

LOYOLA UNIVERSITY MARYLAND
2009–2010

GRADUATE PROGRAMS



Loyola College

School of Education

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

4501 North Charles Street
Baltimore, Maryland 21210-2699
410-617-2000
www.loyola.edu

LOCATIONS

Loyola University Maryland

Baltimore Campus

4501 North Charles Street

Baltimore, MD 21210-2699

General: 410-617-2000; 800-221-9107

Admission: 410-617-5020; 800-221-9107, ext. 5020

Education: 410-617-5095

Liberal Studies: 410-617-5590

Psychology: 410-617-2696

Loyola University Maryland

The Graduate Center – Columbia Campus

8890 McGaw Road

Columbia, MD 21045-4713

General: 410-617-7600

Admission: 410-617-5020; 800-221-9107, ext. 5020

Montessori: 410-617-7765

Pastoral Counseling: 410-617-7620

Speech-Language Pathology/Audiology:
410-617-7650

The Loyola Clinical Centers: 410-617-1200

Loyola University Maryland

The Graduate Center – Timonium Campus

2034 Greenspring Drive

Timonium, MD 21093-4114

General: 410-617-1500

Admission: 410-617-5020; 800-221-9107, ext. 5020

Financial Aid: 410-617-1500

Education: 410-617-5095

Graduate Business Programs: 410-617-5067

Loyola University Maryland

The Loyola Clinical Centers

Belvedere Square, Suite 100

5911 York Road

Baltimore, MD 21212

General: 410-617-1200

Loyola University Maryland

The Loyola Clinical Centers

The Graduate Center – Columbia Campus

8890 McGaw Road

Columbia, MD 21045-4713

General: 410-617-1200

TABLE OF CONTENTS

The University	5
Academic Regulations and Policies	14
Fees	26
Financial Aid	28
Admission	31
LOYOLA COLLEGE	38
Computer Science	40
Liberal Studies	47
Pastoral Counseling	60
Psychology	78
Speech-Language Pathology/Audiology	97
SCHOOL OF EDUCATION	106
Education Specialties	132
Montessori Education	142
Teacher Education	144
THE JOSEPH A. SELLINGER, S.J., SCHOOL OF	
BUSINESS AND MANAGEMENT	147
Master of Business Administration	150
Master of Science in Finance	164
Master's Plus Program	167
MBA Fellows Program	168
Executive Master of Business Administration	174
Academic Calendar	183
Board of Trustees	185
Directory	187
Maps	205
Index	208

IMPORTANT

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

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

Loyola University does not discriminate on the basis of race, sex, color, national or ethnic origin, age, religion, disability, marital status, or sexual orientation, in the administration of any of its educational programs and activities or with respect to admission or employment. The Designated Compliance Officer to ensure compliance with Title IX of the Education Amendment of 1972 is George Casey, Assistant Vice President for Human Resources, 5000 York Road, 410-617-2354. 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 George Casey, Assistant Vice President for Human Resources, 5000 York Road, 410-617-2354.

Loyola University is authorized under U.S. federal law to enroll nonimmigrant, alien students.

ACCREDITED BY:

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

APPROVED BY:

American Council on the Teaching of Foreign Languages
Association for Childhood Education International
Association Montessori Internationale (AMI)
Council on Exceptional Children
International Reading Association
National Council of Teachers of Mathematics

National Science Teacher's Association
Regents of the University of the State of New York
Maryland State Department of Education
Approved for Veteran's Education

MEMBER OF:

Adult Education Association of U.S.A.
AACSB International – The Association to Advance
Collegiate Schools of Business
American Association of Colleges for Teacher Education
American Association for Higher Education
American Speech-Language-Hearing
Association (ASHA)
Association for American Colleges and Universities
Association for Continuing Higher Education
Association of Graduate Liberal Studies Programs
Association of Jesuit Colleges and Universities
Baltimore County Chamber of Commerce
Commission on Higher Education of the Middle
States Association of Colleges and Schools,
3624 Market Street, Philadelphia, PA 19104;
215-662-5606
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
National Association of Graduate Admission
Professionals
National Association of Independent Colleges
and Universities
National Catholic Education Association
National Collegiate Athletic Association
National Council of Schools and Programs
of Professional Psychology
National University of Continuing Education Association

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

THE UNIVERSITY

HISTORY

Since its founding, Loyola has challenged itself to remain grounded in a centuries-old tradition of Jesuit, liberal arts education, while continually seeking to adapt to changing circumstances. This commitment to both its historic foundations and the institution it has become underscores the rationale behind Loyola's decision to change its designation to Loyola University Maryland in 2009.

Loyola rose from humble beginnings in 1852 as the first college in the United States to bear the name of Saint Ignatius Loyola. Loyola 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, Loyola moved in 1855 to a new facility at Calvert and Madison Streets—now the home of Center Stage, Baltimore's intimate theatre for professional drama groups and the Saint Ignatius Loyola Academy, a Jesuit middle school for boys. Loyola moved to its present home on the Baltimore Campus in 1921.

Today, Loyola is a Catholic comprehensive university with approximately 6,100 undergraduate and graduate students representing two-thirds of the United States and numerous foreign countries. The graduate programs now comprise almost half of the student population at Loyola. The programs, most of which are practitioner-oriented and designed for professionals seeking a greater level of expertise and satisfaction in their careers, span a broad spectrum.

Loyola's Joseph A. Sellinger, S.J., School of Business and Management offers the traditional Master of Business Administration (M.B.A.) and a Master of Science in Finance (M.S.F.), as well as the MBA Fellows and Executive MBA programs, tailored for professionals at different levels in their careers. The Sellinger School's 1988 accreditation (which was reaffirmed in 1999) by AACSB International—The Association to Advance Collegiate Schools of Business reinforced its commitment to providing the best education to Baltimore's business leaders. The traditional MBA program began in 1967 and it, along with the Executive MBA program (established in 1973 and one of the first of its kind in the United States), has provided quality business education to the Baltimore region for several decades.

The graduate program in psychology was established in 1968 to help prepare students to complete doctoral training in clinical or counseling psychology through a research-oriented master's program. Three years later, Loyola added a practitioner-based, master's-level train-

ing model to prepare students to work under the supervision of a licensed psychologist or to pursue doctoral training. The graduate psychology program, which trains students in both theory and skill development and offers field experiences at numerous sites throughout Baltimore, was expanded in 1996 to include a Doctor of Psychology (Psy.D.) in Clinical Psychology. The Psy.D. program is accredited by the American Psychological Association. The Psychology Department also offers certificate and prelicensure enrollment options for individuals seeking to complete the requirements for the Maryland Board of Examiners' Licensed Clinical Professional Counselor (LCPC) examination.

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

Since its inception in 1971, the Department of Speech-Language Pathology/Audiology has provided practitioner-oriented classroom study and clinical practice to professionals throughout the country. Accredited by the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA), the two-year, full-time speech pathology program features clinical observation and practicum opportunities through the Loyola's Clinical Centers and an extensive network of externship sites.

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

The School of Education, which marks its official launch in Fall 2009, builds on the long-standing achievements of Loyola's former Department of Education. It is the only school in Maryland with a dedicated focus on the advancement of achievement and development of city children and youth that is based on an analytical framework of identity, race, and culture. The graduate programs in education, the first of which were the Master of Education (M.Ed.) and a Master of Arts (M.A.) in Education, blend theory with practice in their mission to train tomorrow's educators. In 2002, Loyola's education programs received accreditation from the National Council for Accreditation of Teacher Education (NCATE); they were reaccredited in 2007. Also in 2007, Loyola began offering an M.Ed. in Kodály Music Education, and it received approval from the Maryland State Department of Education to offer the Master of Arts in Teaching (M.A.T.). Education courses are offered at the Baltimore, Columbia, and Timonium Campuses.

