

MM 625 The Absurd in Life and Literature (3.00 cr.)

Traces the concept of absurdity from first principles to modern postulates. The first principles will be assembled from writers as diverse as Kierkegaard, Sartre, Brecht, Camus, and Kafka. The modern postulates include the notion of an absurd hero (or antihero) in modern fiction, and absurd tragedy (or tragic farce) called Theater of the Absurd. Writers to be studied include Samuel Beckett, Harold Pinter, and John Barth.

MM 626 Myths on the American Landscape (3.00 cr.)

The myth or dream of freedom, specifically the freedom to achieve and to succeed (in both spiritual and material terms), has defined Americans' understanding of themselves and their home for over 200 years. Investigates the myth as it is represented in literature. Emphasis will be on the ways in which the literature represents both the surface realities of American social life and the intellectual currents that underlie social reality. Authors to be read include Franklin, Emerson, Twain, James, 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.)

This course will look at 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 will be explored. The impact of the mass news media on politics, culture, and society in general will be examined.

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. Because these battles are rooted in conflicting values and beliefs, some observers call them the “culture wars.” Examines the writings of a number of scholars and social critics who have analyzed and participated in America’s current culture wars to see if we can get some sense of our future directions.

MM 630 Contemporary Economic Thought (3.00 cr.)

The economist sees life as a series of choices forced upon us by scarce resources or by irreconcilable objectives. Every benefit has its cost; every goal its pitfall. In this course we will construct a simple framework of economic thinking and then use it to discuss important current issues such as the inflation-unemployment trade-off and the consequences of minimum wage legislation. The Wall Street Journal will be a principal source of background information and commentary.

MM 631 American Fiction in the Sixties (3.00 cr.)

A companion course to *The Novel in the Seventies* (though neither is a prerequisite to the other). Studies the search for an escape from the wasteland which characterized the narratives of a decade of political and social change and instability. Emphasis will be on the novelist as product of the culture and as commentator on the culture, as well as the role of fiction in the attempt to define viable alternatives to the trends toward which society was assumed to be gravitating. Updike, Kesey, Malamud, Bellow, Roth, Elkin, and others.

MM 632 The Tradition and the Revolt in Poetry (3.00 cr.)

The innovative novelist and intellectual Virginia Woolf once said, “On or about December 1910 human nature changed.” Although Ms. Woolf may have missed the date by a week or so, she said something profound about transformations in the possible visions of ourselves as people and as a culture we could entertain in this modern era. In this course we’ll reflect on how this revised perspective on ourselves and our institutions affected one of our most private and—paradoxically enough—public art forms. Poets studied will include Shakespeare, Milton, Keats, Wordsworth, Frost, Pound, T.S. Eliot, William Carlos Williams, Wallace Stevens, e.e. cummings, and many more contemporary poets.

MM 633 The Modern Congress (3.00 cr.)

Focuses on the politics of the “first branch” of our government. The national legislature has changed a lot

in the past decade: there are many new members, there have been many reforms in its procedures, and there has been a new assertion of institutional power over economic and foreign policies. These are investigated. Special attention will be paid to the appropriations process, and students will do some “role playing” to become better acquainted with the issues at stake and the decisions that must be made by our elected representative. Note: some of the best literature in political science deals with Congress.

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. Focuses on their novels and their theory of fantasy. The introductory lectures will be followed by seminar presentations. Readings include L’Engle’s *Time Trilogy*, Lewis’ *Space Trilogy*, Williams’ *Supernatural Thrillers*, Tolkien’s *Rings Trilogy*, and his *Silmarillion*.

MM 635 Psychology’s Insight Into Contemporary Questions (3.00 cr.)

An examination of psychology’s contribution to critical issues faced during the 1970s including a broad application of psychological knowledge to human problem—an application which necessarily entails a change in conceptions of ourselves and how we love, work, and play together.

MM 636 Public Opinion in America (3.00 cr.)

This is a companion course of *American Political Parties*, though one is not a prerequisite of the other. It deals with the origin, nature, content, and impact of American public opinion. Methods of polling and the interpretation of survey results are treated in detail. A central concern of this course is political opinion; however, other sorts of opinion of interest to Americans are also treated.

MM 637 The Novel in the Seventies (3.00 cr.)

A study of the narratives of the last decade. Concentration on the absurdists, and the relativists, and the search for form, order, and values which grew out of the cultural redefinitions of the sixties and the general disillusionment of the twentieth century. Emphasis on the novelist as product of the culture and as commentator on that culture. Some best-sellers, some classics of the future: readings from Bellow, Doctorow, Donleavy, Heller, Gardner, Percy, Updike, and others.

MM 638 Marxism: The Grand Failure (3.00 cr.)

Offers 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. By examining the theories and prophecies of Marx and Lenin, we will observe why (contrary to these prophecies) communist revolutions have been limited to pre-industrial societies, why communists have uniformly turned authoritarian once in power, and why sluggish economic performance has been the rule among socialist countries. In addition, we will examine the psychological appeal of Marxist ideology 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 appeal among Western intellectuals.

MM 680 Shades of Black: Film Noir and Post-War America (3.00 cr.)

A survey of the darkest genre in American cinema, *film noir*, with its tales of crime, corruption, and anti-heroism. We will trace its origins in German expressionist film such as *The Cabinet of Dr. Caligari*, and analyze the way it reflected and shaped post-World War II cultural anxieties about gender, race, power, and violence. We will read at least one source novel by Raymond Chandler, Dashiell Hammett, and Jim Thompson. We will also read important critical writings about the genre and view numerous examples of *film noir*; beginning from early manifestations (*The Maltese Falcon*; *Murder, My Sweet*), moving to its flowering in the forties and early fifties (*Double Indemnity*, *The Postman Always Rings Twice*, *Out of the Past*, *The Big Heat*, *T-Men*, *The Big Combo*, *Strangers on a Train*, *The Lady from Shanghai*, and others), to its baroque ending in the later fifties (*Kiss Me Deadly*, *The Killing*, *Touch of Evil*). We will also briefly examine more recent “neo-noir” films such as *Chinatown*, *Body Heat*, *L.A. Confidential*, and two films by African-American director Carl Franklin (*One False Move*, *Devil in a Blue Dress*) to assess how this revival has not only remodeled the genre’s characters and themes but also altered our understanding of the post-war American culture.

MM 681 Classical Hollywood Cinema: The Screwball Comedy (3.00 cr.)

During the 1930s, at the depth of the Great Depression, Hollywood began turning out a new kind of narrative film featuring heroes and heroines whose wacky, oddball behavior answered a need for escape from the pressures of the “real world.” But beyond offering movie-goers laughter as temporary relief from hard

times, these films came to reveal a complex portrait of American attitudes on a range of issues, including class and social structure, sex roles and gender identity, love, success, and The American Way.

In this course we examine this entertaining, but politically complex, cinematic genre in depth, relying on three principal methods of approach: critical analysis of individual films; study of the technical and formal patterns that define that genre as a whole; and investigation of the genre’s relation both to film history and to American history. Can class, gender, and social differences really be transcended through humor? Is Screwball Comedy a “dated” form, or does it have relevance for contemporary film audiences as well? Films include *It Happened One Night* (Capra, 1934), *20th Century* (Hawks, 1934), *The Awful Truth* (McCarey, 1937), *Bringing Up Baby* (Hawks, 1938), *The Philadelphia Story* (Cukor, 1940), *Some Like It Hot* (Wilder, 1959), and others. We will also look at Screwball Comedy’s origins in the works of Charlie Chaplin, Buster Keaton, and Laurel and Hardy, as well as its legacy in contemporary films.

MM 720 Enterprise, Government, and the Public (3.00 cr.)

Capitalism, it appears, has won. With communism put to rout in Eastern Europe, there now appears little doubt that the “free enterprise system” will enjoy expanding influence in the conduct of human affairs. Yet this system is not perfect. Capitalism’s critics blame it for a host of social ills, from pollution to poverty. Almost invariably, they suggest that some form of government regulation of enterprise is necessary to ameliorate these problems. Applies economic analysis to our experience, past and present, in order to build an understanding of the strengths and weaknesses of free markets and of regulatory attempts to render these markets more perfect. Specific areas of inquiry will include environmental policy, health and safety regulation, the problem of monopoly, and the economics of 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. Examples: Conrad’s *The Secret Agent* as Alfred Hitchcock’s *Sabotage*; the many incarnations of 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—for example, Dennis Potter or John Sayles—to discover how his oeuvre specifically reflects this cross-fertilization.

MM 722 South-East Asian Drama: The American Mind and Indo-China (3.00 cr.)

Vietnam is still with us. While the decade of direct United States involvement is receding into history, America's South-East Asian imbroglio is emerging more and more as a watershed in United States foreign policy.

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.)

From murder to mayhem, torture to transportation, and muggers to mafiosi, historians have discovered that deviance and its prevention provide a unique perspective into the workings of different societies. Consequently, crime and punishment have become hot topics of historical investigation over the last few years. Explores the development of criminal justice in modern Europe and America in the context of changing social, political, and intellectual pressures. It will examine evolving patterns of crime, different definitions of deviance, innovations in law enforcement, and the impact of ideology on forms of punishments. More specifically, the course will concentrate on the growing role of the state with its emphasis on public justice over personal compensation, and will then analyze the later shift from physical retribution, such as torture, to more rehabilitation through incarceration. Finally, it will discuss the impact of the social sciences on present criminological practice as well as the current concern over crime in America. In sum, What about all those cop shows?

MM 725 Culture of Consumption (3.00 cr.)

Advertising in contemporary American society has been called the "institution of abundance." Examines the philosophical underpinning of American advertising to consider the appropriateness of persuading consumers to buy through commercial appeals. Although the course will look historically at the marketing and economic system of which advertising is a part, the

primary focus will be on the role that advertising plays in shaping the social behavior of Americans. The format will be seminar discussion; students will use observation and self-reflective techniques in order to describe and interpret participation in this culture of consumption.

MM 726 Technology and Humanity (3.00 cr.)

During the past century, an explosion of technological innovation has dramatically transformed our world, shrinking in time and space, reshaping the matter and forms of nature. We are increasingly aware of the dangers of technology for the natural environment, but how well do we understand the effects of technology on ourselves, the supposed masters of its unprecedented power? 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? In this course, we will pursue a philosophical reflection on the impact of technology in a way that raises new and disturbing questions about what it means to be a human being.

MM 727 War in the Twentieth-Century (3.00 cr.)

The first half of this century was blighted by two of mankind's most destructive wars. Much of the second half involved preparing for a third, in addition to a number of smaller conflicts. Employs a number of historical perspectives to study this phenomenon in terms of economic, social, legal, bureaucratic, technological, and human factors. It will begin with that prototype for twentieth century wars, the United States Civil War, and extend to the present.

MM 728 The American Short Story in the Twentieth-Century (3.00 cr.)

This course traces the development of short fiction in America from the end of the nineteenth century up to present times. It includes works by such well-known authors as Hemingway, Fitzgerald, O'Connor, and Cheever, as well as more contemporary practitioners representing a range of approaches and styles. It also includes Latin American and European writers (Borges, Trevor, etc.) whose work has been well known and influential in the United States.

MM 729 Cauldron: The Middle East Today (3.00 cr.)

History and geography have once more turned the region between the Mediterranean and the Persian Gulf into a global tinderbox. Located where three continents meet, giving birth to the three great monotheistic religions and boasting the world's largest oil reserves, the Near East seems to have been predestined to per-

ennial turmoil and upheaval. As if the many rifts and conflicts within the region did not suffice, steady outside intervention has kept the cauldron boiling.

WAYS TO SAY

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 will be examined to facilitate the student's understanding of the creative process through which the photographer creates an image that is more than "recording". Students not owning their own camera should arrange to borrow one by contacting the instructor prior to the start of the semester, if possible.

MM 641 Minding Metaphors

(3.00 cr.)

Through workshops, lecture, and discussion, we will explore the crafting of contemporary poetry. Readings will encompass theory and a wide range of poets, with an emphasis on insights or techniques that members of the class can apply in their own work. Writing assignments will consist exclusively of poems; students will enjoy broad latitude in subject and approach but will be encouraged to make use of recent poems and poets as the foundation of their own work. No previous experience or expertise in writing poetry is required; an open mind and strong interest in close reading are required, however.

MM 643 Klee and Kandinsky:

The World at Play

(3.00 cr.)

This combined studio/art course introduces the student to the thought and work of Paul Klee and Wassily Kandinsky. After studying a selection of the artists' writings, we shall explore their visual work through slide-lectures, discussions, and field trips. The proof and culmination of this endeavor will be the creation of several pieces of original art based on the principles of these two Bauhaus masters. Their sense of play and wonder will be foremost in our minds as we carry out our studio work. *Grading will be based on concept and imagination rather than technical execution.*

MM 644 Earthly Pleasures: Matisse, Picasso and Their Legacies

(3.00 cr.)

This combined art history and studio art course explores the work of Henri Matisse and Pablo Picasso in the context of their personal lives and times, and permits

the student to participate actively in the understanding of their artistic development through slide-lectures, discussions, writing, field trips, and the creation of art based on the innovations of the two masters. A brief summary of nineteenth century painting introduces our study. After a concentration of the art of Matisse and Picasso, students will create art based on the *papiers decoupees* and on various forms of Cubist invention.

MM 645 Workshop in Creative Expression (3.00 cr.)

Through a series of classroom experiences and through discussion and critique of student work done outside of class, the nature of creative activity as problem solving, as effective communication, and as artistic expression will be explored. Students will be required to work in one visual media (e.g., painting, drawing, photography, collage) and one performance media (e.g., acting, mime, dance). Technical mastery of media is not required. The techniques of theatrical improvisation will be used in class to assist students in overcoming impediments to creative expression and to make students aware of the source and nature of creative activity.

MM 647 Enchanted Worlds: Writing and

Reading Children's Literature

(3.00 cr.)

A study of the recurring themes, both fantastic and ordinary, in classic children's literature and in contemporary juvenile novels and picture books. Course work will include the writing of children's stories by each member of the class with in-class discussion and criticism. We will consider such questions as: What makes a children's book a classic? What are the current trends in children's publishing? Course reading will include *The Uses of Enchantment* by Bettelheim, *Grimm's Fairy Tales*, *The Wind in the Willows* by Kenneth Grahame, *Charlotte's Web* by E.B. White, *A Wrinkle in Time* by Madeline L'Engle, *In the Night Kitchen* and *Where the Wild Things Are* by Maurice Sendek, and other texts.

MM 648 Thinking Through Art

(3.00 cr.)

Emphasis on the study of the nature of creativity, the creative process, and how this has been revealed through contemporary art. Students will have the opportunity to be creative by doing a series of art projects which involve mixed media and display aspects of contemporary art.

MM 649 Creative Color Photography

(3.00 cr.)

The methods of creating and controlling image through color photography will be examined to show how the color photographer is continuing the pictorial tradition of western art. The creative and aesthetic problems unique to color photography will be considered and

the objective and subjective nature of the resulting image will be examined. The emotional effect of color on the audience will also be explored, as will the relationship between photography and the other visual media and the role of the color photograph in contemporary media. Students not owning their own camera should arrange to borrow one by contacting the instructor prior to the start of the semester, if possible.

MM 650 Visual Persuasion (3.00 cr.)

An exploration of the visual media as they are used for art, communication, and propaganda. Included will be a study of the theory and aesthetics of visual communication, basic cinematography, camera angles and lenses, and editing. Students will be expected to produce short super 8 mm films. *Modest film and film developing costs must be borne by the student.*

MM 652 Thought and Artistic Form in the Seventies and Eighties (3.00 cr.)

Examines the social, intellectual, and technological movements from the seventies to the present which have influenced the rapid stylistic changes of modern art, especially sculpture. Through illustrated slide lectures and discussions on conceptual art, new realism, op art, kinetic art, environmental art, minimal art, and post-minimal art a new awareness of the art of our times will emerge. Students will also be given class time for studio experience where they will work on three dimensional projects which will emphasize some of the new movements. Some of the mediums that will be used are cardboard, wood, clay, plaster, and plastics.

MM 653 The Image and the Word: Creative Dis/Continuities in Contemporary Art (3.00 cr.)

Through a combination of exercises in studio art (especially drawing) and creative writing (especially playwriting), students will explore some of the common ground between the art of the eye and that of the ear. Slides of contemporary visual art in some of its historical contexts will lead to discussions of the way individual artists both break from and build on previous artists' work. Readings will include a series of contemporary plays arranged to encourage discussion of the ways modern playwrights reshape inherited material. A typical class session will thus serve partly as a forum for the discussion of other artists' work and partly as a creative workshop. Ultimately each student will develop a creative project that crosses the boundaries between visual and literary art. No background in studio art or creative writing is necessary.

MM 654 Electronic Imaging (3.00 cr.)

Examines the ways in which a Macintosh computer and various software programs can be used to modify and enhance an image as a visual statement for artistic, commercial, or photojournalistic uses. In addition to their own photographs, students will use images from other sources in their final composition. Final works may be black and white photographs, color photographs, or images from a computer printer.

MM 655 "Act Up/Act Out" Contemporary Multicultural American Drama (3.00 cr.)

In addition to "main line" writers, the diverse voices of African-American, Hispanic, Feminist, and Gay/Lesbian playwrights have enriched the American theater especially since the 1960s. A select list of the most outstanding of our playwrights will be read. Research by participants will focus on the cultural/historical context and critical reception of these diverse playwrights.

Role-playing exercises for participants to engage them in the creative process of experiencing these diverse voices will be a key dimension of "Act Up/Act Out." By role playing other voices, participants will experience through their own mind, heart, and body new ways "to be" and "to say." Understanding and communicating to others through the medium of voice and body is the theater's "way to say."

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. Unfortunately, as Philip Lopate has noted, for many readers the word still conjures up "those dreaded weekly compositions they were forced to write on the gasoline tax or the draft." But the essay, writes Elizabeth Hardwick, "is a great meadow of style and personal manner...provided by an individual intelligence and sparkle." We will start with Montaigne, who essentially invented the essay in its modern form. We will then consider works by many more contemporary practitioners, including Lopate, Orwell, and Updike. In addition to a brief critical essay, students will be asked to submit two other well-polished essays on topics (and in a style) of their own choosing.

MM 657 The Digital Image (3.00 cr.)

This class 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. Through assigned as well as self-generated projects, students explore several new routes for artists working in this environment. The class involves three related sections: digital image production, artists' book formats, and webpage authoring using the Internet's unique characteristics of hypermedia as a medium of expression. Class critiques focus on the content, functionality, and the structure of each student's work. The class also discusses 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, and it is possible that the class will jointly produce a commercial for a local philanthropic organization. *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. They also read and analyze the works of a wide range of accomplished short story writers, including Anton Chekhov, Katherine Mansfield, Raymond Carver, William Trevor, and Roald Dahl. Most importantly, they write and revise two well-crafted stories of their own.

MM 741 Book Making and Journal Writing (3.00 cr.)

The notion of the "journal" conjures numerous interpretations from handbook manuals, to scientific ledgers, to memory jogging travelogues. For the structure of this course, the journal is examined as a means to tap the student's creative potential. The course begins with an exploration and analysis of the history of the "Artist's Book" as it relates to the journal and creative expression. Students read from the books *Artists' Books: A Critical Survey of the Literature* by Stefan W. Klima and *The Century of Artists' Books* by Johanna Drucker. Concurrent with the study of the history of the artist's book, students construct a book that they will use for their journal. Students explore various methods of

book construction from Japanese non-adhesive binding to traditional case-bound, hard cover books. Once the journals have been constructed, students explore the abundant approaches to journal writing. Students survey books such as *A Life in the Hand* by Hannah Hinchman and *The Artist's Way* by Julia Cameron as guides to journal writing. Journals by Anne Lamott, Annie Dillard, and others are also discussed.

COLLEGE OF ARTS AND SCIENCES
PASTORAL COUNSELING

OFFICE: Columbia Campus, Room 332
TELEPHONE: 410-617-7620 or 800-382-4723

CHAIR: Robert J. Wicks, Professor

DIRECTOR OF ACADEMIC OPERATIONS:

Sharon E. Cheston

FOUNDING DIRECTOR: Barry K. Estadt (emeritus)

**DIRECTOR OF DOCTORAL CLINICAL
EDUCATION AND ADMISSIONS:**

Joseph W. Ciarrocchi

**DIRECTOR OF M.S.-C.A.S. CLINICAL
EDUCATION:** Beverly Eanes

**DIRECTOR OF M.A. IN SPIRITUAL AND
PASTORAL CARE; DIRECTOR OF PROGRAM**

DEVELOPMENT: C. Kevin Gillespie, S.J.

DIRECTOR OF RESEARCH: Joanne Marie Greer

ASSOCIATE DIRECTOR OF RESEARCH;

**DIRECTOR OF THE INSTITUTE FOR RELIGIOUS
AND PSYCHOLOGICAL RESEARCH:**

Ralph L. Piedmont

**DIRECTOR OF M.S. ADMISSIONS AND
DEPARTMENT CHAPLAIN:**

William J. Sneck, S.J.

PROFESSORS: Sharon E. Cheston; Joseph W. Ciarrocchi; Barry K. Estadt (emeritus); Joanne Marie Greer; Robert J. Wicks

ASSOCIATE PROFESSORS: Rev. John R. Compton (emeritus); Ralph L. Piedmont; William J. Sneck, S.J.

ASSISTANT PROFESSORS: Beverly E. Eanes; C. Kevin Gillespie, S.J.

ADJUNCT FACULTY: Virginia L. Billian; Lizbeth T. Binks; Donelda A. Cook; Karen A. Cruise; Robert F. Davenport; Roger D. Fallot; Geraldine M. Fialkowski; Shawn W. Hales; Jeffrey H. Herbst; June W. Hutchinson; Lisa R. Jackson-Cherry; John S. Jeffreys; Judith V. Kehe; William T. Kirwan; Anthony F. Krisak; Robert J. McAllister; Jane Boyer McGuigan; John L. McLaughlin, Sr.; Mary Ellen Merrick, I.H.M.; Donald A. Miller; David M. Reile; Frank J. Richardson, Jr.; Thomas E. Rodgerson; Nancy-Jo M. Scheers; Diana D. Shoup; Barbara Siddle; Anne Ross Stewart; Michael G. Tebeleff; W. Gary Thompson; Anne Marie Wheeler; Peter C. Wilcox; Angelita M. Yu-Crowley

The Pastoral Counseling program is holistic in scope. It seeks to understand the human search for meaning and purpose in all its complexity, espousing 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 search for meaning beyond the concrete circumstances of daily life and the reaching out for spiritual understanding. It encourages a faith which transcends the here and now while 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 St. 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 programs in pastoral counseling and the master's 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.

DEGREE PROGRAMS

MASTER OF SCIENCE IN PASTORAL COUNSELING (M.S.)

Combines a strong didactic core curriculum with an equally strong experiential counseling component. 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 Counseling (CPE) units.

MASTER OF ARTS IN SPIRITUAL AND PASTORAL CARE (M.A.)

Provides opportunities for developing and integrating psychological and spiritual approaches to pastoral ministry. Acquired skills will be in the areas of spiritual direction, crisis intervention, assessment, and referral. The degree involves a psychological and a theological concentration of four courses each as well as two integration courses, two electives, and a thesis. The coursework and thesis may be completed in one year.

CERTIFICATE OF ADVANCED STUDY IN PASTORAL COUNSELING (C.A.S.)

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 30 credits and provides an opportunity for a post-master's internship experience of 1000 hours. It provides an opportunity to work toward member status in the American Association of Pastoral Counselors, certification by the National Academy of Certified Clinical Mental Health Counselors, certification by the National Board for Certified Counselors, and state certification and/or licensure.

DOCTOR OF PHILOSOPHY IN PASTORAL COUNSELING (PH.D.)

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, the churches, and the 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 majors 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 two thousand 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.

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 undergradu-

ate 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 programs of study.

THERAPY REQUIREMENT

All Pastoral Counseling students are required to engage in a minimum of 30 sessions of professional mental health counseling or psychotherapy before the completion of the first clinical semester. 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.

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

Applicants for either master's program 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 admissions interview is required of all applicants within the continental United States and Canada. Although an interview is desirable for all candidates, well-documented references can be accepted when prior travel from abroad is not possible.

PH.D. CANDIDATES

The program accepts candidates who give clear evidence of the ability to deal with 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 for the Fall	April 1
New students for the Summer	April 1
New students to begin in January	November 1

Ph.D. Applicants

New students for the Fall	February 1
Deposit of \$1,000 due	June 1

CREDITS REQUIRED

The M.S. in Pastoral Counseling requires 52 credits. The Certificate of Advanced Study in Pastoral Counseling requires 30 credit hours beyond the master's degree. The Doctor of Philosophy in Pastoral Counseling involves a minimum of 48 credits beyond the master's degree to assure competency in several areas of study plus a doctoral dissertation. The Master of Arts in Spiritual and Pastoral Care requires 39 credits.

DEGREE REQUIREMENTS

For further information on specific degree requirements and course offerings, contact the Pastoral Counseling Department.

SUPERVISORY PROCESS (M.S./C.A.S./PH.D.)

Supervision of the on-going 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 point of departure for the supervisory session is the work-sample presented along with the variety of issues which the work-sample generates.

HOUSING

Housing possibilities for out-of-the area students are diverse depending upon personal interest, budget, and special needs. A few basic facts about our geographical situation will be helpful in making a choice of housing. All courses are held at the Columbia Campus, about 35 minutes by automobile from the center of Baltimore or Washington, D.C. Practicum opportunities are available in the Baltimore-Columbia-Washington area; however, there are a great number available for candidates who are Columbia or Baltimore based.

For further information about housing, contact the Pastoral Counseling Office.

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.

Master of Science in Pastoral Counseling (FT)

Tuition (<i>per credit</i>)	\$265.00
Clinical Training Fee	\$1,100.00
<i>(per clinical course; four courses)</i>	

Master of Science in Pastoral Counseling (PT)

Tuition (<i>per credit</i>)	\$265.00
Clinical Training Fee (<i>required for each of the four clinical courses; one each semester</i>)	\$1,100.00

Master of Arts in Spiritual and Pastoral Care

Tuition (<i>per credit</i>)	\$265.00
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Certificate of Advanced Study

Tuition (<i>per credit</i>)	\$265.00
Advanced Clinical Training Fee (<i>per semester for two semesters</i>)	\$1,100.00
Advanced Individual Supervisory Fee (<i>PC 805, PC 806; per semester; required for AAPC-track students</i>)	\$250.00

Doctor of Philosophy in Pastoral Counseling

Tuition (<i>per credit</i>)	
700/800-level courses	\$265.00
900-level courses	\$365.00
Dissertation Fee (<i>per semester</i>)	\$1,400.00

PAYMENT

The Pastoral Counseling Department follows the College's policies on Mail-In, Walk-In, and Web Registration. (see Payment Options section 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 \$1,000 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 30 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 Serv-

ices 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 Registration Request or Remittance Forms. A new letter must be presented at the beginning of each school year.

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 633 Psychology of Religion (3.00 cr.)

Prerequisite: PC 653 or PC 673, one graduate-level Theology course. Surveys the two major traditions in studying the psychology of religion: quantitative/experimental investigations and phenomenological/subjective methods. Explores psychological phenomena related to various expressions of religious experience and the major theorists in psychology who have most influenced understanding of religion.

PC 634 Religious Experience and Faith (3.00 cr.)

Investigates both individual and communal religious experience from the perspectives of the theology, psychological theory, and empirical data. Students are encour-

aged to deepen their understanding of the dynamics underlying a faith commitment, their own and others', and to assess the impact of healthy/unhealthy religious experience on human development.

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 the addictive personality.

PC 653 Introduction to Statistics and Research Methods (3.00 cr.)

An overview of various research methods, research design, and statistical applications. Includes ethical and legal considerations of research and implications for the human services field. Requirements include the development of a research proposal and evaluation of research and program objectives.

PC 654 Career Development (3.00 cr.)

Focuses on testing and data collection as a method of exploration of career choice and life-style, 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 661 Clinical Case Supervision I (3.00 cr.)

Prerequisite: PC 675, 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 or 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.*

PC 662 Clinical Case Supervision II (3.00 cr.)

Prerequisite: PC 661, PC 675, 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 or 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.*

PC 663 Clinical Case Supervision III (3.00 cr.)

Prerequisite: PC 675, PC 678. *Written permission of the Clinical Committee is required.* 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 or 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.*

PC 664 Clinical Case Supervision IV (3.00 cr.)

Prerequisite: PC 663. 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 or 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.*

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 which 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.

PC 676 Counseling Theory and Practice (3.00 cr.)

An introductory course which includes: a) an overview of several theoretical approaches to counseling; b) a consideration of what is uniquely pastoral in pastoral counseling; c) the community counseling environment of practice and its history, philosophy, trends, and roles; d) an orientation to relevant professional organizations, certification, licensure, and codes of ethics. Includes ethical and legal issues, professional identification, consultation theory and practice, 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.

PC 679 Pastoral Helping Relationship (3.00 cr.)

Introduces the M.A. student to counseling skills necessary for pastoral care situations. Such counseling skills as attending, responding, and initiating are taught. An experience of being guided by a spiritual director is required for the writing of a final paper.

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 Marriage Counseling (3.00 cr.)

An introduction to the theory and practice of marriage counseling. Special attention to the factors which contribute to marital disorder. An overview of counseling resources. Videotaped 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. The psychological report. Didactic experiential approach. 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: PC 661, PC 663. An opportunity for faculty supervision and peer interaction in the development of the M.S. candidate's final project.

PC 691 M.A. Thesis (3.00 cr.)

Prerequisite: Written permission of a faculty member is required. The thesis will be written on an area of spiritual and pastoral care under the guidance of a faculty member.

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.)

Prepares students to integrate theological principles and applied spirituality with counseling theory. Using both a didactic and seminar format, topics include: blocks to psychological and spiritual perspective; the psychology and spirituality of relationships; developing a psychotheological paradigm of pastoral counseling; the process of theological reflection; a theology of grace and clinical practice; crises of faith; and women's psychology and spirituality—application for pastoral counseling. *Course to be taken near the end of the program. Students without graduate Theology courses need two Theology courses as a prerequisite.*

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 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 Cultural and Ethnic Diversity Issues in Counseling (3.00 cr.)

An introduction to cross-cultural issues in counseling emphasizing the cultural, social, and community contributions to personal growth and mental health. Students explore and challenge their assumptions of their own cultural and ethnic backgrounds, as well as to develop the knowledge and sensitivity to working with those from different backgrounds 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 non-parametric statistics. An introduction to the use of SPSS-PC computer software. Students design and carry out a simple research project. *An introductory course for Ph.D. and M.S./Ph.D. students; other students enroll in PC 653.*

PC 754 Statistics II (Multiple Regression) (3.00 cr.)

Prerequisite: PC 753 or PC 653 and written permission of the instructor are required. General considerations in regression analysis; hypothesis testing in regression; multiple, partial, and multiple-partial correlations; confounding and interaction in regression; regression diagnostics; dummy variables; one-way ANCOVA; use of SPSS-PC for regression analysis.

PC 755 Statistics III (3.00 cr.)

Prerequisite: PC 754. One-way MANOVA; variable reduction and factor analysis; cluster analysis; discriminant analysis; multiple indicators; canonical correlation; development and validation of scales.

PC 756 Advanced Topics in Measurement (3.00 cr.)
Prerequisite: PC 754, PC 914. A tutorial or small group practicum covering two aspects of measurement: (1) the students designs and validates an original instrument; (2) the student administers and interprets a selection of individual personality, intelligence, and psychopathology measures.

PC 778 Advanced Treatment of Psychopathology (3.00 cr.)
 Focus is on learning advanced skills in differential diagnosis and treatment strategies and planning for diagnoses that are the foci of 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 789 Advanced Quantitative Methods (3.00 cr.)
Prerequisite: PC 754, PC 914. Complex designs in ANOVA, ANCOVA, MANOVA; advanced methods for rates and proportions. A selection of optional topics may also be covered: latent trait analysis, content analysis, computer methods in qualitative analysis. The choice of optional topics takes into consideration the research plans of the participants.

PC 800 Adlerian Psychotherapy (3.00 cr.)
Prerequisite: PC 661, 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, social interest, goals, ordinal positioning, encouragement, and treatment strategies.

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 30 hours of individual supervision which focuses on one client. Intensive process supervision with special attention to middle phase therapy issues. Weekly reports and tapes, an ongoing journal of response to supervisory issues, and a summary paper. *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 807 Treatment of Mental Disorders (3.00 cr.)
 Examines the treatment of a wide range of mental disorders, drawing primarily on self-psychological theory. After an overview of central concepts in self-psychology, attention focuses on pastoral counseling with persons experiencing specific difficulties: anxiety, shame, and depression; personality disorders; marital problems; survival of childhood abuse; substance abuse; severe mental illness; and others. Discusses "supportive" and "expressive" approaches to pastoral psychotherapy.

PC 808 Professional and Ethical 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 identity and a statement of professional certification. Candidates are expected to complete application materials in keeping with the professional direction chosen.

PC 809 Advanced Clinical Conference III (3.00 cr.)
Prerequisite: PC 804. A continuation of the opportunities and requirements for PC 804.

PC 810 Advanced Clinical Conference IV (3.00 cr.)
Prerequisite: PC 809. A continuation of the opportunities and requirements for PC 804.

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, intergenerational, 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 823 Advanced Techniques in Family Therapy (3.00 cr.)

Prerequisite: PC 661, PC 662, PC 681 or PC 821. Students use a family systems approach to consider presentations of family work on both audio and videotapes. Supervision of family interviews will be part of this course, which focuses on the practical application of systems thinking to the early stages of family intervention. Students will bring their own current family cases for review. Course is equivalent to and may be substituted for PC 671. A clinical training fee is charged.

PC 853 Introduction to the Supervisory Process (3.00 cr.)

Prerequisite: PC 661, PC 662. Covers the theory and practice of supervision. Explores the relationship between psychotherapy and supervision theory and describes specific theories of supervision. Explains the four-stage developmental approach to supervision. Addresses issues of supervisor roles, identity formation, ethical and legal concerns, and special issues in supervision. *This is not a practicum; supervision is not a pre- or corequisite.*

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: neuro-anatomy, 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 901 Doctoral Clinical Case Conference I (3.00 cr.)

Prerequisite: Written permission of the Clinical Committee is required. 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 is required. A continuation of PC 901.

PC 903 Doctoral Clinical Case Conference III (3.00 cr.)

Prerequisite: Written permission of the Clinical Committee is required. 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 is required. A continuation of PC 903.

PC 905 Doctoral Individual Supervision I (3.00 cr.)

Consists of 30 hours of individual supervision which focuses on one client. Intensive process supervision with special attention to middle phase therapeutic issues. Weekly reports and tapes, ongoing journal of response to supervisory issues, a summary paper. *Taken in two parts, 15 hours each.*

PC 906 Doctoral Individual Supervision II (3.00 cr.)

A continuation of PC 905.

PC 914 Research Design and Analysis (3.00 cr.)

Prerequisite: PC 753 or PC 653 and written permission of the instructor are required. Design of experiments; issues in the internal and external validity of research designs; research ethics. Students design and carry out a research project.

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 1990. Emphasizes the applications of the clinical theories of psychoanalysis to work 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 Internship Mentoring I**(3.00 cr.)**

Involves weekly individual consultation with a Loyola Clinical Mentor who serves in a teaching, consultative, and evaluative role vis-a-vis a candidate's internship. Internship Mentoring, required of candidates using a "Personalized Internship," is also available to interns participating in an "Established Internship" experience. *(Pass/Fail)*

PC 942 Internship Mentoring II**(3.00 cr.)**

Involves weekly individual consultation with a Loyola Clinical Mentor who serves in a teaching, consultative, and evaluative role vis-a-vis a candidate's internship. Internship Mentoring, required of candidates using a "Personalized Internship," is also available to interns participating in an "Established Internship" experience. *(Pass/Fail)*

PC 943 Internship Mentoring III**(3.00 cr.)**

Involves weekly individual consultation with a Loyola Clinical Mentor who serves in a teaching, consultative, and evaluative role vis-a-vis a candidate's internship. Internship Mentoring, required of candidates using a "Personalized Internship," is also available to interns participating in an "Established Internship" experience. *(Pass/Fail)*

PC 944 Internship Mentoring IV**(3.00 cr.)**

Involves weekly individual consultation with a Loyola Clinical Mentor who serves in a teaching, consultative, and evaluative role vis-a-vis a candidate's internship. Internship Mentoring, required of candidates using a "Personalized Internship," is also available to interns participating in an "Established Internship" experience. *(Pass/Fail)*

PC 945 Internship Mentoring V**(3.00 cr.)**

Involves weekly individual consultation with a Loyola Clinical Mentor who serves in a teaching, consultative, and evaluative role vis-a-vis a candidate's internship. Internship Mentoring, required of candidates using a "Personalized Internship," is also available to interns

participating in an "Established Internship" experience. *(Pass/Fail)*

PC 946 Internship Mentoring VI**(3.00 cr.)**

Involves weekly individual consultation with a Loyola Clinical Mentor who serves in a teaching, consultative, and evaluative role vis-a-vis a candidate's internship. Internship Mentoring, required of candidates using a "Personalized Internship," is also available to interns participating in an "Established Internship" experience. *(Pass/Fail)*

PC 950 Psychospiritual Issues**(3.00 cr.)**

Prerequisite: PC 633, PC 634. Written permission of the instructor is required. Provides students with an opportunity for a thorough investigation of the relationship between psychology and theology. Designed to enhance students' breadth and depth of psychotheological concerns, given the increasing mutual interests shared by the field of psychology and theology. Topics include the theologies of suffering; the therapeutic significance of hope; the role of a client's images of God; and an understanding of countertransference as it applies to one's religious identity.