Loyola University Maryland adheres to its Jesuit, liberal arts tradition through its liberal 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 liberal studies program—which awards a Master of Arts (M.A.) in Liberal Studies—exists for all who believe that the mind constantly needs to be challenged and enriched.

A loyal alumni population, strong corporate and civic support, a diverse body of graduate programs, and the dedication and expertise of the faculty have all helped make Loyola the institution it is today and assure that the education offered at Loyola remains relevant in an ever-changing world.

MISSION

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

VISION

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

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

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

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

VALUES

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

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

As a Jesuit, Catholic university with a 150-year history, Loyola University adopts and adapts these characteristic emphases of the Ignatian heritage and reflects them in its life and work. Loyola’s Jesuit tradition was complemented and enriched by the tradition of the Mercy Sisters when it joined with Mount Saint Agnes College in 1971; and Loyola continues to remember and to recognize with gratitude the gifts which it received as a result of that joining, as will be seen in the text below. One of the particular ways in which Loyola preserves its religious heritage while recognizing and incorporating the necessary openness to pluralism which is characteristic of American higher education today is by encouraging all of its constituents to cultivate and to live by the following core values: academic excellence, focus on the whole person, integrity and honesty, diversity, community, justice, service, leadership, discernment, and the constant challenge to improve.

LEARNING AIMS

Master Knowledge and Skills

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

Think Critically

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

Manifest Leadership and Social Responsibility in the Workplace and Community

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

DIVERSITY STATEMENT

Loyola University 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 University actively promotes an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities among students, faculty, administrators, and staff.

CAMPUSES AND BUILDINGS

Loyola University maintains three campuses in the greater Baltimore metropolitan area. One, a traditional collegiate campus in northern Baltimore City, primarily houses the undergraduate programs. The Timonium and Columbia campuses focus on graduate programs. All three locations are modern and technologically sophisticated.

BALTIMORE CAMPUS

The **Alumni Memorial Chapel**, dedicated to Loyola alumni who served in World War I and World War 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 the Virgin 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** houses the office of Campus Ministry and the Center for Community Service and Justice. Just south of the Chapel is a September 11 Memorial, partially funded by a gift from the Class of 2003.

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 Reverend Francis Xavier Knott, S.J., Humanities Center**, the building underwent a major expansion and renovation in 1993 to fulfill the goal of centralizing academic and administrative offices. The Humanities Center houses the President's Office as well as offices for Admission, Advancement, the Counseling Center, and Financial Aid; faculty offices for the Departments of Classics, English, History, Philosophy, Theology, and Writing; a high-technology Honors seminar room; lecture-style classrooms; a conference room; and a dining area.

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

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

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

Xavier Hall is located between Beatty and Jenkins Halls. Originally a small chapel in Baltimore's Mount Washington neighborhood, the structure was donated by the pastor of the Shrine of the Sacred Heart. In Fall 1924, the chapel was systematically disassembled, trucked to the Baltimore Campus, and reconstructed during the remainder of the year. It formally opened as St. Francis Xavier Chapel on February 2, 1925. After the Alumni Memorial Chapel opened in 1952, Xavier Hall was converted into a student lounge until the 1970s when it was renovated into offices to accommodate the expanding needs of the Sellinger School of Business and Management. Once the Sellinger School building was completed, Xavier Hall was renovated and now houses administrative offices for the Division of Enrollment Management and Communications.

In 1965, Loyola expanded its classroom facilities with the addition of the five-story building, **Maryland Hall**. Named to acknowledge a 1962 grant from the state, the structure initially served as an engineering and science building. Maryland Hall now houses the Academic Advising and Support Center, the office of the Dean of First-Year Students and Academic Services, International Programs, the Department of Modern Languages and Literatures, a Language Learning Center, Instructional Technology, the Records Office, Student Administrative Services, and classrooms. A major renovation, completed in 2002, increased academic space; added high-technology classrooms; created a new, state-of-the-art language resource center; and made the building fully compliant with the Americans with Disabilities Act.

The **Joseph A. Sellinger, S.J., School of Business and Management**, a 50,000-square-foot classroom and office building which opened in January 2000, is adjacent to Maryland Hall and anchors Loyola's academic quadrangle. The facility, which features a five-story atrium, houses 10 classrooms, five seminar rooms, four conference rooms, the Dean's office, faculty offices, 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 of Loyola's formal entrances. Its construction enabled Loyola to expand and upgrade its science facilities to include 25 laboratories, three workshops and a number of faculty offices. The building also houses the Departments of Biology, Chemistry, Computer Science, Engineering Science, and their associated teaching/research labs. An expansion has added state-of-the-art laboratories, classrooms and faculty offices to the facility, reflecting Loyola's commitment to science instruction and research.

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

The **DeChiaro College Center** is a long, rectangular five-story building that opened in 1985. It houses the Julio Fine Arts Wing, containing faculty offices for the Department of Fine Arts; a rehearsal room; music practice rooms; an art gallery; a high-technology classroom, as well as studio classrooms for drama, art, and music; and a fully-equipped photography center. In addition, the wing contains the Career Center and the McManus Theatre, which has a seating capacity of 300.

The College Center underwent a major renovation that was completed in 2007. The new space includes offices for the Department of Communication, several conference rooms, and a black box theatre. The center also houses Reitz Arena, which contains a gymnasium with three basketball courts and a seating capacity of 2,000. The facilities also include a weight room, training rooms, locker rooms, a VIP lounge, and athletics offices.

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

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

The **Loyola/Notre Dame Library**, located midway between Loyola and the College of Notre Dame of Maryland, opened in 1973. The library, a joint venture of the two institutions, is unique in being governed by a special corporation established by both but distinct from either institution. 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.

Students are encouraged to make extensive use of the library and its resources, which include approximately 463,000 books and bound periodical volumes encompassing extensive collections in the humanities and social sciences, particularly in the areas of Catholic studies, education, management, and psychology. The media services department offers a particularly strong collection of more than 18,500 VHS, CD and DVD titles representing the best in educational productions, film classics, and contemporary works, as well as hundreds of print periodical subscriptions. In 2008, the library was expanded and renovated to provide added computer facilities, several high-tech classrooms, a digital media center, a 96-seat auditorium, and a variety of seating areas for individual or group study.

The library has become a leader in implementing digital technology among teaching institutions. It is the first academic library of its type in the nation to provide simultaneous searching capability of 16,000 full-text, electronic journal titles across multiple databases. Working with the Maryland Interlibrary Consortium in 2002, the library installed the Voyager integrated online library system in concert with Hood College, Mount Saint Mary's University, and Columbia Union College. Through the consortium, the library shares book holdings of more than 525,000 titles and allows online, reciprocal borrowing by all faculty and students at each institution, with the material delivered within

24 hours to the home library. Access to these technologies and extensive collections is available through the library's website (www.loyola.edu/library). The library also provides a live, 24-hour, online reference service to assist Loyola students and faculty with their information needs.

The **Service Building**, located on the east side of campus, houses offices for facilities operations, project management, and maintenance, as well as support operations for the Department of Public Safety/Campus Police. The **John Early House**, situated opposite, houses the Department of Military Science.

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

The **Fitness and Aquatic Center** opened in Fall 2000. The 115,000-square-foot facility features basketball, volleyball, and squash courts; the Mangione Aquatic Center with a pool, diving area, and seats for 500 spectators; running tracks; an indoor climbing wall; a 6,000-square-foot fitness center; and smaller activity rooms and offices.