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 on-going group supervision of the supervisory practicum. Development of candidate's personal philosophy of supervision.

PC 953 Theory and Practice of Supervision II**(3.00 cr.)**

A continuation of PC 952.

PC 956 Doctoral Research Seminar**(3.00 cr.)**

Prerequisite: PC 753, PC 754. Students select a dissertation topic, begin preparing a dissertation proposal, select a dissertation committee, and construct PERT charts for their dissertation projects. Topics also covered: advanced techniques in computerized literature searches, writing a critical review of literature, preparation of journal articles, ethics of human subjects protection in research. Drafts of introductory chapters and literature reviews are critiqued in class.

PC 961 Doctoral Research Supervision I (3.00 cr.)

Prerequisite: PC 956. Individual supervision of the doctoral dissertation proposal. Includes a regular tutorial appointment (bi-weekly) with one committee member. *(Pass/Fail)*

PC 962 Doctoral Research Supervision II (3.00 cr.)

Prerequisite: PC 956. Individual supervision of the doctoral dissertation proposal. Includes a regular tutorial appointment (bi-weekly) with one committee member. *(Pass/Fail)*

PC 963 Doctoral Research Supervision III (3.00 cr.)

Prerequisite: PC 956. Individual supervision of the doctoral dissertation proposal. Includes a regular tutorial appointment (bi-weekly) with one committee member. *(Pass/Fail)*

PC 964 Doctoral Research Supervision IV (3.00 cr.)

Prerequisite: PC 956. Individual supervision of the doctoral dissertation proposal. Includes a regular tutorial appointment (bi-weekly) with one committee member. *(Pass/Fail)*

PC 965 Doctoral Research Supervision V (3.00 cr.)

Prerequisite: PC 956. Individual supervision of the doctoral dissertation proposal. Includes a regular tutorial appointment (bi-weekly) with one committee member. *(Pass/Fail)*

PC 966 Doctoral Research Supervision VI (3.00 cr.)

Prerequisite: PC 956. Individual supervision of the doctoral dissertation proposal. Includes a regular tutorial appointment (bi-weekly) with one committee member. *(Pass/Fail)*

PC 967 Doctoral Research Supervision VII (3.00 cr.)

Prerequisite: PC 956. Individual supervision of the doctoral dissertation proposal. Includes a regular tutorial appointment (bi-weekly) with one committee member. *(Pass/Fail)*

PC 968 Doctoral Research Supervision VIII (3.00 cr.)

Prerequisite: PC 956. Individual supervision of the doctoral dissertation proposal. Includes a regular tutorial appointment (bi-weekly) with one committee member. *(Pass/Fail)*

PC 990 Dissertation Guidance I (3.00 cr.)

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.)

Required each semester during which the candidate is actively working on the dissertation. Entitles the candidate to consultation with dissertation director, read-

ers, and other consultants as authorized by the Director of Research. *A dissertation guidance fee is charged for each semester. (Pass/Fail)*

PC 992 Dissertation Guidance III (3.00 cr.)

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 993 Dissertation Guidance IV (3.00 cr.)

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 994 Dissertation Guidance V (3.00 cr.)

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 995 Dissertation Guidance VI (3.00 cr.)

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 996 Dissertation Guidance VII (3.00 cr.)

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)*

OFFICE: Beatty Hall, Room 220

TELEPHONE: 410-617-2696

CHAIR: Amanda M. Thomas, Associate Professor

ASSOCIATE CHAIR: Faith D. Gilroy, Professor

DIRECTOR, CLINICAL TRAINING: Jeffrey M. Lating

PROFESSORS: Faith D. Gilroy; Martin F.

Sherman; Robert J. Wicks

ASSOCIATE PROFESSORS: Gilbert Clapperton

(emeritus); David G. Crough; L. Mickey Fenzel;

Charles T. LoPresto; Steven A. Sobelman; Ruth

M. Stemberger; Amanda M. Thomas

ASSISTANT PROFESSORS: Jeffrey P. Baerwald,

S.J.; Sharon Green-Hennessy; Deborah G.

Haskins; Matthew W. Kirkhart; Jenny L. Lowry;

David V. Powers

ADJUNCT FACULTY: Jeffrey Barnett; Stuart

Burman; George S. Everly, Jr.; Kirk M. Griffith;

Jerome F. Kowalewski; Saul L. Lindenbaum; Linda

R. Matesevac; Cynthia Mendelson; Lawrence J.

Raifman; Jon P. Stanton; David L. Waltos

The original graduate program in psychology began in 1967 as a concentration in School Psychology within the Department of Education and led to the Master of Education (M.Ed.). In 1968, the Department of Psychology was created and the program expanded to offer the Master of Arts in Psychology (M.A.). In 1971, the department also developed a Master of Science in Psychology (M.S.). In 1996, the Doctor of Psychology in Clinical Psychology (Psy.D.) was introduced. The department currently offers degree programs in the following areas:

M.A./M.S. in Clinical Psychology

M.A./M.S. in Counseling Psychology

C.A.S. in Psychology

Psy.D. in Clinical Psychology

The Psychology Department is a member of the Council of Applied Master's Programs in Psychology and is an associate member of the National Council of Schools and Programs of Professional Psychology.

MASTER OF ARTS/SCIENCE IN CLINICAL OR COUNSELING PSYCHOLOGY (M.A./M.S.)

The M.A. program prepares students to continue on to a doctoral degree program. Students gain proficiency in psychological theory, assessment, and research application. An empirical thesis is required for completion of the program. Many M.A. graduates of Loyola continue their training in a Ph.D. program.

The M.S. program prepares students to begin employment in psychology under the supervision of a doctoral trained and licensed psychologist. In addition, some M.S. students apply to Psy.D. programs of study, since these programs attract students who have a background in practice 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, including specific coursework as determined by the Board, 60 graduate credit hours, at least two years of supervised post-graduate 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.A. and M.S. in 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: 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.

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. All applicants to the master's programs are required to submit Graduate Record Examination (GRE) General Test scores. There are no minimum required GRE scores; however, verbal and quantitative scores above 400 for each section are recommended for the M.S. applicant and above 500 for each section are recommended for the M.A. applicant.

The following materials are required for application to the M.A. or M.S. program:

- Completed application form with required application fee;
- Three letters of recommendation;
- Personal essay;
- Graduate Record Exam (GRE) General Test scores (Psychology Subject Test not required);
- 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 M.A. program are considered for fall admission only. Applications to the M.S. program are considered for fall, spring, or summer admission.

Application Deadlines

M.A. Program

Fall Semester (only)

March 15

M.S. Program

Summer Sessions

April 15

Fall Semester

Spring Semester

April 15

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. Students may be exempt from prerequisite courses if they obtain a score of 550 or better on the GRE Psychology Subject Test.

PROGRAM REQUIREMENTS

Students who are accepted for admission to the master's program must attend in-person orientation and registration sessions prior to the semester in which they first enroll. All new students receive a Student Handbook describing program requirements and departmental policies.

The M.A. in Clinical Psychology and the M.A. in Counseling Psychology require 36 graduate credits. The M.S. in Counseling Psychology and the M.S. in Clinical Psychology require 45 graduate credits.

Students may enroll as full- or part-time students. Full-time students complete nine credits per semester (six credits per Summer Session), 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 body of scientific knowledge on which they are based continues to grow regularly. The skills and techniques which they utilize are constantly being refined. As our understanding grows, the profession itself changes.

As human service professionals, it is important that Loyola graduates utilize 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 M.A. thesis, M.S. externships, and

comprehensive exams. Additionally, it is expected that graduates will maintain and update their knowledge and skills through on-going professional development and continuing education activities.

ADVANCEMENT TO CANDIDACY EXAM

All students admitted will be placed on a probationary status pending the successful completion of the first 12 graduate credits and the Advancement to Candidacy Examination.

Prior to or during the semester that students complete their twelfth graduate credit, they must take the Advancement to Candidacy Exam. This exam has a multiple choice format covering all areas of general psychology and is given three times a year. The results of this examination are used by the student's adviser for further course planning, which may necessitate remedial work in areas of academic weakness. Students may not be enrolled in further graduate courses until they have passed this exam, even if they take the exam prior to completion of 12 credits.

Students are exempt from taking the Advancement to Candidacy Exam if they obtain a score of 550 or better on the Graduate Record Examination (GRE) Psychology Subject Test. Students are required to notify their advisers of exemption from taking the exam.

MASTER'S COMPREHENSIVE EXAMINATION

After completion of 27 graduate credits (M.A. students) or 36 graduate credits (M.S. students) with a "B" (3.000) average or better, students may apply to take the Comprehensive Examination. Material from all required courses will be included on the exam; students are not permitted to take the exam prior to completion of all required courses for their degree.

The examination will be 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. Stu-

dents 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 or clinician 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 externship is required for M.S. students and may serve as an elective for M.A. students. M.S. students may not register for externships until completion of Practicum in Counseling (PY 730) or Practicum in Testing (PY 720). Transfer credits for practicum or externships are not accepted. Students may complete a maximum of three externships for credit toward their degree requirements.

MASTER'S THESIS

The M.A. Thesis 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 I and II (PY 650, PY 651). All M.A. students must enroll in Research Methods I and II during the Fall and Spring semesters of their first year. Following completion of this two-semester sequence, students will enroll in Thesis Seminar (PY 755), which allows them to present their proposals and integrate feedback from the instructor and other students.

Each 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 concurrently with the four required research courses (PY 650, PY 651, PY 755, 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.

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

M.A. in Clinical Psychology

Excellent preparation for students planning to pursue a doctorate.

The degree consists of 36 graduate credit hours, Advancement to Candidacy and Comprehensive Examinations, and a master's thesis. The following courses are required:

- PY 601 Psychodiagnostics I
- PY 602 Psychodiagnostics II
- PY 615 Advanced Abnormal Psychology
- PY 620 Theories of Counseling and Psychotherapy
- PY 621 Techniques of Counseling and Psychotherapy
- PY 650 Research Methods in Psychology I
- PY 651 Research Methods in Psychology II
- PY 705 Ethics and Legal Issues in Psychology
- PY 755 M.A. Thesis Seminar
- PY 761 Thesis Guidance I (0 credits)
- PY 762 Thesis Guidance II (0 credits)
- PY 763 Thesis Guidance III (0 credits)

PY 764 Thesis Guidance IV (0 credits)
 PY 791 SPSS-(Computer) Analysis of
 Psychological Data

Elective
 Elective

M.A. in Counseling Psychology

Excellent preparation for students planning to pursue a doctorate.

The degree consists of 36 graduate credit hours, Advancement to Candidacy and Comprehensive Examinations, and a master's thesis. The following courses are required:

PY 615 Advanced Abnormal Psychology
 PY 619 Introduction to Counseling and
 Psychotherapy Process
 PY 620 Theories of Counseling and
 Psychotherapy
 PY 621 Techniques of Counseling and
 Psychotherapy
 PY 635 Use of Tests in Counseling
 PY 650 Research Methods in Psychology I
 PY 651 Research Methods in Psychology II
 PY 705 Ethics and Legal Issues in Psychology
 PY 730 Practicum in Counseling Psychology
 PY 755 M.A. Thesis Seminar
 PY 761 Thesis Guidance I (0 credits)
 PY 762 Thesis Guidance II (0 credits)
 PY 763 Thesis Guidance III (0 credits)
 PY 764 Thesis Guidance IV (0 credits)
 PY 791 SPSS-(Computer) Analysis of
 Psychological Data

Elective

M.S. in Clinical Psychology

Prepares clinically trained people for positions in public and private settings. Additionally, the program may provide for preparation for certification as a mental health counselor or entrance into a Psy.D. program.

The degree consists of 45 graduate credit hours, Advancement to Candidacy and Comprehensive Examinations, and a supervised externship. The following courses are required:

PY 601 Psychodiagnostics I
 PY 602 Psychodiagnostics II

PY 615 Advanced Abnormal Psychology
 PY 620 Theories of Counseling and
 Psychotherapy

PY 621 Techniques of Counseling and
 Psychotherapy

PY 702 Externship in Clinical Psychology I

PY 703 Externship in Clinical Psychology II

PY 705 Ethics and Legal Issues in Psychology

PY 720 Practicum in Testing

PY 745 Research Seminar

Elective

Elective

Elective

Elective

Elective

M.S. in Counseling Psychology

Prepares counselors and therapists at the sub-doctoral level for counseling positions in public or private settings. The program may also provide for preparation for certification as a mental health counselor.

The degree consists of 45 graduate credit hours, Advancement to Candidacy and Comprehensive Examinations, and a supervised externship. The following courses are required:

PY 615 Advanced Abnormal Psychology
 PY 619 Introduction to Counseling and
 Psychotherapy Process

PY 620 Theories of Counseling and
 Psychotherapy

PY 621 Techniques of Counseling and
 Psychotherapy

PY 622 Advanced Techniques of Counseling
 and Psychotherapy

PY 635 Use of Tests in Counseling

PY 705 Ethics and Legal Issues in Psychology

PY 730 Practicum in Counseling Psychology

PY 731 Externship in Counseling
 Psychology I

PY 732 Externship in Counseling
 Psychology II

PY 745 Research Seminar

Elective

Elective

Elective

Elective

Clinical/Counseling Options

The department offers a nine (9) hour clinical option for qualified counseling students and a nine (9) 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 21 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
 PY 602 Psychodiagnostics II
 Psychodiagnostic Elective

Counseling Option (9 credits)

PY 619 Introduction to Counseling and
 Psychotherapy Process
 PY 622 Advanced Techniques of Counseling
 and Psychotherapy
 PY 730 Practicum in Counseling Psychology

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 pur-

sued 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 to become a Licensed Clinical Professional Counselor (LCPC).

The certificate consists of 30 graduate credits beyond the master's degree. The student is not required to take Comprehensive Examinations, the Advancement to Candidacy Exam, or write a thesis. C.A.S. applicants do not need to submit Graduate Record Exam (GRE) scores.

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY (PSY.D.)

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 competencies adopted by the National Council of Schools and Programs in Professional Psychology (NCSPP; 1986-87 Mission Bay 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 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 psychodynamic or cognitive-behavioral 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 are strongly encouraged to 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, socio-economic 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 American Psychological Association (APA) reviews programs for accreditation after they have a full enrollment of students. Full enrollment was met during the 1999–2000 academic year, and the program was evaluated for the APA Committee on Accreditation through a written self-study and a site visit. The decision regarding accreditation will be made by the Committee on Accreditation during Fall 2000.

The Psy.D. program is listed by the National Register/Association of State and Provincial Psychology Boards in its publication, *Doctoral Psychology Programs Meeting Designation Criteria*. This listing recognizes that the Psy.D. program meets all academic requirements of participating state licensing boards for a graduate to be eligible for state licensure as a psychologist.

ADMISSION CRITERIA

Admission to the Psy.D. in Clinical Psychology will be 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 com-

plete 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 the Doctoral Committee on Admissions, 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;
- 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 15** 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 not offer any explanation to the student regarding the student's failure to be accepted for admission. Additionally, students will only be granted interviews for the program upon invitation from the Department. The in-person interview is required 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 134 credits for those students entering the first year of the curriculum and 100 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.

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 QPA 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 advisors to discuss the results of the PAR. If significant concerns are raised about a student's professional development, the Department Chair may appoint a Professional Assessment Review Committee to meet with the student to discuss those concerns and provide recommendations for remediation.

Comprehensive Examinations

Two comprehensive examinations are required and in order to remain in the program, students must pass them within three attempts. 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 project requires the student to demonstrate a sound understanding of an area of professional interest and provide a scholarly contribution which may be of an applied nature. It is expected that the dissertation project 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 project are required. The doctoral dissertation may consist of:

- The implementation and evaluation of a clinical intervention or training program, or evaluation of a pre-existing 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. A minimum of 1,410 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 will involve direct client contact/intervention. 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.

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.

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 2000 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
PY 615	Advanced Abnormal Psychology
PY 619	Introduction to Counseling and Psychotherapy Process
PY 620	Theories of Counseling and Psychotherapy
PY 832	Research Methods in Clinical Psychology I
PY 912	Colloquium (0 credits)
PY 918	Professional Supervision and Development (2 credits)

Spring Term

PY 602	Psychodiagnostics II
PY 621	Techniques of Counseling and Psychotherapy
PY 702	Externship in Clinical Psychology
PY 833	Research Methods in Clinical

- Psychology II
 PY 912 Colloquium (0 credits)
 PY 918 Professional Supervision and
 Development (2 credits)
 PYElective

Second Year

Fall Term

- PY 800 Professional, Legal, and Ethical Issues
 PY 801 Principles and Methods of
 Assessment I
 PY 814 Biopsychology
 PY 816 Life-Span Development
 PY 910 Case Conceptualization Seminar
 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 II
 PY 815 Psychopathology Seminar
 PY 818 Psychopharmacology
 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 810 Psychological Measurement
 PY 820 Cognitive and Learning Theory
 PY 860 Data Management for Professional
 Psychologists
 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

Spring Term

- PY 813 Social and Cultural Bases of Behavior
 PY 841 Behavioral Health Practice and
 Managed Care
 PY 845 Models of Psychotherapy #2
 PY 870 Diversity Seminar
 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 819 Historical and Philosophical Bases of
 Psychology
 PY 834 Program Evaluation and Outcomes
 Assessment Research
 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 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 and computer terminals are available for student research through the VAX system, as well as access to the Internet.

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 remis-

sion 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 (3.00 cr.)

A study of the rationale, theory, and standardization of individual cognitive tests with emphasis on the WAIS-III, WISC-III, Stanford Binet-IV, K-ABC, Bender Gestalt, and clinical interview. Examines the diagnostic features of the tests through the use of actual administration and interpretation of tests along with report writing. Ethical assessment and attention to diversity issues in accordance with the 1992 version of the APA Ethics Code are also addressed. *Restricted to M.A./M.S./Psy.D. students in clinical psychology. A lab fee is charged.*

PY 602 Psychodiagnostics II (3.00 cr.)