The **Loyola Clinical Centers at Belvedere Square** serve as a training venue for Loyola graduate students, as well as a multidisciplinary center for the greater Baltimore community. The Clinical Centers offer a holistic approach to assessment, treatment, and consultation for clients and their families. The unique collaboration of the Departments of Pastoral Counseling, Psychology, Speech-Language Pathology/Audiology, and Teacher Education affords a comprehensive evaluation process for clients, as well as a unique learning environment for the training and professional development of Loyola students.

In Spring 1998, Loyola acquired a 3.79-acre parcel and building at **5104 York Road**, a half-mile from the Baltimore Campus. The property provides additional parking facilities and is home to a variety of administrative offices such as the Department of Public Safety/Campus Police, Transportation and Parking, and Printing and Mailing Services.

In 1999, Loyola acquired a building at **5000 York Road** that currently houses a variety of administrative offices.

THE GRADUATE CENTER—COLUMBIA CAMPUS

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

The Columbia Center offers modern classrooms with executive-style seating for 30 to 40 students; numerous technology classrooms; Montessori practice rooms; treatment and adjacent observation rooms for the Columbia extension of the Loyola Clinical Centers and the Center for Excellence in Down Syndrome; a hands-on science education classroom; and computer science classrooms and labs. Student services include a networked computer lab with 24-hour access, lounges and group meeting spaces, and a bookstore annex.

THE GRADUATE CENTER—TIMONIUM CAMPUS

Located adjacent to Interstate 83, one mile north of the Baltimore Beltway, the Timonium Campus provides classroom facilities and administrative office space for graduate programs in business, computer science, education specialties, liberal studies, and pastoral counseling as well as offerings in teacher education. The Offices of Graduate Admission and Graduate Financial Aid are also housed here.

This state-of-the-art facility offers spacious, high-technology classrooms with executive-style seating for 36 to 50 students; a computer science classroom; conference and small group rooms; a counseling lab; and a hands-on science classroom. Student services also include programming space, a computer lab with 24-hour access, a bookstore annex, and a student lounge.

SERVICES

ALANA SERVICES

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

BOOKSTORE

The bookstore has a location at each campus: Baltimore (410-617-2291), Columbia (410-617-7622), and Timonium (410-617-1970). In addition to new and used textbooks, the store has a selection of Loyola clothing and gifts, general reading books, school supplies, and snacks.

Textbooks and supplies required for courses taught at each campus may only be purchased at the bookstore located on that campus or by visiting www.lcb.bkstr.com. Course materials ship via UPS when available.

THE CAREER CENTER

The services of the Career Center are available to all Loyola students, graduates, and alumni/ae. The staff maintains a resource library, a schedule of career and job-readiness workshops, and a regular program of on-campus interviews with potential employers. A web-based database system called Hounds4Hire is available to coordinate the job search process via resume development, on-campus interviews, networking, and a resume referral system. The Alumni/ae Career Network provides knowledgeable career advice from a network of Loyola alumni/ae who have volunteered to assist the center. Students are welcome to meet by appointment with a career advisor to explore the resources and services of the center. The Career Center is located on the Baltimore Campus in the DeChiaro College Center, First Floor, West Wing, Room 002; 410-617-2232; e-mail: thecareercenter@loyola.edu; website: www.loyola.edu/thecareercenter. Evening hours are available; contact the center for hours of operation.

COMPUTER FACILITIES

Loyola University has extensive computer facilities for use in research and coursework. The University's computer network consists of over 2,500 workstations (PC, Mac, Linux, and thin clients) in labs, classrooms, and offices. Applications are powered through an elaborate architecture of over 120 servers running IBM AIX, Linux, and Microsoft Windows. Some academic applications are delivered through the Web using the Citrix Presentation Manager. Daily backups of network stored data are performed automatically and stored off-site. Network/internet access is provided to all students in their residence halls. Students can connect using either an Ethernet cable or through Loyola's wireless network. General purpose computer labs are located on the Baltimore Campus in various academic buildings and residence halls, as well as the Columbia and Timonium Campuses. Most labs are accessible 24-hours a day via Evergreen Card. Labs may contain IBM PCs, Macs, UNIX workstations, and laser printers.

The Student Technology Center (www.loyola.edu/stc) is responsible for overseeing student interaction with Loyola's technology. The center offers support services from general computing questions to data connectivity and mobile presence. Any questions concerning the use of computer facilities should be directed to the Technology Service Center, 410-617-5555. For more information on technology services at Loyola, visit www.loyola.edu/tsc.

DISABILITY SUPPORT SERVICES

The Disability Support Services (DSS) office recommends and coordinates support for students with disabilities. This includes both classroom and residential accommodations. Requests for accommodations are reviewed on a case-by-case basis. Examples of common accommodations include alternative arrangements for tests, note takers, reading material in alternative format, flexibility with class attendance, sign language interpreters, adaptive equipment, housing modifications, and parking.

Students must register with DSS, and information is confidentially housed in the DSS office. To register, students need to complete a DSS application, provide documentation of disability, and attend an intake meeting. DSS is located in 107 West Newman Towers; voice: 410-617-2750/2062/5137; fax: 410-617-2080; e-mail: mwiedefeld@loyola.edu or ashurson@loyola.edu; website: www.loyola.edu/dss. Students may call or e-mail to schedule an appointment.

HEALTH INSURANCE

All graduate students enrolled in a degree seeking program and taking a minimum of six credits are eligible to enroll on a voluntary basis in the University's student health insurance plan provided through Aetna Student Health. For more information, contact Aetna Student Health, 800-232-5481 or the Loyola health insurance manager, 410-617-5055. Information about the insurance can be obtained from Graduate Admission, the Student Health Center, or the Columbia and Timonium Campuses.

HOUSING

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

LOYOLA/NOTRE DAME LIBRARY

Students are encouraged to make extensive use of the library and its resources, which include approximately 463,000 books and bound periodical volumes; over 18,500 videos, DVDs, and CDs; and 820 print periodical subscriptions. The library has recently been renovated to provide added computer facilities, several high-tech classrooms, a digital media center, a 96-seat auditorium, and a variety of seating areas for individual or group study.

The library's website (www.loyola.edu/library) serves as a gateway to a variety of Internet resources. Students have Web access to numerous databases, including ERIC, PsycINFO, EIU ViewsWire (international business), ATLA (religion), Lexis-Nexis Academic Universe, Maryland Digital Library, Cambridge Scientific, and Business Source Premier. There is electronic access to full-text articles from over 39,000 periodicals. The library's catalog is shared by five other colleges; books from these colleges can be requested on-line and will be shipped within two days. The Multidatabase Search technology allows for simultaneous searching of multiple databases. Students can connect with these resources from any computer on Loyola's campus network, including library workstations. Databases can be accessed from off-campus by current students who are registered library users. The library is now wireless-enabled and provides in-house loans of Tablet PCs.

Librarians in the Research/Instruction Department assist students in selecting and using various information sources. Books and articles not owned by the library can usually be acquired through interlibrary loan. Customer Services Department staff are avail-

able to assist with reserve materials and copying/printing facilities. Many reserve articles are now online on the library's website.

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

Hours during fall and spring semesters are:

Monday–Thursday	8 a.m.–2 a.m.
Friday	8 a.m.–7 p.m.
Saturday	8 a.m.–8 p.m.
Sunday	10 a.m.–2 a.m.

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

PARKING

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

Baltimore Campus

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

Columbia/Timonium Campuses

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

POST OFFICE

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

RECORDS OFFICE

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

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

For online information regarding registration, graduation, student services, course schedules, forms, calendars, and other helpful links, visit www.catalogue.loyola.edu/records.

STUDENT ADMINISTRATIVE SERVICES

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

Monday–Thursday	7 a.m. – 6 p.m.
Friday	7 a.m. – 4:30 p.m.

For online information visit, www.loyola.edu/sas.

STUDENT HEALTH AND EDUCATION SERVICES

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

The center also promotes many wellness programs. For information, call 410-617-5055 or visit, www.loyola.edu/campuslife/healthservices/healtheducation-programs.

ACADEMIC REGULATIONS AND POLICIES

As a Jesuit, Catholic university, integrity and honesty are integral components of Loyola's core values. This commitment to integrity and honesty is manifested in an atmosphere of open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one's own work, as well as respect for others, their work, and their basic human rights.

ACADEMIC INTEGRITY

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

Faculty members are responsible for presenting syllabi with information about all coursework, including projects, examinations, and other assignments. At the first class meeting, faculty members should remind students of the standards of behavior and conduct to which students are expected to adhere.

Students at Loyola are citizens of an academic community that conducts itself according to an academic code of honor, following the Jesuit ideals of *cura personalis* and keeping within the school motto, "Strong Truths Well Lived."

All students of the Loyola community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments. The University's goal is to foster a trusting atmosphere that is ideal for learning. In order to achieve this goal, every student must be actively committed to this pursuit and its responsibilities. Thus, all students have the right, as well as the duty, to expect honest work from their colleagues. From this, students will benefit and learn from the caring relationships that the Loyola community trustfully embodies.

All registered students of Loyola University Maryland are bound to uphold the principles of academic integrity, and students are expected to understand the meaning and standards of academic integrity. Violations of academic integrity at Loyola include, but are not limited to, the following offenses as defined below:

cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

Cheating: The use of unauthorized assistance or material or the giving of unauthorized assistance or material in the carrying out of an academic assignment. An academic assignment includes all homework and projects assigned by the instructor. Students will also be expected to follow the rules set by a course instructor as presented on a written syllabus. The submission of papers or other assignments produced by another individual or furnished by a service (whether a fee is paid or not and whether the student utilizes some or all of the paper or other assignments) is a violation of the Academic Integrity Policy.

Faculty members should be explicit as to what is appropriate and inappropriate assistance on academic assignments. This guidance should make it clear to students what the faculty member allows with regard to proofreading, editing, etc. Ordinarily, consultation with faculty, library staff, tutors, and the like is appropriate unless the instructor has imposed stricter limits on the assignment or the course. For assignments involving multiple students, such as team projects, faculty should provide explicit guidance regarding their expectation with regard to collaboration and expectation on all aspects of the assignment.

Stealing: To take or appropriate another's property, ideas, etc., (related to an academic matter) without permission.

Lying: A false statement or representation (in an academic matter) made with the conscious intent to mislead others. The falsification may be verbal or in another form, as in the case of falsification of data.

Forgery: The intent to mislead others by falsifying a signature in an academic matter (Course Registration form, Change of Major form, etc.).

Plagiarism: "The act of appropriating the literary composition of another, or parts, or passages of another's 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). Students are expected to cite properly any material from a published or unpublished source, including material available on the Internet. Although academic disciplines may differ in the manner in which sources are cited, some principles apply across disciplines. In general, any ideas, words, or phrases that appear in another source must be acknowledged at the point at which

they are utilized in a student's work. Some program handbooks and course syllabi provide additional information or requirements.

Duplicate Submission: The submission of work (in whole or in part) that has been submitted in a prior or concurrent class without advance consent of the professor(s) assigning the work.

If the instructor believes that a student has committed a violation of academic integrity, the instructor shall meet with the student to review the evidence and the facts of the case. Whenever possible, this meeting should occur within 10 working days after the instructor becomes aware of a possible violation. The instructor considers any information provided by the student and determines whether a violation has occurred. If the instructor determines that a violation has occurred, the instructor determines the sanction and informs the student in writing of the decision and penalty, as appropriate. Normally, this notification occurs no later than 10 working days after the instructor meets with the student. The range of sanctions available for academic dishonesty includes resubmission of the assignment, a lower grade on the assignment, failure on the assignment, failure in the course, suspension, or dismissal from the program. If the course grade is *F*, then the student is automatically dismissed from the program.

If the student does not accept the decision of the instructor, the student asks the instructor, in writing, to prepare a written charge with the essential facts (the "Charge") for the department chair. For students enrolled in Liberal Studies or MBA programs, the instructor prepares the Charge for the appropriate academic program director. For students in all other programs, the instructor prepares the Charge for the appropriate department chair. The student must make this request no later than 10 working days after being informed of the instructor's decision. The instructor must submit the Charge to the chair or director, with a copy to the student, no later than 10 working days of receiving the request. The Charge should contain all relevant information pertaining to the case. Within 10 working days of receiving a copy of the Charge, the student may submit relevant information, in writing, to the chair or director.

Within 10 working days of receiving the Charge, the chair or director contacts the Chair of the Graduate Academic Standards Committee, who appoints a three-person Review Panel selected from members of the Committee. The Panel reviews files related to the case and meets with the student, chair or academic program director, and others whom the Panel deems to have relevant information. Third parties (such as lawyers, advisors, and family members) are not permitted to attend Panel meetings, which are audio recorded.

The Panel makes a written recommendation to the chair or director within 10 working days from the date of the Panel's last meeting.

If the Panel's recommendation involves the course grade, the chair or director forwards the recommendation to the instructor for consideration. The instructor has the final decision about the course grade, subject to the grade appeal process. However, if the Panel finds that the student did not commit a violation of academic dishonesty, the instructor may not penalize the student for academic dishonesty in assigning the grade. If the Panel recommends dismissal, the chair or director makes a decision and informs the student in writing; this notification should occur no later than 10 working days after the chair or director receives the Panel's recommendation. If the student is dismissed from the program, the student may appeal to the appropriate academic Dean on procedural grounds only.

If a student brings evidence or expresses concern about the academic integrity of a fellow student to the instructor, the instructor meets with the reporting student to determine if there is sufficient evidence to explore the matter further. If the instructor, after examining the evidence and speaking with the appropriate parties, determines that a violation has likely occurred, then the instructor follows the steps above.

If a student brings evidence or expresses concern to the chair or director about the academic integrity of a fellow student in a particular course, the chair or director meets with the reporting student to determine if there is sufficient evidence to explore the matter further. If there seems to be such evidence, the chair or director meets with the appropriate instructor. If the instructor determines there is sufficient information for further investigation, then the instructor follows the steps above.

If a student brings evidence or expresses concern to the chair or director about the academic integrity of a fellow student beyond a particular course, such as comprehensive examinations, the chair or director meets with the reporting student to determine if there is sufficient evidence to explore the matter further. If there seems to be such evidence and the chair or director is not the director of the student's particular program, the chair or director meets with that academic program director. If the director determines there is sufficient information for further investigation, then the director follows the steps above, taking the place of the instructor.

At the discretion of the chair or the director, the above timeline may be extended.

STANDARDS OF CONDUCT

As a Catholic university in the Jesuit tradition, Loyola strives to nurture the formation of “men and women for others” and to provide an atmosphere of *cura personalis*, care for the whole person, so that each individual can realize his or her full potential. All members of the Loyola community have the right to be treated with courtesy and respect. In this spirit, Loyola espouses the highest ethical standards and expects students, faculty, administrators, and staff to conduct themselves in a manner that upholds these principles. There are several general areas in which these Standards of Conduct apply: official University-wide policies, legal regulations, specialized professional codes of ethics, and generally acceptable standards of personal conduct.

Loyola University places in highest regard the establishment and maintenance of a campus environment of interpersonal care and personal responsibility. Only when such a community exists can the University fulfill its goal to ensure the intellectual, ethical, social, and spiritual development and growth of its students. Honesty, integrity, and taking responsibility for the welfare of self and others are characteristics of such a community. Loyola, therefore, sets high expectations of its students, as well as members of its faculty, administration, and staff, for conduct that supports the maintenance of a caring community. Students are expected to conduct themselves in such a manner as to ensure the health and welfare of all members of the Loyola community.