Prerequisite: PY 601. Students are instructed in the most recent developments and current status of the assessment of personality using projective techniques. The focus is on the theoretical basis, administration, scoring, and interpretation of the Rorschach (Exner System) and the Thematic Apperception Test. Some consideration is also given to other projective techniques. Where appropriate, professional ethics related to test development and use are discussed. Efforts will be made to discuss the current literature and personal experiences in assessment of diverse populations. *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 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. *A lab fee is charged. Typically offered bi-annually.*

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 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 semi-annually.*

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 619 Introduction to Counseling and

Psychotherapy Process (3.00 cr.)

Provides students with experiences enabling them to identify those factors which are essential in helping other persons to cope with themselves and their environment more effectively. Attempts to provide students with both didactic and experiential opportunities to apply their learning, so they can become more facilitative in the helping relationship.

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 Techniques of Counseling and Psychotherapy (3.00 cr.)

Prerequisite: PY 620. Familiarizes students with various counseling and/or psychotherapeutic techniques using classroom theory and laboratory learning experiences. Examines the identification and selection of effective strategies, along with the establishment and maintenance of the therapeutic relationship, and application of psychotherapeutic techniques in accordance with the most current data, recent relevant research, and standards.

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 Life-Style and Career Development (3.00 cr.)

A review of vocational/career/life style 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 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 clinical conceptualizations. *Typically offered bi-annually.*

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 a developmental framework for understanding clients' behaviors and difficulties and independently research a topic of particular personal interest.

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 650, PY 651. Written permission of the Director of Field Education is required. By arrangement with a selected research setting, students engage in a supervised research experience. *An externship fee is charged.*

PY 702 Externship in Clinical Psychology I (3.00 cr.)

Prerequisite: PY 602, 18 graduate hours. Written permission of the Director of Field Education is required. 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. Written permission of the Director of Field Education is required. A continuation of PY 702. On-campus group meetings are also included. *An externship fee is charged.*

PY 704 Special Topics in Clinical 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 705 Ethics and Legal Issues in 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 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 730 Practicum in Counseling Psychology (3.00 cr.)

Prerequisite: 21 graduate hours in Psychology, including PY 619 and PY 621. Practicum in counseling requires students to demonstrate competencies acquired in the prerequisite courses in a simulated counseling environment. Uses a multimedia approach as a means of enabling students to analyze, modify, and synthesize their own counseling style. Students must demonstrate a knowledge of and an ability to integrate into their counseling the most recent research and knowledge in the field of counseling.

PY 731 Externship in Counseling Psychology I (3.00 cr.)

Prerequisite: PY 730. *Written permission of the Director of Field Education is required.* By special arrangement with an individual and a selected mental health agency, students engage in a supervised counseling 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. *Written permission of the Director of Field Education is required.* A continuation of PY 731. On-campus group meetings are also included. *An externship fee is charged.*

PY 733 Externship: Continuation (3.00 cr.)

Prerequisite: PY 700 or PY 702 or PY 731. For students who wish to receive more than three 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 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 755 M.A. Thesis Seminar (3.00 cr.)

Prerequisite: PY 651. *Corequisite:* PY 763. Students are required to make a formal presentation of their M.A. thesis proposals to the faculty and students of the Psychology Department. Ensures the adequacy of preparation before the thesis research is begun as well as to acquaint other students with diverse areas of research.

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.*

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 (0.00 cr.)

Corequisite: PY 650. 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.*

PY 762 Thesis Guidance II (0.00 cr.)

Prerequisite: PY 761. *Corequisite:* PY 651. 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.*

PY 763 Thesis Guidance III (0.00 cr.)

Prerequisite: PY 761, PY 762. *Corequisite:* PY 755. 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.*

PY 764 Thesis Guidance IV (0.00 cr.)

Prerequisite: PY 761, PY 762, PY 763. *Corequisite:* PY 791. Students work with their major readers toward completion of their thesis. *A thesis guidance fee is charged.*

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 this 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.*

PY 791 SPSS-(Computer) Analysis of Psychological Data (3.00 cr.)

Prerequisite: PY 650 or written permission of the instructor is required. *Corequisite:* PY 764. Students learn to use the latest version of SPSS-PC to perform some of the most currently preferred parametric and non-parametric 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 and Methods of Assessment I (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 particular focus on measures of personality and symptomatology. Familiarizes students with the current use of standardized instruments in research and practice settings.

PY 802 Principles and Methods of Assessment II (3.00 cr.)

Prerequisite: PY 801. *Restricted to Psy.D. students.* A continuation of PY801. Focuses on advanced interviewing techniques, case conceptualization, and interpretation and integration of information from multiple sources such as psychological testing, medical records, educational history, etc.

PY810 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.*

PY815 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 application 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 834 Program Evaluation and Psychotherapy Outcome Assessment (3.00 cr.)

Students gain knowledge in the current theory and methods of program evaluation and outcomes assessment. Students also acquire skills which enable them to develop effective strategies for evaluating needs assessment and treatment outcome for a variety of populations and settings. *Restricted to Psy.D. students.*

PY 841 Behavioral Health Practice and Managed Care (3.00 cr.)

Prerequisite: PY 840. Restricted to Psy.D. students. Provides students with a comprehensive understanding of the current health care marketplace, delivery systems, and core competencies necessary for success in clinical practice and other professional leadership roles.

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, group, family systems, 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, religion, 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 899 Independent Study (3.00 cr.)

Prerequisite: Written permission of the instructor is required. 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 is required. 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 910 Case Conceptualization Seminar (3.00 cr.)

Instruction, practice, and feedback in current methods of case conceptualization, initial interviews with clients, and report writing. *Restricted to Psy.D. students.*

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.*

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.)

Prerequisite: Written permission of the Director of Field Education is required. Restricted to Psy.D. students. Students are placed in a clinical setting in the community for 10 hours per week. Supervision is provided on-site and in class using small group supervision. *(Pass/Fail)*

PY 921 Clinical Placement II (3.00 cr.)

Prerequisite: Written permission of the Director of Field Education is required. Restricted to Psy.D. students. Students are placed in a clinical setting in the community for 16 hours per week. Supervision is provided on-site. *(Pass/Fail)*

PY 922 Clinical Placement III (3.00 cr.)

Prerequisite: Written permission of the Director of Field Education is required. Restricted to Psy.D. students. Students are placed in a clinical setting in the community for 16 hours per week. Supervision is provided on-site. *(Pass/Fail)*

PY 950 Clinical Internship I (0.00 cr.)

Prerequisite: Written permission of the Director of Doctoral Education is required. Restricted to Psy.D. students. A full-time, 2,000-hour internship experience arranged in consultation with the Director of Field Education. 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 PY 950 to complete the internship. A *registration fee is charged. (Pass/Fail)*

OFFICE: Wynnewood Towers, Room T8M

TELEPHONE: 410-617-5317

CHAIR: Lisa Schoenbrodt, Associate Professor
DIRECTOR, MASTER'S PROGRAM IN SPEECH-LANGUAGE PATHOLOGY: Libby Kumin, Professor
CLINIC DIRECTOR: John Sloan

PROFESSOR: Libby Kumin
ASSOCIATE PROFESSOR: Lisa Schoenbrodt
ASSISTANT PROFESSOR: Kathleen Siren
ACADEMIC/CLINICAL CORE FACULTY: Diane Bahr, Ann Beetz; Cheryl Council; Mina Goodman; Paula McGraw; Barbara Miller; Janet Preis; Sandra W. Shapiro; Janet M. Simon; John Sloan; Lura Vogelmann; Kathleen Ward
ADJUNCT FACULTY: Maureen Boner; Christine Dufrene; Sally Gallena; Mia S. Groff; Eileen Haggerty; Barbara Hillsman; Michele Miller; Barbara Ness; Donna Pitts; Lori Sova; Christine Wallace

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 American Speech-Language-Hearing Association. 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 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 and Hearing Center in Baltimore; the Columbia Speech and Language Center; and the Timonium Speech and Language Literacy Center.

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). A personal interview may also be required.

There are a limited number of slots in the master's program, and admission is selective and competitive. Students are encouraged to apply early. The program is a two-year (four-semester), full-time program. **All applications must be received by February 1, and all decisions are made by March 15 for the Fall Semester.**

Students who have not completed an undergraduate major in speech-language pathology/audiology must complete prerequisites **before** applying to the master's degree program. These courses can be taken on a part-time basis at any accredited program and would typically require three to four terms to complete. In the last term of undergraduate prerequisite courses, students may apply for admission to the graduate program. Students must submit transcripts from all colleges where prerequisites were completed.

CREDITS REQUIRED

The degree requirements for the Master of Science in Speech-Language Pathology are a minimum of 45 credits. The number of credits required for the Certificate of Advanced Study in Speech Pathology is 30 credits beyond the master's degree.

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

The course of study leads to the degree of Master of Science. A minimum of 36 credit hours in coursework and 9 credit hours of clinical practicum are required for the degree. Students may have the opportunity to take coursework in reading, psychology, special education, and/or guidance and counseling to complement related coursework completed on the undergraduate level. 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 certification by the American Speech-Language-Hearing Association and for 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 practica are scheduled from Tuesday through Friday at various internship and externship sites.

COMPREHENSIVE EXAMINATION

As part of the master's program, students are required to pass the comprehensive examination. A written essay examination in five subject areas will be given. Students will contract for the areas in which they will write.

Applications must be received by the Comprehensive Examination Committee Chair at least 30 days prior to the date of the examination. The Speech-Language Pathology/Audiology 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 three 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 624 Language Disorders: Childhood Through Adolescence
- SP 704 Cognitive-Communication Disorders: Adult

SPEECH

- SP 600 Neurological Disorders of Speech
- SP 604 Voice Disorders
- SP 617 Fluency Disorders
- SP 664 Oral Motor/Swallowing Disorders

Other required professional coursework:

- SP 608 Multicultural Communication
- SP 625 Research and Experimental Design
- SP 656 Ethics and Professional Practice

Three of the following courses:

- SP 612 Aural Habilitation: Child and Adult
- SP 613 Advanced Phonology
- SP 650 Augmentative Communication
- SP 661 Communication Disorders and Family Counseling
- SP 662 Advanced Topics in Childhood Communication Disorders
- SP 663 Advanced Topics in Adult Communication Disorders

CLINICAL PRACTICUM

- SP 626 Clinical Audiology Internship
- SP 627 Clinical Audiology Externship
- 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

All programs are designed to comply with the certification and licensing standards of the Maryland State Department of Health and the certification requirements of the American-Speech-Language-Hearing Association. The Association has five major requirements for awarding the Certificate of Clinical Competence:

1. Prescribed minimal coursework on the undergraduate and graduate levels.
2. A minimum of 375 clock hours of clinical practice (at least 200 at the graduate level).
3. Membership in the Association.
4. Written evidence of nine months supervised, full-time professional employment, Clinical Fellowship Year (CFY) following the degree.
5. Passing a written examination administered through the association.

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 375 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, work with complex clinical problems, and/or conduct clinical research with the College faculty. 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

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 and Hearing Center 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 pro-

vided on an individual or group basis depending on the patient’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 and Hearing Center is a modern, fully equipped facility structurally designed to meet stringent acoustical standards. Diagnostic hearing testing is done in an Industrial Acoustics Company sound suite. Specialty therapy clinics in specific language/learning disabilities, fluency disorders, and audiological testing and aural rehabilitation 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.

All clinical supervisors hold Certificates of Clinical Competence awarded by the American Speech-Language-Hearing Association and are licensed by the State of Maryland.

Loyola College has professional affiliations with 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 Public Schools
- Baltimore City Public Schools
- Baltimore County Public Schools
- Catholic Archdiocese of Baltimore School System
- Children’s Guild
- Fort Howard Veterans Hospital
- Francis Scott Key Medical Center
- Gateway School
- Good Samaritan Hospital
- Greater Baltimore Medical Center
- Hearing and Speech Agency of Metropolitan Baltimore
- Howard County Public Schools
- Kennedy-Krieger Institute for the Habilitation of the Mentally and Physically Handicapped
- Johns Hopkins Hospital
- Maryland General Hospital/Bryn Mawr Rehabilitation

Maryland Institute for Emergency Medical Service System (Shock-Trauma)
 Maryland School for the Blind
 Maryland School for the Deaf – Columbia and Frederick
 Maryland Rehabilitation Center
 Milton Dance Head and Neck Cancer Rehabilitation Center (GBMC)
 National Rehabilitation Medical Center
 Saint Elizabeth School and Habilitation Center
 Saint Francis School for Special Education
 Scottish Rite Center
 Sinai Hospital
 United Cerebral Palsy of Central Maryland
 University of Maryland Hospital

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 at the Veteran's Administration Hospital – Fort Howard, 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 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. Kathleen Siren, Financial Aid Committee.

DISTINGUISHED SPEAKER'S COLLOQUIUM

The department sponsors an annual Distinguished Speakers Colloquium series which provides graduate students and practicing professionals with insight into advanced topics and exposure to skilled clinicians who are on the frontiers of the profession.

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.

ADVANCED CERTIFICATE PROGRAM

The Certificate of Advanced Graduate Study (CAGS) enables the professional who holds the master's degree in speech-language pathology or its equivalent to continue professional development. The department is approved as a Continuing Education Sponsor by the American Speech-Language-Hearing Association. The CAGS program offers:

1. Advanced state-of-the-art course work in an organized sequence of study.
2. Certificate awarded after completion of 30 credits beyond the master's degree.
3. Contact classroom hours for Maryland state license renewal.
4. Contact hours toward the ASHA Award for Continuing Education (ACE).
5. Advanced speciality clinical training in language/learning disabilities, adult aphasia, apraxia, voice disorders, head injury, dysarthria rehabilitation, oral motor treatment, augmentative communication, and other speciality areas.

COURSE DESCRIPTIONS

SP 600 Neurological Disorders of Speech (3.00 cr.)

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. Theoretical bases of acquired language disorders in the adult population. Diagnostic tools and treatment approaches based on theories of the nature of aphasia. 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.)

Clinical symptomatology, assessment, and habilitation for children with developmental disabilities; sensory cognitive, and neurological impairments; emotional disabilities; and multiple handicaps. Normal and disordered development of language/speech in young children from birth to age six.

SP 603 Introduction to Exceptionality (3.00 cr.)

Designed for professionals in human communications. Introduction to exceptionality through review of federal legislation and the associated handicaps defined within the law. Considers developmental and educational patterns, as well as service delivery models in special education. Students develop individualized diagnostic and treatment plans and review models for development of the ITP, IEP, and IFSP.

SP 604 Voice Disorders (3.00 cr.)

Normal aspects of respiration and voice production; physiologic, acoustic, and perceptual effects of respiratory and vocal pathologies; assessment and treatment of organic and functional voice disorders in children and adults.

SP 605 Graduate Seminar (3.00 cr.)

Selected topics relevant to clinical and/or research aspects of disorders of human communication.

SP 607 Communicative Disorders of the Geriatric Population (3.00 cr.)

Topics include anatomic, physiologic, cognitive, and psychosocial changes in the aging process; diagnosis and rehabilitation of communicative disorders including those associated with dementia; diagnosis and rehabilitation of dysphagia in the geriatric client; use of the interdisciplinary team approach in diagnosis and rehabilitation; alternatives to nursing homes; medicare issues; ethical dilemmas particular to this population; death and dying.

SP 608 Multicultural Communication (3.00 cr.)

Communication patterns in multicultural populations with special emphasis on African-American, Asian, and Hispanic populations. Assessment and intervention strategies for addressing communication disorders in bilingual, bidialectal, and multicultural populations.

SP 609 Clinical Applications of Advanced Behavioral Techniques (3.00 cr.)

Advanced concepts in clinical applications of behavior management. Major disorders and therapeutic approaches investigated from a behavioral framework in order to increase clinical effectiveness.

SP 610 Diagnostic Procedures in Language Disorders (3.00 cr.)

Prerequisite: SP 502 or Speech Pathology major. Diagnostic tests and evaluation procedures for assessing communicative functioning in children. Tests reviewed in terms

of theoretical construct, standardization procedures, reliability, validity, interpretation, etc. Also addresses differential diagnosis, pragmatic assessment, infant/preschool assessments, report writing.

SP 611 Advanced Diagnostic Procedures in Speech/Language Pathology (3.00 cr.)

Current speech/language diagnostic tests; evaluation procedures for school-age children. Emphasis on test/validity and reliability, differential diagnosis, naturalistic assessments, interpretation of all test results as applied to therapeutic intervention; interviewing and counseling techniques.

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, hearing aids, and intervention strategies.

SP 613 Advanced Phonology (3.00 cr.)

Normal and deviant developmental phonology. Distinctive feature, and phonological process analysis for assessment and intervention. Orofacial development and pathology with emphasis on cleft palate and related anomalies. Assessment and treatment for oro-nasopharyngeal and maxillo facial disorders.

SP 614 Advanced Pragmatics and Semantics (3.00 cr.)

Normal and disordered developmental pragmatics and semantics. Assessment and intervention for pragmatic and semantic language disorders in children and adults, including populations with language learning disabilities, mental retardation, and psychiatric disorders.

SP 615 Independent Study in Language Pathology (3.00 cr.)

Prerequisite: Written permission of the instructor is required. Students conduct a research study under the guidance of a faculty adviser. Students must obtain permission of the chair before registering for this course. *Students who choose the thesis option should register for this course.*

SP 616 Independent Study in Speech Pathology (3.00 cr.)

Prerequisite: Written permission of the instructor is required. Independent, in-depth study concentrated on a spe-

cific topic in speech, language, or hearing pathology to be approved by the department. *The student must be sponsored by a faculty member who will guide the study.*

SP 617 Fluency Disorders (3.00 cr.)

Approaches in the diagnosis and treatment of stuttering; practical considerations of major theories of stuttering in light of current research findings; specific emphasis on the clinical procedures employed in stuttering therapy.

SP 618 Clinical Audiology (3.00 cr.)

A didactic experiential course providing clinical experience in supra-threshold and omittance testing. Studies other advanced topics such as testing special populations, brain stem audiometry, electrocochleography, and electroacoustical measures of hearing aids.

SP 619 Pediatric Audiology (3.00 cr.)

Development of auditory skills and response behaviors; identification and assessment of auditory impairment in neonates, infants, and children through school age, including the difficult-to-test or exceptional child.

SP 624 Language Disorders in School Age Children (3.00 cr.)

Prerequisite: SP 602. Clinical symptoms, assessment, and intervention for school-aged children (ages 5–21). 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 and Experimental Design (3.00 cr.)

Experimental techniques in speech-language pathology/audiology. Students learn to use research tools and resources and evaluate professional research.

SP 626 Clinical Audiology Internship (2–3.00 cr.)

Identification, diagnostic, and rehabilitation procedures including air and bone conduction testing, speech audiology, emittance 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.*

SP 627 Clinical Audiology Externship (2–3.00 cr.)