To these ends, students are expected to conform to all policies and regulations of the University. These include officially adopted policies such as the Harassment and Discrimination Policy and Procedures, Employee Grievance Policy and Hearings Procedures, Policy on Consensual Relationships, Loyola University Alcohol Policies and Procedures, and Ethical Use of Technology Policy, as well as policies on academic integrity and regulations concerning parking and the use of the Loyola-Notre Dame Library. Copies of these documents are accessible online, www.loyola.edu/academics/academicaffairs/gradprgms. Many of these policies specify procedures for handling alleged violations.

Some graduate programs require students to participate in an international field study or other study abroad experience. When involved in international programs, students should remember that each country has distinct laws, regulations, and acceptable standards of conduct. Loyola’s graduate students, as representatives of the University, are expected to abide by local standards for conduct, dress, speech, and social behavior. Graduate students should not violate local

standards or laws, and should not engage in behaviors that damage the reputation of international study programs or Loyola University.

Students must abide by federal, state, and local laws. A student who is accused of a crime may be required by the appropriate Dean to take a leave of absence until the matter is resolved. Upon resolution of the matter by federal, state, or local authorities, the appropriate Dean will forward the case to the appropriate body for determination of the student’s status, which may include dismissal from the University.

Graduate programs that have as their mission training students for a service profession include professional comportment as a requirement for students, in addition to academic performance and integrity. These departments have a process that allows for assessment of professional behavior and recommendation of remedial interventions. Such remedial recommendations or requirements may include personal counseling, additional supervision, additional coursework, or other assignments deemed useful for professional development. On occasion, students are unable to meet standards following remedial efforts or refuse to accept recommendations for remediation. In these cases, the departmental committee may recommend dismissal from the program. In addition, if the departmental committee finds substantial evidence of personal or professional difficulties, the Committee may recommend suspension (during which time the student may not take academic courses, clinical placement, or research work, or be in any other way connected with the University) with a required program of remediation or dismissal from the program. The student may appeal to the Graduate Academic Standards Committee. The student must file the appeal within five working days of receiving the decision of the department. The only grounds for appeal are procedural. The Graduate Academic Standard’s Committee’s decision is final.

Any member of the Loyola community who observes a violation of the standards of conduct for graduate students should bring it to the attention of the appropriate Dean, or his or her designee. Upon receiving information about a possible violation, the Dean, or his or her designee, investigates whether there is sufficient evidence to explore the matter further. If there seems to be such evidence, the Dean, or his or her designee, notifies the student in writing of the alleged misconduct. The student may submit written information related to the allegation to the Dean, or his or her designee, and may also request a meeting with the Dean, or his or her designee. If the Dean, or his or her designee, determines that a violation of the standards of conduct for graduate students has likely occurred,

the Dean, or his or her designee, forwards the file to the appropriate body for further consideration. For alleged violations of University-wide policies, such as harassment, the Dean, or his or her designee, follows the procedures as specified in the particular policy document. If the allegation concerns misconduct related to clinical work, the Dean, or his or her designee, refers the matter to the appropriate department chair who follows the procedures set forth in the appropriate program handbook. In all other cases, the Dean, or his or her designee, refers the matter to the University Judicial Process.

If the matter is referred to the University Judicial Process, then Vice President for Student Development, or his or her designee, appoints an Administrative Panel, drawn from faculty and administrators. The Panel hears the case, according to established procedures, and makes a decision about responsibility. If the student is found responsible, the Panel also determines the sanction. The Panel sends a written copy of the decision and sanction, if any, to the student. If the student is found responsible, the student may appeal to the University Board on Discipline. The student must file the appeal within five working days of receiving the Administrative Panel's decision. The only grounds for appeal are procedural. The appeal is heard by a Review Panel, drawn from members of the University Board on Discipline. The Review Panel hears the case and informs the student in writing of its decision. The Review Panel's decision is final.

Warnings, suspensions, and dismissals are possible penalties for violations of University regulations and standards of personal conduct. Suspension and dismissal are normally the only actions that are recorded on the student's permanent record.

A student may be separated from the University if it is determined that the student is suffering from a psychological or medical disorder, and as a result of the disorder engages in or threatens to engage in, or is likely to engage in, behavior that poses a danger to self or others; behavior that directly and substantially interferes with the lawful activities of others; behavior that results in the student's inability to pursue academic work; or if the student is in need of treatment beyond what is available at the University.

BUCKLEY AMENDMENT

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

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or sup-

port staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Loyola University Maryland to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

FERPA requires that Loyola University, with certain exceptions, obtain the student's written consent prior to the disclosure of personally identifiable information from the student's education records. However, Loyola University may disclose appropriately designated "directory information" without written consent, unless the student has advised the University to the contrary in accordance with University procedures. The primary purpose of directory information is to allow the University to include this type of information from the student's education records in certain institutional publications. Examples include the annual yearbook, Dean's List or other recognition lists, graduation programs; and directory information. Directory information is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a student's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Loyola University considers the following information to be directory information which can be released without the written consent of the student: name; photo; home, dorm, local, and e-mail address; home, dorm, local phone number; voice mailbox; class year; enrollment status; participation in officially recognized activities and sports; and weight and height of members of athletic teams. Every student has the right to file a written request with the University (Records Office) to restrict the listing of directory information in the printed and electronic address directory. If a student does not want Loyola University to disclose directory

information from the student's education records without the student's prior written consent, the student must notify the University annually, in writing, within the first week of classes: Records Office, 4501 N. Charles Street, Baltimore, MD 21210-2699.

The University may disclose educational records to the parents of a dependent student, as defined in Title 26 USC 152 of the Internal Revenue Code. Proof of dependency must be on record with the University or provided to the office responsible for maintaining records prior to disclosure of the records. Students may also sign an Authorization to Disclose Education Records to Parents, available in the Records Office (MH141) and online, www.catalogue.loyola.edu/records.

BACKGROUND CHECKS

Background checks may be required for participation in some programs. Where applicable, further information can be found in the program description within the department chapter of this catalogue.

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 the University which count toward a graduate degree at another institution are visiting students. These students must submit an authorization letter from the dean of the degree-granting institution indicating that the student is in good academic standing and outlining the specific courses to be taken at Loyola University. Visiting students in the Sellinger School of Business and Management must meet the same admission and prerequisite requirements as degree-seeking students. Visiting students are ineligible for a degree from Loyola University.

Visiting students must 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 are ineligible for financial aid from Loyola University.

Special Students

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

Postbaccalaureate Students

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

Postmaster's Students

Individuals with a master's degree may be admitted to Loyola College for the Certificate of Advanced Study (C.A.S.), a 30-credit minimum program beyond a master's degree in the area or related areas in which the master's degree was received. C.A.S. programs are offered in pastoral counseling and psychology.

Individuals with a master's degree may be admitted to the School of Education for the Certificate of Advanced Study in Education (C.A.S.E.), a 30-credit minimum program beyond a master's degree in the area or related areas in which the master's degree was received. C.A.S.E. programs are offered in educational leadership, curriculum and instruction, literacy, Montessori education, school counseling, and special education.

Individuals with a qualifying master's degree from Loyola University or another accredited institution may take specific courses in pastoral counseling, psychology, or school counseling in order to fulfill pre-licensure requirements or to prepare for examination leading to the Licensed Clinical Professional Counselor (LCPC) credential offered by the Maryland Board of Examiners of Professional Counselors.

Individuals with a master's degree qualify for admission to liberal studies and computer science as non-matriculating students. Individuals with a master's

degree in business from Loyola or an AACSB-accredited school may take individual courses under the Master's Plus Program, which do not lead to a degree.