Identification, diagnostic, and rehabilitation procedures including air and bone conduction testing, speech audiology, emittance testing, central auditory processing testing (CAPD), otoacoustic emissions testing, hearing aid fitting, and aural habilitation therapy. Clinical practice takes place at a selected externship site affiliated with the College. *Admission by application to the Graduate Clinical Placement Committee.*

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.*

SP 634 Clinical Speech-Language Pathology Internship (3.00 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.)

Provides students with the opportunity to gain intensive experience in selected multi-disciplinary clinical settings such as hospitals, rehabilitation centers, and schools. *Admission by application to the Graduate Clinical Placement Committee.*

SP 636 Advanced Clinical Practicum: Specialty Clinical Programs (4.00 cr.)

Advanced clinical placements providing experience with challenging client populations and with the most current treatment techniques.

SP 646 Clinical Practicum: Outside Placements (3.00 cr.)

Opportunities to complete supervised clinical experience in a variety of clinical settings such as hospitals, rehabilitation centers, health departments, schools. Students

may register for this course more than once. *Admission by application to the Graduate Clinical Placement Committee.*

**SP 649 Computer Literacy for
Speech Pathologists (3.00 cr.)**

Introduction to computer use and applications in speech/language pathology. Discusses software in the field; students write a basic therapy software program.

SP 650 Augmentative Communication (3.00 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 653 Evaluation/Selection of Clinical
Computer Software (1.00 cr.)**

Didactic-experiential workshop provides a framework of evaluation criteria to enable clinicians to evaluate commercial software packages and to select appropriate clinical software.

**SP 654 Augmentative Communication/
Technological Devices (2.00 cr.)**

Didactic-experiential intensive course. An overview of computer assistance in the development of communication aids for non-speaking populations.

**SP 655 Microcomputers: A Clinical
Management Tool (1.00 cr.)**

An overview of the microcomputer as a practice management tool. Includes clinical forms generation, word processing, billing, patient records, report writing, and IEP development. Appropriate for clinicians regardless of their employment setting.

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 is required. Students complete a proposal and/or thesis research as part of this course. *Restricted to students completing a Master's Thesis.*

**SP 660 Advanced Seminar in Language
Learning Disabilities (3-4.00 cr.)**

Advanced intensive didactic-experiential seminar in therapeutic procedures with the language learning disabled. *The four credit option includes clinical practice requirement.*

**SP 661 Communication Disorders and
Family Counseling (3.00 cr.)**

Focuses on family counseling in the assessment-intervention process for communication disorders from infancy to geriatric populations. Topics include ethnic/cultural, age, gender, social, and diagnostic label issues as well as acute and chronic disorder issues. Case studies and resources for family support are discussed.

**SP 662 Advanced Topics in Childhood
Communication Disorders (3.00 cr.)**

Prerequisite: SP 602, SP 624. Provides students with information regarding the four major areas in communication disorders with the pediatric population: communication disorders in the psychiatric population, pragmatic language development and disorders, issues in pediatric head injury, and communication disorders related to cleft lip and palate.

**SP 663 Advanced Topics in Adult
Communication Disorders (3.00 cr.)**

Prerequisite: SP 600, SP 601. Addresses expanding knowledge relating to adult communication disorders. Areas include closed and open head injury, right hemisphere brain damage, and other newly emerging professional areas.

SP 664 Oral Motor/Swallowing Disorders (3.00 cr.)

Prerequisite: SP 600. Assessment and treatment of oral motor and swallowing disorders in pediatric and adult populations. Current assessment and treatment techniques are mastered through a didactic-experiential approach. Addresses feeding, eating/drinking, and speech production concerns (e.g., dysarthria, apraxia).

**SP 665 Principles of Administration in
Speech/Language/Hearing (2.00 cr.)**

Basic concepts in supervision and program administration. Emphasizes systems management approach, including ASHA, CASE, and PPME, to review effective leadership style, organizational structure, case management, and program accountability.

SP 666 Assessment and Remediation of Dysphagia (2.00 cr.)

Skills needed to evaluate and treat problems in the oral phase of swallowing. In-depth assessment of oral-motor function and its relation to dysphagia, diagnostic profiles, and videotapes of swallowing in dysphagic patients. Presents specific treatment strategies.

SP 667 Third Party Coverage for Speech-Language Pathology and Audiology Services (1.00 cr.)

Review of third party coverage and reimbursement currently available and major changes in reimbursement strategies for cost containment. Discussion of HMOs, PPOs, employer coalitions, and prospective payment systems. Emphasizes the impact on professional services.

SP 670 Advanced Seminar: Adult Diagnostics (3.00 cr.)

Prerequisite: Graduate level neurological disorders and aphasia course. Designed for practicing speech-language pathologists or advanced graduate students. Presents procedures for evaluating CVA/aphasia, apraxia, dysphagia, dysarthric, and degenerative neurologic disorders. Additional topics include non-standardized assessment techniques; third party reimbursement.

SP 671 Presenting In-Service Training Programs to Nursing Home Personnel (1.00 cr.)

Lecture experiential program to teach speech-language pathologists how to conduct effective in-service training to nursing home personnel. The nature, cause, and treatment of commonly encountered disorders, with special attention to communication barriers in the nursing home setting. *In addition to the one day lecture, students will tour a nursing home and will be required to complete a project. For CAGS students only.*

SP 672 Cognitive Rehabilitation in Adult Head Injury (2.00 cr.)

Neuroanatomical and pathophysiological aspects of traumatic brain injury and its associated behavioral sequelae. Discusses in-depth testing procedures, the diagnosis of cognitive-linguistic deficits, and the development of treatment plans to facilitate cognitive retraining. Special cases discussed. *Course requirements include an independent project.*

SP 673 Evaluation and Treatment of Adolescent Head-Injured Patients (1.00 cr.)

A clinically oriented course presenting and in-depth analysis of a newly developed test, the ASAR normed

on adolescent closed head trauma patients. Attention given to a series of newly developed computer assisted language based intervention strategies for mildly impaired patients with memory loss and other residual cognitive impairments. *CAGS/special students only.*

SP 674 Administrative Internship (2-6.00 cr.)

Provides hands-on experience in the daily administration of a speech and hearing facility. Principles of administration, budgeting, public relations, and quality assurance techniques.

SP 675 Advanced Seminar: Treatment of Adult Neurogenic Disorders (3.00 cr.)

Designed for advanced graduate students and practicing speech pathologists. Lecture/observation/participation format used to present procedures for treatment of aphasia, dysarthria, apraxia, dysphagia, and right hemisphere language impairment.

SP 676 Semantic Acquisition in the Normal Child (1.00 cr.)

Theories of semantic acquisition. Explains how the child acquires relational terms, deictic terms, and logical connectives.

SP 677 Pragmatic Acquisition of the Young Child (1.00 cr.)

An overview of the acquisition of pragmatics in children. Addresses adult-child interactions, revision strategies, and the use of directions.

SP 678 Early Language Intervention (2.00 cr.)

Focuses on direct therapeutic techniques as well as home-based parent-child intervention. Covers the role of play in early language, levels of play activity, early cognitive growth, and the role of the speech and language pathologist.

SP 679 Conductive Hearing Loss and Language Development in Children (1.00 cr.)

Examines development of the central auditory nervous system and tests to evaluate CANS function with emphasis on the possible effects of conductive hearing loss on speech/language development and later academic performance. *Appropriate for speech pathologists, audiologists, and special education teachers.*

SP 680 Evaluation and Treatment Strategies for Oral and Written Language (2.00 cr.)

Formal and informal diagnostic procedures for assessing specific language deficits typical of intermediate, middle,

and high school age students. *May be taken by speech pathology CAGS students and students from allied disciplines.*

SP 681 Spelling: A Psycholinguistic Approach to Remediation (1.00 cr.)

Explores spelling from a psycholinguistic perspective including theoretical and practical considerations with implications for the language impaired student.

SP 682 Oral Expressive and Receptive Language Problems: Middle and High School (2.00 cr.)

Discusses social and academic implications of language deficits in adolescents. Uses a case study format to analyze language based learning problems, formulate diagnostic procedures, and derive practical treatment procedures.

SP 683 Amer-Ind Code (2.00 cr.)

Participants learn 250 Amer-Ind code signals which can be expanded into approximately 5,000 words. Theoretical basis for the use of Amer-Ind, as well as case selection and treatment design for clients with post-laryngectomy, glossectomy, aphasia, and mental retardation.

SP 684 Principles of Clinical Supervision (3.00 cr.)

Prerequisite: Permission of the department chair is required.
An overview of supervisory models with laboratory experience in a supervisory dyad.

SP 685 Discourse Analysis (2.00 cr.)

Discussion of discourse processing, proposition analysis, story structure analysis, and the role of cohesive devices in the language learning disabled population.

SP 686 Strategies for Remediation of Written and Oral Language Disabilities (1.00 cr.)

Assessment and intervention strategies for adolescents with written and oral language disabilities.

SP 687 Introduction to Cued Speech (3.00 cr.)

An introduction to cued speech, a system developed by R. Orin Cornett to facilitate language development in hearing impaired children.

SP 688 Language Acquisition and Language Impairment (2.00 cr.)

Nature of language acquisition in the normally achieving and in the language impaired child. Applies development of vocabulary, syntax, semantics, pragmatics, and connected discourse to language intervention procedures with children and adolescents who have language disabilities.

SP 689 Communicative Assessment Left and Right CVA (2.00 cr.)

Cognitive-communication deficits associated with left and right CVA adults and closed head injured patients. Reviews formal and informal assessment tools used to evaluate aphasia, dementia, and right hemisphere communication syndrome, including videotapes of administration and scoring of tests. Topics include sensory stimulation, development of functional communication systems, management of confused and agitated patient.

SP 690 Collaborative Consultation (2.00 cr.)

Examines the role of the Speech-Language Pathologist as consultant within an educational setting. Participants review topics which will enable them to consider the curriculum content as the basis for speech and language instructional activities. Covers preschool through high school levels.

SP 691 Pre-Speech, Feeding, and Early Oro-Motor Intervention (2.00 cr.)

An academic-experiential workshop addressing normal/abnormal feeding patterns using a developmental and neuromotor framework. Participants engage in evaluation and treatment planning activities.

SP 692 Clinical Skills Update: Fluency Disorders (2.00 cr.)

Advanced course in assessment and treatment of fluency disorders. Participants develop a multifactor approach to the treatment of fluency disorders.

SP 693 Written Language Disorders (2.00 cr.)

Provides theory and practice for the evaluation and treatment of written language disorders. Reviews strategies to enhance the development of written language skills.

SP 694 Whole Language/Structured Phonics (2.00 cr.)

Introduces the whole language/structured phonics approach to language instruction. Demonstrates this integrated process and reviews current research into this model of language development.

SP 695 Communication for Behavioral Change (2.00 cr.)

Reviews models of behavioral change which enhance instructional programs and the learning environment. Reviews strategies to enhance individual and group behavioral change.

SP 696 Clinic Update: Scope of Practice (2.00 cr.)

Designed to respond to issues/challenges facing the SLP/A within the profession. Topics covered: ethics, professional liability, quality assurance, record management, accountability, networking, funding, ASHA restructure, and service delivery mandates.

SP 697 Advanced Written Language Disorders (1.00 cr.)

Prerequisite: SP 693. Designed for speech-language pathologists who desire to increase competency in the diagnosis and treatment of complex written language disorders. *Open to post-master's students in speech-language pathology.*

SP 698 Diagnostic Procedures and Treatment of Oral Motor and Swallowing Disorders (2.00 cr.)

Includes management of oral motor and swallowing disorders, both in the pediatric and adult populations. Emphasizes neurodevelopmental approach.

SP 699 Updating Clinical Skills/Voice Disorders (2.00 cr.)

Current assessment, treatment, and documentation protocols for functional voice disorders. Format consists of case history review, technological assessment, and consultation with related professionals.

SP 700 Communication and Educational Reintegration of Children with Acquired Brain Injury (2.00 cr.)

Examines the issues related to the needs of children with acquired brain injury. Introduces protocols for assessment, intervention, or treatment. Transition topics address reintegration needs for communication, psychosocial development, and behavior.

SP 701 Development of Functional/Social Communication Skills with Developmentally Disabled Adults (2.00 cr.)

Examines the functional and social communication needs of developmentally disabled adults. Reviews current trends in transitional and vocational training considerations for adults. Examines assessment protocols and intervention programs and the modifications necessary in planning for this population.

SP 702 Clinical Practicum for Post-Graduate Students (2–6.00 cr.)

Prerequisite: Written permission of the instructor is required. An advanced placement designed to meet the needs of the post-graduate speech-language pathologist who desires advanced-level clinical training in preparation for professional re-entry, clinical specialization, or an

anticipated change in the professional practice setting. *Open to CAGS, special, or visiting students.*

SP 703 Applied Research Methods in Speech-Language Pathology/Audiology (3.00 cr.)

Introduces the student to methods of quantitative and qualitative research designs and their application to clinical work. Students are expected to design a research study applicable to their specific work setting. Students have an opportunity to conduct critical reviews of professional journal publications. *Open to CAGS students.*

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.

SP 706 Advanced Topics in Speech Production (3.00 cr.)

Current assessment, treatment, and documentation protocols for voice and fluency disorders. Major theories are discussed in light of current research findings, with specific emphasis on clinical procedures applicable in different settings.

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ASSOCIATE DEAN, EXECUTIVE AND GRADUATE

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PROGRAMS: Mary Jane Ruppert

PROGRAM ADVISER: Catherine J. Kodenski

EXECUTIVE PROGRAM ASSISTANT:

Barbara M. Melfa

PROGRAM ASSISTANT: Janice Vohrer

MISSION

The Sellinger School provides academically challenging management education inspired by the vision of the Jesuit tradition. The School embraces the principle of educating the whole person—body, mind, and spirit. The undergraduate experience is viewed as a transition from childhood to adulthood that requires a full spectrum of growth and educational experiences to prepare the student to live and serve in a rapidly changing world. Graduate programs serve working professionals seeking knowledge, 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.

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 (FEMBA) 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 – The International Association for Management Education 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 world-wide 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; 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; 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 our Executive MBA, MBA Fellows Program, Master of Business Administration, and Master of Science in Finance. All business programs of Loyola College are accredited by AACSB – The International Association for Management Education.

DEPARTMENTAL FACULTY

The faculty of the Sellinger School and their representative departments are as follows:

ACCOUNTING AND INFORMATION SYSTEMS

OFFICE: Sellinger Hall, Room 318

TELEPHONE: 410-617-2474

CHAIR: Jalal Soroosh, Professor

ACCOUNTING

PROFESSOR: Jalal Soroosh

ASSOCIATE PROFESSORS: William E. Blouch; John P. Guercio (emeritus); Kermit O. Keeling; Alfred R. Michenzi; Ali M. Sedaghat

ASSISTANT PROFESSOR: E. Barry Rice

INFORMATION SYSTEMS

PROFESSOR: Leroy F. Simmons

ASSOCIATE PROFESSORS: Ellen D. Hoadley; Laurette P. Simmons; George M. Wright

ASSISTANT PROFESSOR: Edward R. Sim

ADJUNCT FACULTY: John W. Hebel, Jr.; John C. McFadden; Joshua J. Reiter

ECONOMICS

OFFICE: Sellinger Hall, Room 318

TELEPHONE: 410-617-2357

CHAIR: John C. Larson, Professor

PROFESSORS: Frederick W. Derrick; Thomas J. DiLorenzo; John C. Larson; Charles R. Margenthaler (emeritus); Charles E. Scott; Phoebe C. Sharkey; Stephen J. K. Walters

ASSOCIATE PROFESSORS: Arleigh T. Bell, Jr. (emeritus); John M. Jordan (emeritus);

A. Kimbrough Sherman; Nancy A. Williams

ASSISTANT PROFESSORS: John D. Burger; Francis G. Hilton, S.J.; Norman H. Sedgely; Marianne Ward

ADJUNCT FACULTY: Joseph A. Gribbin; Jordan Holtzman; William McCaffrey

FINANCE**OFFICE:** Sellinger Hall, Room 218**TELEPHONE:** 410-617-2818**CHAIR:** Harold D. Fletcher, Professor**PROFESSORS:** Harold D. Fletcher; Thomas A. Ulrich**ASSOCIATE PROFESSORS:** John S. Cotner;

Albert R. Eddy; Lisa M. Fairchild; Walter R.

Holman, Jr.; Walter Josef Reinhart

ASSISTANT PROFESSOR: Joanne Li**ADJUNCT FACULTY:** William M. Boggs; Joseph

A. Cicero; David M. Kaufman; Lance A. Roth;

George D. Scheeler; Robert G. Sweet

STRATEGIC AND ORGANIZATIONAL STUDIES**OFFICE:** Sellinger Hall, Room 418**TELEPHONE:** 410-617-2619**CHAIR:** Nan S. Ellis, Associate Professor**LAW AND SOCIAL RESPONSIBILITY****PROFESSORS:** Andrea Giampetro-Meyer;

John A. Gray

ASSOCIATE PROFESSORS: Timothy B. Brown, S.J.;

Nan S. Ellis

ASSISTANT PROFESSOR: James B. O'Hara**ADJUNCT FACULTY:** Timothy F. Cox; Sheryl L.

Kaiser; Stephen R. Robinson; Craig D. Spencer;

Erika E. White

MANAGEMENT AND INTERNATIONAL BUSINESS**PROFESSORS:** Harsha B. Desai; Richard H.

Franke; Peter Lorenzi; Anthony J. Mento;

Tagi Sagafi-nejad

ASSOCIATE PROFESSORS: Christy L. DeVader;

Paul C. Ergler (emeritus); Raymond M. Jones;

Roger J. Kashlak; Neng Liang

ASSISTANT PROFESSOR: Ronald J. Anton, S.J.,

Michael L. Unger (visiting)

ADJUNCT FACULTY: Kevin Clark; Charles

Fitzsimmons; Avon Garrett; Mark Hubbard;

Janna Karp; Patrick Rossello; Michael Torino

MARKETING**PROFESSORS:** Ernest F. Cooke; Patrick A.

Martinelli (emeritus); Doris C. Van Doren

ASSOCIATE PROFESSORS: Gerard A. Athaide;

Sandra K. Smith Gooding; Darlene Brannigan Smith

ASSISTANT PROFESSOR: Richard Klink**ADJUNCT FACULTY:** James J. Albrecht; Barry K.

Hedden; Christopher T. Helmraath; Michael S.

Tumbarello

LOCATIONS

Executive and graduate programs in management are offered at the following locations:

Baltimore Campus

4501 North Charles Street

Baltimore, MD 21210-2699

410-617-5064/5067

Columbia Campus

7135 Minstrel Way

Columbia, MD 21045-5245

410-617-7600; D.C., 301-617-7755

Timonium Campus

2034 Greenspring Drive

Timonium, MD 21093

1-877-617-1500

410-617-5064/5067

MASTER OF BUSINESS ADMINISTRATION

OFFICE: Timonium Campus, Room 1118

TELEPHONE: 410-617-5067

DIRECTOR, GRADUATE BUSINESS PROGRAMS:

John F. White

ACADEMIC DIRECTOR: William E. Blouch

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 the set of elective courses.

The MBA program began in 1967 and is recognized as the premier business graduate program in the region. It integrates the 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 this curriculum to assure the development of leaders with values, broad understanding, and strategic vision.

The faculty of the Sellinger School are committed to instilling the following values, skills and knowledge in our students through the curriculum of the MBA program:

Values

- Ethical Commitment
- Appreciation for Diversity
- Continuous Personal Development
- An Orientation to Action

Skills

- Leadership
- Entrepreneurial Spirit
- Communication and Negotiation
- Teamwork and Collaboration
- Critical Thinking and Rigorous Reasoning
- Synthesis and Decision Making

Knowledge

- General Management
- Global Perspective
- Management by Information
- Affinity for Technology

The Joseph A. Sellinger, S.J., School of Business and Management is accredited by AACSB – The International Association of Management Education. Under the guidelines of AACSB, 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.**

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 the GMAT waiver:

- Possession of an advanced degree (e.g., master's, doctorate, etc.) *or*
- 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 non-refundable 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 20
Spring Semester (January start)	December 20
Summer Sessions (June start)	May 20

International Students

Fall Semester (September start)	May 15
Spring Semester (January start)	August 15
Summer Sessions (June start)	January 15

Late applications will be considered but with no guarantee of 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

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 Core 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, Finite Mathematics and Calculus Applied to Business Problems (BA 500; see Undergraduate Catalogue), which is specifically geared to the incoming graduate student.

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 main-frame 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 30 credits beyond the Core. All upper-level (700–899) courses are three credits. Courses in the Core (600–699) vary in number of credits. Waivers may be granted for previous academic experience (see The MBA Core). Of the 30 credits at the upper level, at least 24 must be taken in the Loyola MBA program.

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 ten courses. Please call the Graduate Business Programs Office at 410-617-5067 for further details on this exciting option.

THE MBA CORE

Graduate business programs may be pursued by students with either business or non-business undergraduate degrees. Once admitted, they will be enrolled in graduate courses to develop an integrated understanding of the complex environment of the manager. The Core provides a knowledge, skill, and vision base for the pursuit of upper level courses recognized by the AACSB – The International Association for Management Education. Each student must be waived from or have substantially completed Core courses before proceeding to upper-level coursework. Waivers are granted when a student successfully completes courses at the undergraduate ("C" or better) or graduate ("B" or better) level which are equivalent to the Core requirements. Upon admission, each student's transcripts will be reviewed for Core waivers.

Core Courses

- GB 600 Quantitative and Statistical Decision Making (3 credits)
- GB 611 Global Economic Analysis (3 credits)
- GB 612 Legal and Regulatory Issues* (1.5 credits)
- GB 613 Financial Reporting and Analysis* (1.5 credits)
- GB 614 Human Behavior and Organizational Effectiveness (3 credits)
- GB 615 Managerial Accounting* (3 credits)
- GB 616 Marketing Management (1.5 credits)
- GB 617 Global Enterprise (3 credits)
- GB 618 Operations Management (1.5 credits)

* In order to qualify to sit for the CPA Exam, the following core course substitutions should be made for students concentrating in accounting (see Concentration 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)

REQUIRED COURSES: THE VALUE-ADDED ORGANIZATION

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 Core requirements take a minimum of 30 semester credits of advanced graduate courses. The program includes six required courses and four electives. Three of the electives may be used to form a concentration. The other course should be chosen outside of that field to provide breadth of understanding.

The requirements include: a value and leadership focused course (GB 700); 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, as follows:

- GB 700 Ethics, Moral and Social Responsibility (3 credits)
- GB 701 Operations: Strategy, Products, Processes (3 credits)
- GB 702 Marketing Strategy (3 credits)
- GB 703 Financial Strategy (3 credits)*
- GB 704 Information Technology for Management (3 credits)
- GB 709 Business Strategy (3 credits)
- Four GB Electives (may include a Concentration; 12 credits)

CONCENTRATIONS 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 18 of the 30 upper-level program credits lie outside of a departmental discipline.

Accounting

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 and Information Systems 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 763 Federal Income Taxation
- 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 six required 700-level courses (GB 700, GB 701, GB 702, GB 703, GB 704, GB 709). Students may select an area of concentration, take any four electives, or choose to further specialize in accounting.

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.

Business Economics

Select three of the following courses:

- GB 719 Independent Study
- GB 780 Pricing Strategy
- GB 781 Monetary and Fiscal Policy Analysis
- GB 782 International Political Economy
- GB 786 Electronic Commerce: The New Economic Context
- GB 789 Special Topics in Business Economics

Finance

- GB 722 Investments Management

And select two of the following courses

- GB 723 Portfolio Management
- GB 724 Financial Markets and Instruments
- GB 725 Financial Institutions
- GB 726 International Finance
- GB 820 Advanced Financial Analysis
- GB 822 Security Analysis
- GB 825 Special Topics in Finance

Health Care Management

After consultation with a program adviser, students may take any three of the following courses offered at Loyola College or at least one course at Loyola with the remaining credits taken at area institu-

tions also offering healthcare curricula: (Courses at other institutions require prior approval from the program director.)

- GB 712 Health Care Financing
- GB 713 Special Topics in Health Care Management
- GB 719 Independent Study
- GB 743 Health Care Marketing

International Business

Select three of the following courses:

- GB 717 Global Strategy
- GB 719 Independent Study
- GB 726 International Finance
- GB 748 International Marketing
- GB 782 International Political Economy
- GB 795 Special Topics in International Business

Management

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 797 Special Topics in Management
- GB 895 Quality Management
- GB 896 Power and Influence
- GB 897 Negotiation and Dispute Resolution

Management Information Systems and Decision Sciences

Select three of the following courses:

- GB 719 Independent Study
- GB 730 Decision Making in the High Technology Environment
- GB 750 Information Analysis and Design
- GB 751 Information Technology and Strategy
- GB 755 Electronic Business Architecture, Systems, and Technologies

- GB 757 Business Support Technologies
- GB 759 Special Topics in Information Systems Management and Decision Sciences

Marketing

- GB 742 Advanced Marketing Strategy (should be taken after at least one of the courses below)

Select two of the following courses:

- GB 719 Independent Study
- 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

General Business

General Business is the designation for students who do not choose one of the above concentrations. Students may choose to develop their own focus. Suggested focus areas are Entrepreneurship and Family Business, or Management of Projects.

E-Business Electives

To meet the dynamic needs of today's marketplace, the College has developed a series of courses in E-Business:

- GB 745 Electronic Commerce Marketing
- GB 755 Electronic Business Architecture, Systems, and Technologies
- GB 786 Electronic Commerce: The New Economic Context

COURSE DESCRIPTIONS
**GB 600 Quantitative and Statistical
Decision Making (3.00 cr.)**

Prerequisite: BA 500 or equivalent, basic personal computer skills. Develops a systematic approach to problem solving through the application of quantitative models and statistical methods for decision making. Students learn to make decisions under certainty, risk, and in stochastic settings; use quantitative methods of algebraic optimization, linear programming, and decision matrices; and statistical methods including survey sampling, multiple regression, forecasting, estimation, and hypothesis testing. Procedures are demonstrated through personal computer applications.

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: BA 500 or equivalent. Develops analytic tools for the MBA program and for predicting the economic behavior of individuals and firms, industries, sectors, national economies, and international exchange systems. Students learn supply and demand analysis, monopoly and competition analysis, pricing and output policy, and economic growth and development of nations. Students are exposed to the methods and institutions related to monetary and fiscal policies. Coverage includes case studies of important economies, current international economic crises, NAFTA and other trade agreements, European common currency adoption problems, economies failing to grow with the rest of the world, patterns of global economic growth, exchange rate regimes, monetary control methods, taxation, incentive systems, the role of individual preferences and technology in market supply and demand analysis.

GB 612 Legal and Regulatory Issues (1.50 cr.)

An introduction to the American legal system focusing on the legal concepts and principles used to determine individual and organizational accountability, including those which apply to agency, forms of business organizations, corporate governance, and regulatory law relevant to an organization's roles and relationships (employer-

employee, issuer-investor, seller-buyer, competitors, environment).

GB 613 Financial Reporting and Analysis (1.50 cr.)

Focuses on the analysis and interpretation of financial statements. Students learn to construct a basic analysis of financial statements and needs of external users for accounting information. Topics include the accounting environment, accounting principles, and issues regarding preparing and presentation of accurate financial statements.

**GB 614 Human Behavior and Organizational
Effectiveness (3.00 cr.)**

Examines the impact of human behavior on organizational effectiveness using a combination of case studies and discussion. Considers global factors and cultural diversity with regard to world-class quality; team work; attitude toward work; satisfaction and commitment; building and exercising organizational power; the role of leadership; sustaining motivation; participatory decision making; and the process for change, development, and continuous improvement.

GB 615 Managerial Accounting (3.00 cr.)

Prerequisite: GB 603 or GB 613. Focuses on the use of accounting information by management in making strategic decisions. Students learn to understand and use various analytical tools for profit planning, control, and performance evaluation. Covers cost concepts, analysis, allocation; cost-volume-profit analysis; product costing systems, including activity-based costing; standard costs; responsibility accounting and performance measurement; capital budgeting, statement of cash flow, and financial statement analysis.

GB 616 Marketing Management (1.50 cr.)

Prerequisite: GB 611. Introduces students to a basic understanding of marketing's role in accomplishing an organization's mission. Topics include the marketing concept, segmentation, the marketing mix, product development, promotion, distribution, pricing, and using information to solve problems and make decisions.

GB 617 Global Enterprise (3.00 cr.)

Prerequisite: GB 614, GB 616. Focuses on the influence of international political, economic, social, cultural, legal, technological, and demographic external environments on cross-border business transactions and international financial and trade frameworks. Combines case study, lectures, and applications. Students learn to integrate the functional areas of a multinational entity, including

strategy, marketing, finance, human resources, and production into the international setting.

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 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, Moral and Social Responsibility (3.00 cr.)

Prerequisite: All Core courses. Focuses on alternative perspectives on business ethics and the moral and social responsibilities of business. Students learn to relate ethics, moral, and social responsibility to contemporary business while engaging in the process of individuation and reconciling their personal beliefs with the beliefs of their organization. Topics include ethical styles; alternative perspectives on property; profit and justice; and issues related to corporations, persons, and morality.

GB 701 Operations: Strategy, Products, Processes (3.00 cr.)

Prerequisite: All Core courses. Examines operations management as the analysis, planning, communication, coordination, and control that ensure and enhance the creation of value within an organization's 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 measure-

ment; implementation throughout the enterprise; and the effects of rapidly changing global competition, electronic communication, and technologies.

GB 702 Marketing Strategy (3.00 cr.)

Prerequisite: All Core courses. Examines market strategy development under conditions of environmental uncertainty and across the product life cycle. Introduces methodologies for gauging a changing environment using trend analysis and scenario building and applies other analytical tools which can help in making decisions at various levels of uncertainty and competitive intensity. Students learn to make marketing decisions by offering a more complete and sophisticated understanding of uncertainty and its implications for market strategy. 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 Strategy (3.00 cr.)

Prerequisite: All Core courses. Focuses on the study of the theory and application of financial analysis in the corporate strategic setting. Students develop an understanding of financial axioms and tools and their application to finance, operations, marketing, and strategic planning. Topics include valuation theory, financial markets, cost of capital, capital structure, and international finance. Uses cases and readings. *Restricted to MBA students.*

GB 704 Information Technology for Management (3.00 cr.)

Surveys the fundamentals of information technology and telecommunications from a management point of view and provides the foundation for follow-on courses in strategy and e-business. Topics include systems concepts and value, data management, systems analysis and design, telecommunications, distributed processing, societal and legal issues, and international aspects. Students gain a strong information technology knowledge set and an appreciation for information technology as process enabler and strategic facilitator in the Internet age.

GB 709 Business Strategy (3.00 cr.)

Prerequisite: GB 700, GB 701, GB 702, GB 703. Prepares students to think and act like a general manager and develops a general management perspective. Focuses on the functions and responsibilities of executives and their decisions which affect the character of the total

enterprise. Students learn to define the top management perspective and its strategic consequences; develop proficiency in meeting the general management responsibility in strategy formulation, implementation, and evaluation; understand the importance of context in formulating strategy; design and develop various functional plans for an organization; and initiate a strategy-making process. Topics include industry analysis; organizational strategy, systems, and culture; and the role of a general manager.

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 717 Global Strategy (3.00 cr.)

Prerequisite: All Core courses. Integrates the environmental and managerial forces affecting decision making in a global setting. Students learn to understand and integrate all the major facets of international business, including theoretical frameworks and multinational executives whose contributions are essential to the development of strategy at the global level.

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 (3.00 cr.)

Prerequisite: All Core courses. *Written permission of the instructor and the department chair is required.* 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 Analysis (3.00 cr.)

Covers the firm's investment and financing decision. Students learn the language of business; the sources of financial information; and the tools of financial analysis, planning, and control. Extensive use of financial statistical analysis and financial mathematical tools. Introduces new technologies in finance. Provides an introduction to financial institutions and capital markets. Topics include valuation and risk, financial leverage, capital structure, capital budgeting, financial statement analysis, forecasting, and financial ethics. *Restricted to MSF students.*

GB 722 Investments Management (3.00 cr.)

Prerequisite: GB 703 or GB 720. 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 net 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 or GB 720. 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 or GB 720. 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 trans-cultural commerce.

GB 729 Financial Modelling (3.00 cr.)

Prerequisite: GB 720. 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. *Restricted to MSF students.*

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, multiobjective value analysis, and simulation.

GB 742 Advanced Marketing Strategy (3.00 cr.)

Prerequisite: GB 702, 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 online, 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: GB 702. 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 702. 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.

GB 750 Information Analysis and Design (3.00 cr.)

Prerequisite: GB 701. Examines the activities, methodologies, technologies, techniques, and managerial implications involved in systems development. Students learn to play a significant role in the development of information systems. Topics include structured methodologies, input/output design, requirements definition, Computer-Aided System Engineering (CASE) software, and implementation planning.

GB 751 Information Technology and Strategy (3.00 cr.)

Prerequisite: All Core courses. Focuses on the understanding by the general manager or user of the important issues surrounding adoption of new information systems—computers, telecommunications, and automating technologies. Students learn to think strategically about business information technologies. Topics include new information systems—computers, telecommunications, and automating strategies.

GB 755 Electronic Business Architecture, Systems, and Technologies (3.00 cr.)

Prerequisite: GB 704. Presents a hands-on investigation and development of complex, electronic business systems. Students learn to analyze, design, and produce a working web-based system capable of advancing electronic business goals in different problem domains such as logistics, consumer purchasing, and employee productivity. Topics include system architectures; interfacing to commercial software, legacy systems, and other electronic business systems; innovation management; outsource analysis; and proper measurements of success.

GB 757 Business Support Technologies (3.00 cr.)

Prerequisite: All Core courses. Focuses on the effective management and application development of microcomputer systems for managerial productivity. Students learn to effectively employ end-user hardware and software in a business setting. Topics include the art and technology of effective business presentations, database analysis and design, operating systems, advanced spreadsheet concepts, and cooperative processing.

GB 759 Special Topics in Information Systems Management and Decision Sciences (3.00 cr.)

Prerequisite: All Core courses. 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, and total quality 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 is required. 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 non-business 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 Entity Taxation (3.00 cr.)

Prerequisite: GB 763. Advanced study of federal income taxation involving corporations and flow-through entities (partnerships; subchapter S corporations). Topics include formation, operation, and distributions from these entities. Includes basic tax research. The Internal Revenue Code and Regulations are an integral part of the 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 judgment 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 766 Advanced Auditing (3.00 cr.)

Prerequisite: GB 765 or equivalent. Covers Electronic Data Processing (EDP), auditing, statistical analysis and auditing, governmental auditing standards, internal auditing and the performance of operational audits, in-depth analysis of exposure drafts and recent pronouncements of the Auditing Standards Board, and international auditing standards. Case and group study orientation; includes outside literature reviews.

GB 770 Special Topics in Law and Social Responsibility (3.00 cr.)

Prerequisite: All Core courses, GB 700. 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 examination 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/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 and Fiscal Policy Analysis (3.00 cr.)

Prerequisite: GB 611. Analyzes economy-wide forces, policies, and institutions that directly determine and otherwise influence long-term economic trends and short-term fluctuations. Students are exposed to contemporary macroeconomics; prepared to discuss economic policies in professional settings; and prepared to begin studying macroeconometrics and to engage in professional policy analysis. Topics include the key ideas of Nobel Prize winners; national income and product accounting; balance of payments; unemployment; employment; labor force participation; international trade and finance; monetary and fiscal policies; facts and theories of long-term economic growth; facts and theories of business cycles; the powerful role of expectations and policy credibility; and modern electronic connections among all types of international markets.

GB 782 International Political Economy (3.00 cr.)

Prerequisite: All Core courses. Examines the theory and practice of international exchange and the sources of economic prosperity across nations from an economic perspective. Topics include the political economy of trade barriers; analysis of unfair trade practices; foreign exchange markets; demographics and economic growth; and property rights and trade institutions in other economies.

GB 786 Electronic Commerce:

The New Economic Context (3.00 cr.)

Prerequisite: All Core courses. Develops student understanding of the economic context of the rapidly expanding use of telecommunications technology and the Internet in business applications. Students learn how this evolution is changing the interface between businesses as well as consumers and businesses, affecting efficiency and competition. Topics include the role of electronic commerce in promoting efficiency and lowering transaction costs; the effect this has on the scale, scope, and boundaries of the firm; the effect electronic commerce has on productivity and growth through adjustments in division of labor; the effects electronic commerce has on global integration, competition, and price; and its role in transforming the workplace, employee skills, and the relationship between managers and labor.

GB 789 Special Topics in Business Economics (3.00 cr.)

Prerequisite: GB 611. Focuses in depth upon selected topics in contemporary business and financial economics, each semester's topics being based on student demand. Students acquire expertise in applying skills acquired in earlier courses to issues within the special topic area. Topics may include industry studies; modern manufacturing economics; modern environmental economics and management; advanced topics in labor and managerial economics; health systems 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, outplacement; 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: All Core courses. 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 797 Special Topics in Management (3.00 cr.)

Prerequisite: All Core courses. 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 or GB 720. 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 720 or GB 729. 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 subfields of finance and should be taken as one of the last courses. *Restricted to MSF students.*

GB 822 Security Analysis (3.00 cr.)