Continuing Professional Education Students

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

STUDENT STATUS

A full-time student registers for at least nine credits during the fall semester, nine credits during the spring semester, and six credits during the summer sessions. Since instructors' assignments presume an average of 18 hours of study per course week in fall and spring and 24 in the summer, full-time students normally should not be employed for more than 16 hours a week.

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

INTERNATIONAL STUDENTS

REQUIREMENTS FOR ADMISSION

In addition to the specific program application forms for all graduate programs (see Admission chapter under Application Materials), international students are required to submit the following **additional** documentation:

- All applicants who are not native English speakers or who have not completed a degree program taught in English, must demonstrate proficiency in the English language. International applicants are required to submit the results of the Test of English as a Foreign Language (TOEFL). Loyola University accepts the paper, computer adaptive, and internet-based testing versions. Official TOEFL score reports cannot be more than two years old; Loyola's institution code is 5370. For additional information, contact the Educational Testing Service, Box 6155, Princeton, NJ 08541-6155 or visit their website, www.ets.org/toefl.
- Official transcripts are required for all graduate programs. Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).

- An International Student Supplemental Application must be submitted with the application materials. Applicants can obtain this form online by visiting, graduate.loyola.edu (select International Students under Graduate Admission).

OBTAINING THE FORM I-20

Loyola University is authorized under federal law to enroll nonimmigrant students who are citizens of countries other than the United States. International applicants to Loyola's graduate programs who need an F-1 student visa are required to submit documentation in addition to the academic credentials necessary for admission committee review. The following documents are required and **all** must be received before a Form I-20 can be issued:

- Personal statement or statement from benefactor affirming that all expenses will be met during the student's period of enrollment at Loyola. Expenses include tuition, fees, books, housing, medical, and all other living expenses (in U.S. dollars).
- Declaration of Finances Form must be accompanied by a current, original bank statement (in U.S. dollars) verifying that the funds are available to support the student's stay at Loyola. Please obtain this form on-line by visiting, graduate.loyola.edu (select International Students under Graduate Admission).
- Copy of official passport.
- Proof of health insurance for coverage during the student's program at Loyola University. Health insurance must include emergency evacuation and repatriation insurance.
- Tuition payment for the first nine credits. United States currency bank check payable to Loyola University Maryland.
- The \$25 registration fee.

Applicants must apply as full-time, degree-seeking students. In order to maintain F-1 nonimmigrant student status, accepted applicants must take and successfully maintain nine or more semester hours of graduate work during the fall semester and nine or more semester hours of graduate work in the spring semester. Students must complete the courses with a grade of *B* (3.000) or better in order to remain in good standing at Loyola University, which is necessary to maintain the F-1 nonimmigrant student status.

Once **all** required documents are received, the information is reviewed and, if approved, Loyola will issue a Form I-20 to the student.

OBTAINING THE F-1 STUDENT VISA

Students must pay a \$200 SEVIS processing fee directly to the Department of Homeland Security at least three business days prior to the visa interview at the U.S. Consulate Office in their home country. Students must present a receipt of payment at the time of application for the F-1 Student Visa at the U.S. Consulate Office and at the United States port of entry. Canadian students must pay the fee and have evidence of payment prior to arrival at the port of entry.

Students must make an appointment for an interview with the embassy or consulate office in their home country. Visa procedures may differ from one consulate or embassy to another. Before interviewing, check with the office where you plan to apply to determine exactly what additional supporting documentation is required. To obtain detailed information on the embassy or consulate in your area, visit the Department of State website, travel.state.gov. The consulate officer interviews the student and decides to issue or not issue the visa based on the interview, validity of the passport, and other required documents presented during the interview.

ENTERING THE UNITED STATES

A United States Citizenship and Immigration Services (USCIS) Officer examines the student's Form I-20, visa, and passport at the port of entry and issues a Form I-94 document. Entry into the country is recorded by the USCIS. **Students may not enter the United States more than 30 days prior to the report date on their Form I-20.**

REPORTING REQUIREMENTS

Once they arrive in the country, students must physically report to the international student advisor in the Office of International Programs, Maryland Hall 148 (410-617-2910). For new students, International Programs will make copies of the student's passport, Form I-20, and Form I-94 document. For continuing students, International Programs verifies information

in the SEVIS database and makes changes. Student SEVIS registration must be validated every semester the student is enrolled at Loyola University.

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)
- I *Incomplete*. (see Incomplete Grade)
- P *Pass*. Denotes satisfactory work, a B (3.000) or better, in an ungraded course.
- S *Satisfactory*. Denotes satisfactory work, equivalent to a C (2.000) or better for a course taken on a satisfactory/unsatisfactory basis. This grade means that course credits will be added to the student's credit total, but this grade has no effect on the student's QPA.
- U *Unsatisfactory*. Denotes unsatisfactory work, equivalent to a C- (1.670) or below, in a course taken on a satisfactory/unsatisfactory basis. This grade means that course credits have no effect on the student's credit total or QPA.
- W *Withdrawal*. Denotes authorized departure from course without completion. It does not enter into grade point average calculation.
- NG *No Grade*. Denotes grade to be submitted later or a course for which no credit or grade is given.
- NR *Not Received*. Denotes that the grade has not been submitted by the instructor.
- GL *Grade Later*. Denotes the first semester is completed in a two semester course for which a full-year grade is issued.
- L *Listener*. (see Audit Policy)

AW Denotes lack of attendance or completion of course requirements for students registered as a listener (audit).

Additional suffixes of (+) and (-) may be attached to passing grades to more sharply define the academic achievement of a student. In calculating a student's quality point average (QPA) on a per credit basis, A = 4.000; A- = 3.670; B+ = 3.330; B = 3.000; B- = 2.670; C+ = 2.330; C = 2.000; and F = 0.000. The QPA is computed by multiplying the grade points for each course times the number of credits for that course, summing these points and dividing by total credits taken. **Under no circumstances will a student be permitted to graduate unless the QPA is 3.000 or higher.** Honors are not awarded in graduate programs.

Courses considered in calculating the QPA are those taken at Loyola University 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 University's administrative intranet system, Web-Advisor. Students must have a User ID and Password (same as Loyola e-mail and Blackboard). 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 University or those who have borrowed and not returned equipment and supplies such as library books or athletic equipment.

INCOMPLETE GRADE

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

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

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

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

APPEAL OF A GRADE

Any student who has reason to question the accuracy of a grade should request a consultation with the instructor. If a satisfactory solution is not reached, the student should request, in writing, a formal review of the grade with the instructor. This request must be received by the University 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, normally within 30 working days of receipt of the student's request. If the student is still not satisfied, the student should make a request, in writing, within 30 working days of receipt of the instructor's resolution for a conference with the department chair. Students enrolled in liberal studies should make this request to the academic program director instead of the department chair. (In the case when the department chair or program director is also the instructor, a senior member of the department or program chosen by the appropriate Dean will chair the grade appeal conference.) Other parties (such as lawyers, advisors, and family members) are not permitted to attend these meetings. After conferring with the student and the instructor, the chair or director then sends a written recommendation to the instructor and the student.

If the chair or director recommends a change of grade and the instructor does not accept this recommendation, then the chair or director will appoint a two-member faculty 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 or academic program director. The decision of the panel is final. If the vote of the panel is split, the original grade stands. If the chair or director does not recommend a change of grade, the original grade stands and the student may not appeal further.

If a dismissal involves a grade appeal, then both the dismissal and the grade appeal must be filed within 30 working days of the close of the semester. Normally, grade appeals must be resolved prior to appeals of dis-

missal. 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*. Failure to comply with the official withdrawal procedure will result in a permanent grade of *F* (0.000).

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

ACADEMIC STANDARDS AND DISMISSAL

It is the student's responsibility to make certain that the minimum QPA requirement of 3.000, which is a *B* average, is maintained. Students who fall below this level of achievement will be placed on academic probation for one semester. Failure to raise the cumulative QPA to 3.000 in the following semester will result in dismissal from the program. The receipt of one *F* (0.000) will result in dismissal from the program. In Loyola College and the School of Education, the accumulation of two grades of *C+* (2.330) or lower will result in dismissal from the program. In the Sellinger School of Business and Management, the accumulation of three grades of *C+* (2.330) or lower will result

in dismissal from the program. Some departments and programs have additional and/or more stringent academic standards; these are listed in the relevant department or program section of this catalogue. As noted below, 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 within 30 working days after the notice of dismissal. Students enrolled in liberal studies or an MBA program appeal to the appropriate academic program director. Students in all other programs appeal to the appropriate department chair. Within 10 working days of receiving the student's appeal, the chair or director contacts the chair of the appropriate appeal body. In Loyola College and the School of Education, the review is conducted by a three-person Review Panel selected from members of the Graduate Academic Standards Committee. In the Sellinger School of Business and Management, the review is conducted by the Admissions and Retention Committee. The appeal body reviews information submitted by the student and meets with student as well as others whom the Panel deems to have relevant information. Third parties (such as lawyers, advisors, and family members) are not permitted to attend these meetings, which are audio recorded. The appeal body informs the student of its decision in writing, with a copy to the chair or director, within 10 working days from the date of the appeal body's last meeting. The decision of the appeal body is final. At the discretion of the appropriate Dean, the above timeline may be extended.

TIME LIMIT

Every degree program has a time limit to completion. While continuous enrollment is not a requirement of all graduate programs, most part-time programs allow students the flexibility to pursue their degrees on a self-paced calendar based on the availability of courses. This is most true for part-time programs designed for working professionals. Those programs that operate in a cohort format, with a sequenced curriculum (mainly full-time and fast-tracked programs), do require continuous enrollment in order for students to complete the program in the designed timeframe.

If a student in a part-time program fails to register for a course for three consecutive terms (including summer), the student will be withdrawn from the program and must reapply for admission and pay a readmission fee. Readmission is not automatic; readmitted students

are subject to any changes made in admission and degree requirements since the date of their first admission.

In Loyola College and the School of Education, a time limit of five years from the semester in which graduate courses are begun is normally allowed for the completion of coursework. Normally prerequisite courses do not count against the five-year limit. One additional year is permitted for completion of the thesis in areas where a thesis is a requirement. It is expected that a student will complete the thesis within two regular semesters after the one in which presentation is made in Thesis Seminar. Refer to the department for information regarding registration for Thesis Seminar, Thesis Guidance, or Thesis Guidance Continuation.

The Pastoral Counseling Department permits students to complete the Master of Science (M.S.) with a total of 66 credits within seven years. Students pursuing the Master of Arts (M.A.) must complete a total of 45 credits within seven years. Doctoral students are allowed seven years to complete all academic, clinical, and research requirements, including successful completion of the dissertation.

The Psychology Department allows students in the M.S. thesis track programs (45 credits) and the M.S. practitioner track programs (48 credits) six years to complete all degree requirements. The department allows students seven years to complete all of the requirements for the Psy.D. program, including the dissertation and internship. This necessitates that Psy.D. students apply for internship no later than the fall of their sixth academic year in the program.

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, 2.5-year schedule. The MBA evening programs require students to complete their degrees within seven years for the full 53-credit MBA; within six years for 38 credits; and within five years for 33 credits (core and electives only). The MSF program must be completed within five years of first enrollment in upper-level (700) courses. MBA and MSF students are expected to have completed 60 percent of their programs within the first four years.

LEAVE OF ABSENCE

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

In the Psychology Department, master's students should make this request in writing to the director of the master's program, and doctoral students should write to the director of clinical training. Students are allowed only one leave of absence during the course of their studies. If a student wants an additional leave of absence, that student must go through an appeals committee.

Federal Leave of Absence Policy

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

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

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

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

TEST MATERIALS

All examinations, tests, and quizzes assigned as a part of a course are the property of Loyola University. 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 (GB700–800) only. These courses are normally from AACSB-accredited institutions.

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. Within the Sellinger School of Business and Management, only courses from AACSB-accredited schools will be considered for transfer credit. 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, and only with prior written approval from the program director, may courses be transferred in after beginning degree work at Loyola University.

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 University. Academic records are available for student inspection, by appointment during office hours.

The transcript is a facsimile of the student's permanent academic record at Loyola. Only unofficial transcripts are given to the student; these transcripts do not receive the University 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 University and are signed by the director of records. Transcripts will be issued only upon the written request of the student concerned or the submission of an electronic request using the Loyola University secure e-mail system. Due to authentication restrictions, no other e-mail requests will be accepted. Telephone and fax requests

to issue transcripts are not accepted. There is no charge for transcripts.

Transcripts should be requested well in advance of the date desired to allow for processing time and possible mail delay. The University 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 University. 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 University. If that information is needed, the student must go directly to the issuing institution or agency.

GRADUATION

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

All students are required to file an application for graduation accompanied by the \$125 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 website 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 permitted 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 University understands that the costs associated with high quality education are of concern to students and their families. Accordingly, the University 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

LOYOLA COLLEGE

Computer Science (*per credit*) \$685

Liberal Studies (*per credit*) \$460

Pastoral Counseling (*per credit*)

M.A./M.S./C.A.S. \$495

Ph.D. (*dependent upon course level*) \$495/\$615

Psychology

M.S./C.A.S. (*per credit*) \$615

Psy.D., Class of 2014 \$25,154

Psy.D., Class of 2013 \$24,420

Psy.D., Class of 2012 \$22,800

Psy.D., Class of 2011 \$22,800

Speech-Language Pathology (*per credit*) \$615

Full-Time, Class of 2011 \$20,395

Full-Time, Class of 2010 \$20,050

SCHOOL OF EDUCATION

M.A./M.A.T./M.Ed./C.A.S.E. (*per credit*) \$460

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. \$17,368

C.A.S.E. \$12,750

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

Four-Summer Format: M.Ed. \$17,400

Four-Summer Format: C.A.S.E. \$13,200

(*2008–2011, WMI at LCM, Columbia Campus; inclusive, excluding prerequisite course fee*)

SCHOOL OF BUSINESS AND MANAGEMENT

MBA/MSF (*per credit*) \$685

Executive MBA, Class of 2011 (*all inclusive*) \$62,500

MBA Fellows, Class of 2012 (*all inclusive*) \$60,500

FEES (NON-REFUNDABLE)

GENERAL

Application Fee \$50

Certificates (*30 credits*) \$125

Declined Credit Card Fee \$25

Graduation Fee \$125

ID Cards (*replacement*) \$15

International Student Orientation Fee \$180

Late Registration Fee \$25

Parking Fee (*Baltimore Campus*) \$10

Readmission Fee \$50

Registration Fee (*part-time, per semester*) \$25

Returned Check Fee (*insufficient funds*) \$25

Special Testing Fee \$15

DEPARTMENTAL

School of Education

Montessori Prerequisite Course \$1,898

(*see Education*)

Laboratory Fee \$60

Field Experience \$100/\$200

Pastoral Counseling

Doctoral Dissertation Fee \$1,400

(*per semester of dissertation guidance*)

Clinical Training Fee

M.S., Full-/Part-Time

\$1,128

(*per clinical course; four courses*)

C.A.S. (*per semester; two semesters*)

\$1,128

Advanced Individual Supervisory Fee \$250

(*PC805/PC806, per semester*)

Psychology

Laboratory Fee \$75

Field Experience (*M.S./C.A.S.*) \$300

Dissertation Fee (*PY906/PY907, per semester*) \$300

Thesis Guidance Fee

PY761–764 (*dist. over four semesters*)

\$1,200

PY757/PY765 (*per semester*)

\$300

Comp. Exam Guidance Fee (*PY758*) \$100

Registration Fee (*PY950/PY951*) \$25

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 (excluding Montessori):

Fall/Spring Semesters

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%

Subsequently, no refund is made.