Prerequisite: GB 722. Examines the techniques analysis used to evaluate the intrinsic value of common stocks and corporate bonds. Students learn how to conduct a comprehensive evaluation of the equity and long-term debt instruments of a public corporation. Topics include financial statement analysis, profitability projection, valuation models, credit analysis procedures, and fundamental analysis.

GB 825 Special Topics in Finance (3.00 cr.)

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 860 Advanced Managerial/
Cost Accounting (3.00 cr.)**

Prerequisite: GB 762 or equivalent. Focuses on advances in managerial and cost accounting. Emphasizes cost management issues relevant to today's new manufacturing, services, and global business environment. Topics include cost accounting for service industry; ABC; JIT; TQM; and new techniques in performance evaluation. Since these concepts are originally introduced in the first cost accounting course, the primary teaching method consists of case studies and outside literature review.

GB 867 Special Topics in Financial Accounting (3.00 cr.)

Prerequisite: GB 761 or equivalent. 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 advantage 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 1118

TELEPHONE: 410-617-5067

DIRECTOR, GRADUATE BUSINESS PROGRAMS:

John F. White

ACADEMIC DIRECTOR: Lisa M. Fairchild

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 the 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.

The Joseph A. Sellinger, S.J., School of Business and Management is accredited by AACSB – The International Association of Management Education. Under the guidelines of AACSB, 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.**

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 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 the GMAT waiver:

- Possession of an advanced degree (e.g., master's, doctorate, etc.) *or*
- 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 non-refundable 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 20
Spring Semester (January start)	December 20
Summer Sessions (June start)	May 20

International Students

Fall Semester (September start)	May 15
Spring Semester (January start)	August 15
Summer Sessions (June start)	January 15

Late applications will be considered but with no guarantee of 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, economics, and statistics prior to entering the program.

DEGREE REQUIREMENTS

A minimum of 30 credits of advanced graduate courses (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 ten courses (30 credits), as follows:

- GB 720 Financial Analysis
- GB 722 Investments Management
- GB 723 Portfolio Management
- GB 724 Financial Markets and Instruments
- GB 725 Financial Institutions
- GB 729 Financial Modelling
- GB 820 Advanced Financial Analysis
- GB 821 Financial Policy
- GB 822 Security Analysis
- GB 825 Special Topics in Finance

The recommended sequence of courses is GB 720, GB 729, and GB 820 in the initial phase of the program. GB 724 and GB 725 can be taken at any time in the program. GB 722, GB 723, and GB 822 should be taken as a three course sequence. GB 821 and GB 825 should be taken as the final two program courses.

COURSE DESCRIPTIONS

Descriptions for GB courses can be found in the chapter concerning the Master of Business Administration (MBA).

EXECUTIVE AND GRADUATE PROGRAMS IN MANAGEMENT

LOYOLA/UAH MBA PROGRAM

OFFICE: Timonium Campus, Room 1118

TELEPHONE: 410-617-5067

ACADEMIC DIRECTOR: John A. Gray

ASSISTANT DIRECTOR, GRADUATE BUSINESS

PROGRAMS: Mary Jane Ruppert

UAH FACULTY: Gonzalo Arroyo, S.J.; Raphael Bergoeing; Patricio Crichigno, Sr.; Alfonso Cruz; Antonino Parisi; Raul Vergara

Since August 1995, the Sellinger School has offered the Loyola MBA in Santiago, Chile, in partnership with the Instituto Latino-Americano de Doctrina y Estudios Sociales (ILADES). ILADES was founded in Chile thirty-six years ago as a research institute by the Society of Jesus in response to the request of Latin American Catholic Bishops to apply the social teaching of the Church to the economic and social realities of Latin America. Because of the long tradition of close missionary relations between the Maryland Province of the Society of Jesus and the Chilean Jesuits, Loyola agreed to work with ILADES to offer an MBA in Chile. Since November 1997, ILADES has been affiliated with the world's most recently created Jesuit University, the Universidad Alberto Hurtado (UAH) in Santiago. Loyola has reaffirmed its commitment to the Santiago market by expanding its affiliation to include the UAH as a whole.

Loyola awarded its first MBA in Santiago in July 1997 to 42 graduates. Through January 2000, there have been more than 150 Loyola MBAs awarded to UAH students studying in Chile. UAH MBA students can enroll in a full-time day (intensive) or part-time evening (executive) program. The GB 600-level courses are offered in Spanish with Spanish materials, taught by UAH faculty. An articulation agreement admits students who have successfully completed the 600-level courses to Loyola MBA at UAH. The GB 700-level courses are offered in English with English materials. Sellinger School faculty teach most of these courses, including electives. For MBA students from the USA who would like to complete the 700-level component of their degree program in one year, the Santiago campus provides this opportunity.

The Joseph A. Sellinger, S.J., School of Business and Management is accredited by AACSB – The International Association of Management Education. Under the guidelines of AACSB, 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 or visit, www.UAHurtado.cl/MBA/.**

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 1118

TELEPHONE: 410-617-5067

DIRECTOR, GRADUATE BUSINESS PROGRAMS:

John F. White

ACADEMIC DIRECTOR: William E. Blouch

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 Concentration

Graduates from Loyola's evening MBA, Executive MBA, or MBA Fellows Program may enter the Master's Plus Program to obtain a second concentration. After successfully completing three courses through the evening MBA course offerings, a second concentration will be awarded. Consultation with the Graduate Business Program Director is required when selecting courses.

MBA FELLOWS PROGRAM

OFFICE: Timonium Campus, Room 1120

TELEPHONE: 410-617-5064/5065

DIRECTOR, EXECUTIVE MBA PROGRAM:

Manette Frese Gates

ACADEMIC DIRECTOR: Darlene Brannigan Smith

The MBA Fellows Program (FEMBA) is a thirty month, Saturday-only cohort program designed for fast-track emerging leaders seeking to advance their careers. Debuting Fall 2000 is an updated curriculum addressing the contemporary issues of today's managers. The program 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. Classes are held on Saturdays only, ending in early afternoon. The FEMBA Program focuses on the following outcomes:

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
- Affinity for Technology
- Management by Information

Throughout the program, students benefit from the following distinctive features of the Sellinger School's FEMBA 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 FEMBA 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 FEMBA 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 third year of the Program. With the facilitation of a FEMBA 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.

The Joseph A. Sellinger, S.J., School of Business and Management is accredited by AACSB – The International Association of Management Education. Under the guidelines of AACSB, 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 infor-**

information on courses and programs, contact the Office of Executive and Graduate Business Programs.

ADMISSION CRITERIA

Candidates for the FEMBA Program are selected by the Executive MBA Programs Committee on Admission and Academic 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.
- Interview with Program Director.

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, an essay, and a resume of their professional experience. All application materials should be sent to the Director of Executive MBA Programs.

FINANCIAL INFORMATION

Tuition for the FEMBA Program includes all courses, expenses for the Residency, an international field study, textbooks, fees, and educational materials. It is the policy of Loyola College to maintain the same tuition throughout the three years in the program. Upon acceptance into the program, students may choose from a variety of payment plans.

FINANCIAL AID

FEMBA 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.

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 FEMBA Program encompasses two and a half academic years, during which students complete 51 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 session on global business, including a ten-day international field study. The final phase of the program, ending in February, is highlighted by a live case study and ends with a retreat. Throughout the program, students participate in a number of 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 sub-

ject 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 FEMBA Program students are awarded a Master of Business Administration (MBA).

The following program applies to students in the Class of 2003 and later:

First Year: Fundamentals of Business

Residency

EF 600 Residency in Executive Leadership

Module 1: Fundamentals of Business I

EF 650 Strategic Planning and Analysis (5 weeks)
 EF 662 Human Behavior and Organizational Effectiveness
 EF 668 Financial Accounting (5 weeks)

Module 2: Fundamentals of Business II

EF 664 Analysis of Domestic and Global Economic Market Systems
 EF 672 Managerial Accounting

Module 3: Fundamentals of Business III

EF 660 Statistics and Quantitative Methods
 EF 670 Foundations of Economic and Business Analysis

Module 4: Fundamentals of Business IV

EF 772 Information Technology

Second Year: The Process of Value Creation

Module 5: The Process of Value Creation I

EF 661 Ethical Decision Making (5 weeks)
 EF 768 Operations Strategy and Management
 EF 769 Project Management (5 weeks)

Module 6: The Process of Value Creation II

EF 766 Government and Legal Environment of Business
 EF 674 Financial Management

Module 7: The Process of Value Creation III

EF 762 Financial Management II
 EF 764 Marketing Management

Module 8: The Process of Value Creation IV

EF 774 International and Global Business
 EF 775 International Field Study

Third Year: Innovation and Implementation

Module 9: Innovation and Implementation I

EF 714 New Product Development and Research
 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)

Retreat: Putting Values into Action

EF 777 Putting Values into Action

The following represents the second and third year curriculum for the MBA Fellows Class of 2002 and prior:

Second Year: Class of 2002

Session I

EF 674 Financial Management
 EF 776 Ethics and Professional Responsibility

Session II

EF 760 Strategic Marketing
 EF 762 Financial Applications

Session III

EF 764 Marketing Management
 EF 774 International Business

International Residency

EF 775 Global Environment and Strategies

Third Year: Class of 2001/2002

Session I

EF 768 Operations Management
 EF 772 Information Technology

Session II

EF 771 Leading Organizational Change
 EF 778 Strategy Process I

Session III

- EF 766 Legal Environment of Business
 EF 777 The Meaning of Work
 EF 779 Strategy Process II

COURSE DESCRIPTIONS

EF 600 Residency in Executive Leadership (1.75 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 non-profit 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 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 668 Financial Accounting (2.00 cr.)

Develops student awareness of the varying needs of external users of accounting information. Includes the preparation of financial statements in accordance with generally accepted accounting principles and how these statements are used in investment and funding decisions. *Students in the Class of 2002 or earlier receive 2.50 credits for this course.*

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. *Integrated with EF 660. Formerly titled, Managerial Economics.*

EF 672 Managerial Accounting (2.50 cr.)

Focuses on the development and use of accounting information for management decision making, profit planning, and control. Emphasizes product costing, responsibility accounting, cost analysis, and performance evaluation for internal purposes; e.g., budgeting, reporting to capital market, external purposes.

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 Research (2.5 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.

EF 719 Independent Study (3.00 cr.)

Prerequisite: Written permission of the program director is required. Provides students with the opportunity to do a research or business development project under the supervision of a professor.

EF 760 Strategic Marketing (2.50 cr.)

Considers the major components of marketing and develops an understanding of problems and goals of marketing executives. The participative, application-based approach includes an introduction to fundamental marketing concepts as they relate to products, services, people, and ideas. Uses specific marketing skills to develop a new “product” from conception to introduction in the marketplace. A team project focuses on product, price, promotion, and distribution strategies. Presents and debates social and ethical considerations of responsible marketing executives.

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. *Formerly titled, Financial Applications.*

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. *Formerly titled, Legal Environment of Business.*

EF 767 Technology, Innovation, and 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 Strategy and 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 e-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 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 re-design, 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 re-planning; 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. *Formerly titled, Leading Organizational Change.*

EF 772 Information Technology (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 CEO, 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. *Formerly titled, International Business.*

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. *Formerly titled, Global Environments and Strategies. Students in the Class of 2002 or earlier receive 3.00 credits for this course.*

EF 776 Ethics and Professional Responsibility (2.50 cr.)

Introduces ideas on ethics and professional responsibility and considers why people have varying opinions about ethical issues. Discusses major ethical and economical paradigms, their underlying assumptions, and limitations. 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 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. *Formerly titled, The Meaning of Work.*

EF 778 Strategy Process I (3.00 cr.)

Develops a general management understanding rather than a departmental, functional, or specialist orientation. Focuses on the functions and responsibilities of executives and their decisions which affect the character of the total enterprise. Strategy process concepts include: development of mission, goals, and strategies; the shaping of organizational culture; and mobilization of resources for the attainment of the enterprise's aspirations in the environment of global competition and/or adverse circumstances. Uses case and industry analyses and field studies conducted in a study group environment as learning vehicles.

EF 779 Strategy Process II (3.00 cr.)

Strategy process concepts are applied to a number of distinct situations called contexts. A context is a unique situation in which the strategy process is affected by the nature of the enterprise and its industry. Examines contexts a strategist is likely to encounter such as: the entrepreneurial context where a rather simple organization comes under the close control of a strong leader; mature context common to many large business and government organizations; diversified context where organizations have created divisions to manage diverse products or services; and innovation and professional contexts both involving organizations of high expertise where experts work relatively independently in stable conditions or in project teams under more dynamic conditions, respectively. Uses case analyses and a field study for a local organization.

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DIRECTOR, EXECUTIVE MBA PROGRAMS:

Manette Frese Gates

ACADEMIC DIRECTOR: Darlene Brannigan Smith

The Sellinger School Executive MBA Program (EMBA), one of the first in the country, is a twenty-one month, weekend cohort program designed for senior managers and executive leaders of today's fast-paced organizations. Debuting Fall 2000 is an updated curriculum addressing the contemporary issues facing executives.

The program 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. Class days occur one day a week, all day, alternating between Fridays and Saturdays. The EMBA program focuses on the following outcomes:

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
- Affinity for Technology
- Management by Information

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(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.

The Joseph A. Sellinger, S.J., School of Business and Management is accredited by AACSB – The International Association of Management Education. Under the guidelines of AACSB, 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.**

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). Can be waived at the discretion of the Admissions Committee based on a 3.000 or higher undergraduate grade performance or advanced degree (s).
- Interview with Program Director.

There is no minimum age requirement for admission to the EMBA programs. The average age for EMBA classes normally falls between 37 and 42 years, with participants’ ages typically spanning the late 20s to early 50s.

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 Director of Executive MBA 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.

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 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 a class 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).

The following program applies to students in the Class of 2002 and later:

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 604 Strategic Planning and Analysis (5 weeks)
 EX 614 Ethics in Business (5 weeks)

Module 2: Information for Decisions

- EX 603 Accounting for Executive Decision Making (continued)
 EX 605 Foundations of Economic and Business Analysis
 EX 607 Statistics (5 weeks)
 EX 707 Information Technology

Module 3: The Global Challenge

- EX 608 Analysis of Domestic and Global Economic Market Systems
 EX 609 International and Global Business
 EX 613 Government and Legal Environment of Business

International Residency

- EX 700 International Field Study

Second Year

Residency Period

- EX 711 Residency in Executive Leadership II

Module 4: The Process of Value Creation

- EX 702 Financial Management I
 EX 704 Marketing Management
 EX 721 Operations Strategy and Management

Module 5: The Strategy of Innovation

- EX 705 Financial Management II
 EX 714 New Product Development and Intrapreneurship
 EX 715 Technology, Innovation and Entrepreneurship

Module 6: The Integrated Challenge

- EX 703 Leading Change (5 weeks)
 EX 716 Management Consulting Application
 EX 717 Corporate Social Responsibility (5 weeks)
 EX 718 Strategy Integration and Implementation

Retreat

- EX 777 Putting Values Into Action

The following represents the second year curriculum for the Executive MBA Class of 2001:

Second Year: Class of 2001

Session I

- EX 702 Financial Management
 EX 704 Marketing Management
 EX 707 Information Technology Management (15 weeks)
 EX 720 Operations Management (5 weeks)

Session II

- EX 701 Entrepreneurship (5 weeks)
 EX 705 Financial Applications
 EX 707 Information Technology Management (continued)
 EX 708 Negotiations (5 weeks)
 EX 709 Leadership and Strategy (15 weeks)

Session III

- EX 703 Leading Organizational Change
 EX 709 Leadership and Strategy (continued)
 EX 710 Issues in Law and Corporate Social Responsibility

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 I (2.50 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 604 Strategic Planning and Analysis (1.25 cr.)

Focuses on the fundamentals of strategic analysis and planning. Students learn internal analysis of the firm and an 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 non-

profit sectors are compared and contrasted with regard to their approaches to strategic planning.

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. *Students in the Class of 2001 and earlier receive 2.50 credits for this course.*

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 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.

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 614 Ethics in Business (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.

EX 615 Accounting for Executive Decision Making II (1.25 cr.)

A continuation of EX 603 which focuses on application and student participation.

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 701 Entrepreneurship (1.25 cr.)

Develops the strategies and techniques and explores the attitudes relevant to creating and developing new ventures in a lively environment and develops a forum that supports 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.

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 (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. *Students in the Class of 2001 and earlier receive 2.50 credits for this course.*

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 indus-

tries. 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. *Formerly titled, Financial Applications.*

EX 707 Information Technology (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. *Formerly titled, Information Technology Management.*

EX 708 Negotiation (1.25 cr.)

An experience-based course in interest-based negotiation. Students learn the theory of interest based on “win-win” negotiations via readings, videos, and lectures. Each session is used to practice negotiations via role plays. The role play debriefings highlight different learning points stressed in the session. Students discuss international negotiations and prepare a guide to international negotiations.

EX 709 Leadership and Strategy (3.75 cr.)

Focuses on the functions and responsibilities of top management and the decisions which affect the character of the total enterprise. These decisions include choice of purposes, objectives, and strategies; the shaping of organizational character; and the mobilization of resources for the attainment of goals in the face of competition or adverse circumstances. Develops a general management point of view rather than a specialist or departmental orientation. In-depth case analysis and an in-depth study of an existing organization are

used to reinforce concepts and theories developed throughout this program.

EX 710 Issues in Law and Corporate Social Responsibility (2.50 cr.)

Covers the legal theory of the business firm including forms of organizations, corporate governance, securities, and agency. Also covers employment law, anti-trust, torts and product liability, and the constitutional rights of the business firm. In reviewing these issues, the social responsibility of the firm is explored.

EX 711 Residency in Executive Leadership II (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 Intrapreneurship (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 Technology, Innovation, and Entrepreneurship (2.50 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 716 Management Consulting Application (1.25 cr.)

Management consulting applications (MCAs), or field studies as they have been known, provide unlimited opportunities for explorations beyond the classroom. MCAs are a natural extension of readings, case studies, and computer-based, total enterprise business simulation. 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 is the submission of a usable idea that may include a strategic plan, business plan, new market development plan, new venture analysis and development, or financial plan.

EX 717 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.

EX 718 Strategy Integration and Implementation (2.50 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 CEO, Plant Manager, General Manager, Executive Director, President, Owner, and Managing Director. Also imparts 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.

EX 719 Independent Study (3.00 cr.)

Prerequisite: Written permission of the program director is required. Provides students with the opportunity to do a research or business development project under the supervision of a professor.

EX 720 Operations Management (1.25 cr.)

Develops advanced operations perspectives. Uses seminar-style active learning and discussion methods. Connects the strategy of the encompassing enterprise to strategic perspective in operations. Relates operations to marketing, finance, and other functional areas of the enterprise. Emphasizes abrupt and incremental process improvement methods, services and goods development strategies, total quality management, global project management, cross-functional teams, global communication and e-commerce, supply chain management, and world class operations. Case studies, guest speakers, special handouts, site visit, and video tours reinforce readings.

EX 721 Operations Strategy and 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 e-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 2000

JULY 2000

- 5 **Mail-In and Web Registration begin for Fall Semester**
- 21 **Web Registration ends for Fall Semester**

AUGUST 2000

- 11 **Mail-In Registration ends for Fall Semester**
- 22 In-Person Registration for Fall Semester: Baltimore Campus*
- 23 In-Person Registration for Fall Semester: Columbia Campus*
- 24 In-Person Registration for Fall Semester: Timonium Campus*
- 24 Second Summer Session ends
- 25 Late Registration begins for Fall Semester

SEPTEMBER 2000

- 4 Labor Day (No Classes)
- 6 **Classes begin for Fall Semester, except Education and Modern Studies**
- 6 Applications due for January 2001 Graduation
- 12 Late Registration ends for Fall Semester
- 13 **Fall Semester begins for Education and Modern Studies**

OCTOBER 2000

NOVEMBER 2000

- 3 **Mail-In and Web Registration begin for Spring 2001 Semester**
- 14 **Last day to withdraw from a course with a grade of "W" for Fall Semester**
- 21 Thanksgiving Holiday begins after last class
- 22-26 Thanksgiving Holiday
- 23 **Web Registration ends for Spring 2001 Semester**
- 27 Classes Resume

DECEMBER 2000

- 1 Applications due for January Psychology Preliminary and Comprehensive Exams
- 11-14 Exams and close of Fall Semester for Education and Modern Studies
- 18-21 Exams and close of Fall Semester
- 22 Christmas Break begins

SPRING SEMESTER 2001

JANUARY 2001

- 3 **Mail-In Registration ends for Spring Semester**
- 8 Psychology Advancement to Candidacy Preliminary Exam
- 8-9 Psychology Comprehensive Exams
- 9 In-Person Registration for Spring Semester: Baltimore Campus*
- 10 In-Person Registration for Spring Semester: Columbia Campus*
- 11 In-Person Registration for Spring Semester: Timonium Campus*
- 12 Late Registration begins for Spring Semester
- 15 Martin Luther King Jr. Day (College Closed)
- 18 **Classes begin for Spring Semester**
- 18 Applications due for May 2001 Graduation
- 24 Late Registration ends for Spring Semester
- TBA Speech-Language Pathology/ Audiology Comprehensive Exams

FEBRUARY 2001

- 1 Applications due for March Psychology Preliminary and Comprehensive Exams

MARCH 2001

- 5 Psychology Advancement to Candidacy Preliminary Exam
- 5–6 Psychology Comprehensive Exams
- 5–11 Spring Break
- 12 Classes Resume
- 23 Maryland Day Celebration

APRIL 2001

- 2 **Mail-In and Web Registration begin for Summer Sessions**
- 4 **Last day to withdraw from a course with a grade of “W” for Spring Semester**
- 12–15 Easter Vacation
- 16 Classes Resume
- 23–26 Exams and close of Spring Semester for Education and Modern Studies

MAY 2001

- 7–12 Exams and close of Spring Semester
- 18 Baccalaureate Mass: Reitz Arena, 2:30 p.m.
- 22 Commencement: Reitz Arena, 7:00 p.m.

SUMMER SESSIONS 2001**MAY 2001 (CONTINUED)**

- 11 **Mail-In and Web Registration end for first Summer Session**
- 23 In-Person Registration for Summer Sessions: Baltimore Campus*
- 24 In-Person Registration for Summer Sessions: Columbia Campus*
- 24 In-Person Registration for Summer Sessions: Timonium Campus*
- 25–6/4 Late Registration for first Summer Session
- 30 **First Summer Session begins**
- 30 Applications due for September 2001 Graduation

JUNE 2001

- 1 Applications due for July Psychology Preliminary and Comprehensive Exams
- 19 **Last day to withdraw from a course with a grade of “W” for first Summer Session**
- 29 Mail-In and Web Registration end for second Summer Session

JULY 2001

- 4 Independence Day (College Closed)
- 5 **Mail-In and Web Registration begin for Fall 2001 Semester**
- 11 First Summer Session ends
- 16 **Second Summer Session begins**
- 16 Psychology Advancement to Candidacy Preliminary Exam
- 16–17 Psychology Comprehensive Exams
- 16–17 Late Registration for second Summer Session

AUGUST 2001

- 7 **Last day to withdraw from a course with a grade of “W” for second Summer Session**
- 10 **Mail-In and Web Registration end for Fall 2001 Semester**
- 21 In-Person Registration Fall 2001 Semester: Baltimore Campus*
- 22 In-Person Registration Fall 2001 Semester: Columbia Campus*
- 23 In-Person Registration Fall 2001 Semester: Timonium Campus*
- 23 Second Summer Session ends
- 24 Late Registration begins for Fall 2001 Semester

* Consult individual departmental listings in the appropriate course schedule booklet for registration dates/times unique to each department.

NOTE: Pastoral Counseling, XMBA, 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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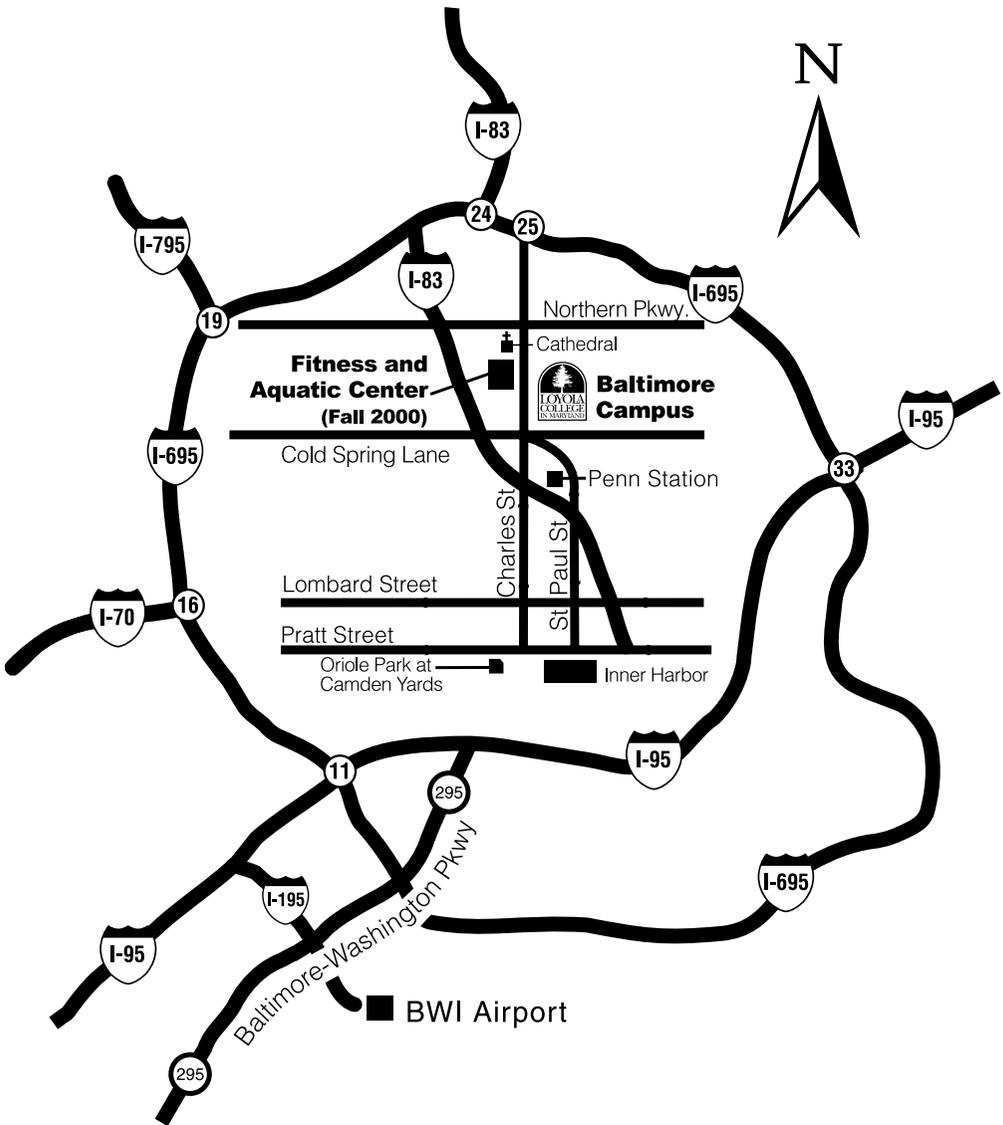
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MAPS

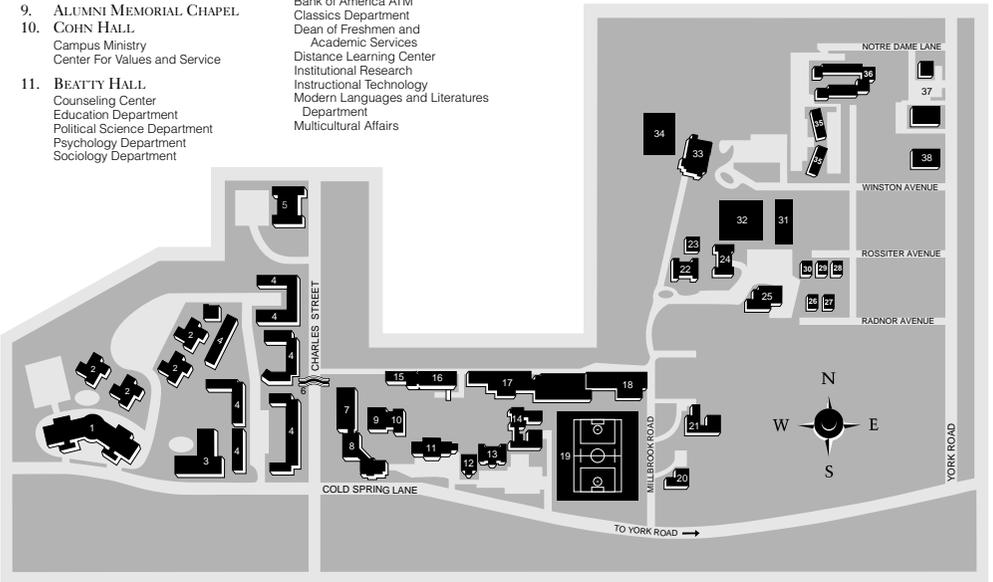
BELTWAY GUIDE

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.



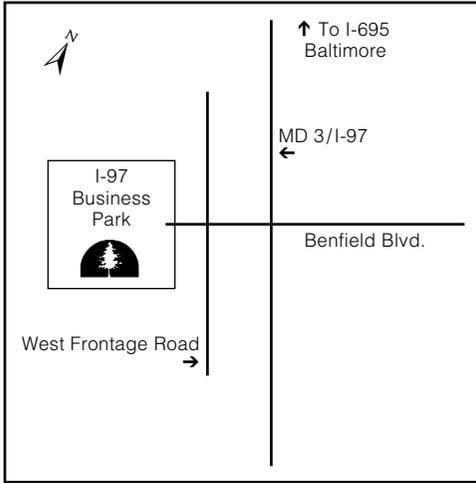
BALTIMORE CAMPUS

1. **WYNNEWOOD TOWERS**
Crestar Bank ATM
Cyber Café
Environmental Health and Safety
Event Services and Auxiliary
Management
Margaret A. McManus-Moag
Speech and Hearing Center
Off-Campus Centers and
Procurement
Pool (outdoor)
Primo's: The New Marketplace
Sodexo Marriott Dining Services
Administrative Offices
Speech/Language
Pathology/Audiology
Department
2. **GARDEN APARTMENTS**
Garden Garage
Sand Volleyball Court
3. **GULFORD TOWERS**
Studio Guilford
Telecommunications
4. **CHARLESTON HALL
APARTMENTS**
Alcohol and Drug Education and
Support Services
Health Services-Health Education
Programs
Student Life Office
Womens Center
5. **FITNESS AND AQUATIC
CENTER**
Recreational Sports Department
6. **USF&G PEDESTRIAN BRIDGE**
7. **KNOTT HALL**
Campus Card Administration
Mathematical Sciences Department
Physics Department
Post Office Window
Technology Services
8. **DONNELLY SCIENCE CENTER**
Biology Department
Chemistry Department
Computer Science Department
Engineering Science Department
9. **ALUMNI MEMORIAL CHAPEL**
10. **COHN HALL**
Campus Ministry
Center For Values and Service
11. **BEATTY HALL**
Counseling Center
Education Department
Political Science Department
Psychology Department
Sociology Department
12. **XAVIER HALL**
Human Resources
13. **JENKINS HALL**
14. **REV. FRANCIS X. KNOTT, S.J.,
HUMANITIES CENTER**
Admissions
Graduate
Undergraduate
Alumni Relations
Archives
Center for Academic Services
and Support
Communication Department
Dean-College of Arts and Sciences
Development
English Department
Financial Aid
Grant Services
History Department
Hug Lounge
Philosophy Department
Phonathon Center
Public Relations
Publications
Refectory
Secretary of the College
Sodexo Marriott Dining Services
Catering Offices
Theology Department
Vice President for Development
and College Relations
15. **SELLINGER SCHOOL OF
BUSINESS AND MANAGEMENT**
Accounting Department
Copy Center
Dean - Sellinger School of
Business and Management
Economics Department
Finance Department
Information Systems / Decision
Sciences Department
Strategic and Organizational
Studies Department
Law and Social Responsibility
Management and International
Business
Marketing
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Bank of America ATM
Classics Department
Dean of Freshmen and
Academic Services
Distance Learning Center
Institutional Research
Instructional Technology
Modern Languages and Literatures
Department
Multicultural Affairs
- Records
Resource Management
Student Administrative Services
Student Telephone Services
Vice President for Academic Affairs
Vice President for Administration
and Finance/Treasurer
Vice President for Student
Development and Dean of
Students
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CENTER**
Career Development and
Placement Center
Emil G. "Lefty" Reitz Arena
Mangione Swimming Pool
Sellinger VIP Lounge
Julio Fine Arts Wing
Art Gallery
Fine Arts Department
McManus Theater
Recital Room
18. **ANDREW WHITE STUDENT
CENTER**
Athletic Department
Bookstore
Boulder Garden Café
Campus Box Office
Commuter Affairs
Cyber Café
Leadership and New Student
Programs
McGuire Hall
Minority Student Services
Student Activities
Student Government Association
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20. **ARMIGER HOUSE**
President's House
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Jesuit Community Residence
22. **HAMMERMAN HOUSE**
Fava Chapel
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24. **BUTLER HALL**
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Center for Social and Community
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27. **302 RADNOR AVENUE**
Military Science/ROTC
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Government and Community
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29. **301 ROSSITER AVENUE-JUSTIN
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35. **AIERN HALL**
36. **MCAULEY HALL**
37. **5104 YORK ROAD**
Central Duplicating
Parking and Transportation
Post Office Sorting Room
Public Safety Administration
38. **5000 YORK ROAD**
Accounts Payable/Disbursements
Administration and Finance
Controller
Systems and Operations
Payroll
Administrative Systems
Development
Administration and Process Design
Word Processing



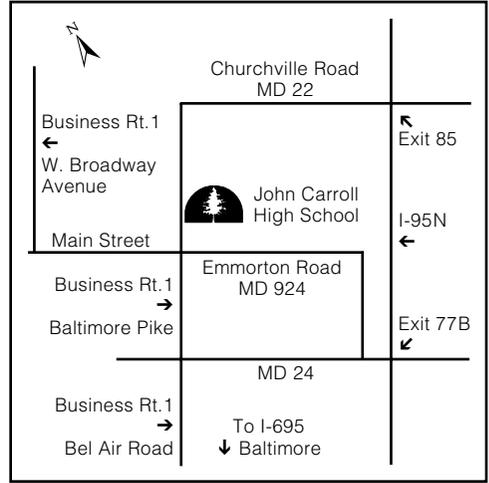
Anne Arundel County Center
I-97 Business Park
1110 Benfield Boulevard, Suite F

Take Route 97 to Benfield Road West. Continue past the first stop sign and turn right into industrial park.



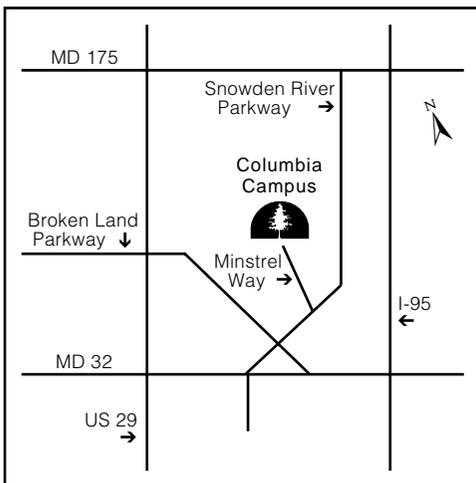
John Carroll High School
703 Churchville Road

Take I-95 North to Exit 77B. Go West on MD24 and turn right on Business Route 1/Belair Road. At fifth traffic light (Main Street), Belair Road becomes Churchville Road/MD22.



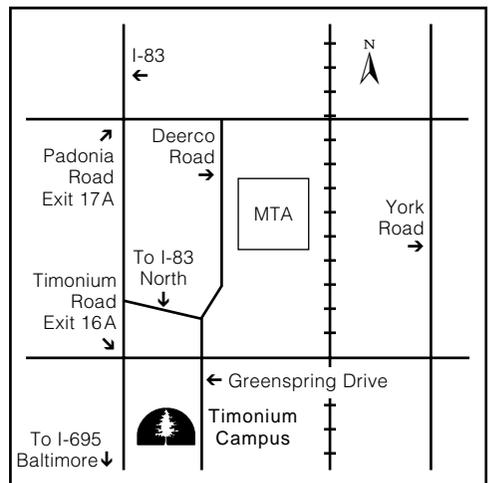
The Graduate Center – Columbia Campus
7135 Minstrel Way

From Baltimore: Take I-95 South to 175 West to Snowden River Parkway South to Minstrel Way West; **OR:** Take I-70 West to 29 South to 175 East to Snowden River Parkway South to Minstrel Way West.
From Washington, D.C.: Take I-95 North to 32 West to Broken Land Parkway North. Turn right on Snowden River and left on Minstrel Way; **OR:** Take 29 North to 32 East to Broken Land Parkway North. Turn right on Snowden River and left on Minstrel Way.



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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