FLAT RATE

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

Fall/Spring Semesters

prior to the first class meeting	100%
prior to second week of classes	80%
prior to third week of classes	60%
prior to fourth week of classes	40%
prior to fifth week of classes	20%

Subsequently, no refund is made.

PAYMENT OPTIONS
IN-PERSON/MAIL-IN REGISTRATION

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

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

WEB REGISTRATION

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

All payments or required payment authorization documents must be received by the University no later than 10 days after the registration request information is submitted via the Web. Failure to meet the 10-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 Stafford Loan must be completed and received by the Financial Aid Office at least four weeks prior to registration to ensure that loan proceeds are available for payment of University charges. Late applicants must pay all University charges when registering for classes.

PAYMENT PLANS

Semester promissory notes are available to all graduate students. Students who choose this option will receive documents for signature that are to be returned to the University within 10 days, along with the necessary down payment. A minimum of two classes is required, and a \$35 administrative fee is applicable. This option is available for the fall and spring semesters only.

FINANCIAL AID

All federal, state, and institutional financial aid recipients must be U.S. citizens, U.S. nationals, or eligible non-citizens with a valid Social Security number. An eligible noncitizen is a U.S. permanent resident who has an I-151, I-551, or I551C (Permanent Resident Card).

GRADUATE ASSISTANTSHIPS

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

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

RESIDENT ASSISTANTSHIPS

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

DEPARTMENTAL PROGRAMS

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

FEDERAL LOAN PROGRAMS

FEDERAL DIRECT STAFFORD LOAN PROGRAM

Subsidized Loan

This program allows graduate students who demonstrate federal financial aid eligibility and who are enrolled for at least six credits per term (fall and spring semesters) or three credits per term (summer sessions) to borrow up to \$8,500 per academic grade level. The interest rate is fixed at 6.0 percent. Interest does not accrue nor does payment begin on subsidized Stafford Loans until termination of college enrollment on at least a half-time basis. Subsidized Direct Stafford Loans carry a 1.5 percent federal origination fee and an up-front interest rebate equal to 1.0 percent of the loan amount. New borrowers must complete an electronic Direct Stafford Loan master promissory note and complete an online Entrance Counseling Session to borrow funds through this program.

Unsubsidized Loan

This program allows all students, regardless of financial aid eligibility and who are enrolled for at least six credits per term (fall and spring semesters) or three credits per term (summer sessions) to borrow up to \$20,500 per academic grade level, including any amount borrowed under the subsidized Stafford Loan Program. The interest rate is fixed at 6.8 percent. The origination fee is 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

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

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

FEDERAL GRADUATE PLUS LOAN

This program allows graduate students who do not have an adverse credit history to borrow up to the full cost of attendance, less other financial aid received, including Federal Stafford Loans (Subsidized and Unsubsidized). The interest rate is fixed at 7.9 percent. Interest accrual begins on the date of the first disbursement; the first payment is due within 60 days after the final disbursement. Direct PLUS Loans carry a 4.0 percent federal origination fee and an upfront interest rebate equal to 1.5 percent of the loan amount. Net proceeds will equal approximately 97.5 percent of the loan amount.

Schools determine eligibility for the Federal Stafford Loan before determining any remaining eligibility for a Federal Graduate PLUS Loan. PLUS Loans at Loyola University are processed and serviced through the Federal Direct Graduate PLUS Loan Program. The Financial Aid Office will calculate the maximum a student may borrow through the Graduate PLUS Loan program after completion of the Federal Stafford Loan application process. Students may apply for a Graduate PLUS Loan online by completing the Loyola University Federal Direct Graduate PLUS Loan Request Form.

STUDENT LOAN PROCESSING DEADLINE

The proceeds of student loans (federal and private) must be disbursed to Loyola University and credited to a student's account no later than **May 1**. Therefore, all loan application procedures, including completion of the loan promissory note and final approval, should be completed at least two weeks prior to the **May 1** processing deadline.

TEACH GRANT PROGRAM

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 per year in non-need-based grants for graduate and undergraduate students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low income families. Students may receive up to \$16,000 for undergraduate study and up to \$8,000 for graduate study. Part-time students are eligible, but the maximum grant will be reduced.

In exchange for TEACH Grant assistance, recipients must agree to serve as a highly-qualified, full-time teacher in a high-need subject area for at least four years at a school serving low income students. Current legislation has identified the following as meeting the definition of a high-need subject area for the TEACH Grant Program: bilingual education and English lan-

guage acquisition, foreign language, mathematics, reading specialist, science, and special education. Failure to complete the teaching obligation will cause the TEACH Grant to be permanently converted to a Federal Direct Unsubsidized Stafford Loan with interest accrued from the date the grant funds were first disbursed. Once a grant is converted to a loan, it cannot be converted back to a grant.

To learn more about the TEACH Grant Program, visit www.teachgrant.ed.gov. To apply for a TEACH Grant, please contact the graduate financial aid counselor at 410-617-2576.

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.

Workforce Shortage Student Assistance Grants: This program includes grants for critical shortage areas throughout the state of Maryland. For a complete list of shortage areas, visit www.mhec.state.md.us

Maryland Loan Assistance Repayment Program (LARP):

This program assists Maryland residents who work for state or local government or nonprofit agencies in paying back student loans. For more information, contact: Maryland Higher Education Commission, Office of Student Financial Assistance; 410-260-4565 or 800-974-1024; website: www.mhec.state.md.us.

STUDENT STATUS CHANGES

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

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

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

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

NATIONAL STUDENT CLEARINGHOUSE (NSC)

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

NATIONAL STUDENT LOAN DATA SYSTEM (NSLDS)

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

ADMISSION

APPLICATION PROCEDURES

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

Office of Graduate Admission
Loyola University Maryland
The Graduate Center – Timonium Campus
2034 Greenspring Drive
Timonium, MD 21093-4114

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

Fax: 410-617-2002

Online: www.loyola.edu/graduate

E-Mail: graduate@loyola.edu

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

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Official transcripts from **all** post-secondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or an advanced certificate. Students who fail to submit the final degree posted transcript will not be permitted to register.
- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).
- Personal statement.
- Resume or curriculum vita.
- TOEFL score report is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. An official TOEFL score report cannot be more than two years old. Official scores must be sent

directly from the Educational Testing Service. Loyola's institution code is 5370.

- Many programs require standardized tests such as the GRE, GMAT, and Praxis. Refer to individual program application inventories for specifics.
- Many programs require professional/academic letters of recommendation. Refer to individual program application inventories for specifics.

Applicants must affirm that the information they have provided on their application form and all other admission application materials is complete, accurate, and true to the best of their knowledge. Applicants must agree to submit other materials that are required for their admission application and understand that furnishing false information on any part of their admission application may result in cancellation of admission or registration or both.

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

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

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

INTERNATIONAL STUDENTS

International students seeking admission to academic programs with fixed-date application processes must complete an application for admission by the stated program date (see below). Programs using a rolling admission require that international applicants sub-

mit completed applications as soon as possible, but no less than 90 days prior to the start date.

APPLICATION DATES

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

LOYOLA COLLEGE

Computer Science

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

Liberal Studies

Fall Semester	August 1
Spring Semester	December 1
Summer Sessions	May 1

Pastoral Counseling*

Ph.D.

Fall Semester	February 1
Spring Semester	November 1
Summer Sessions	February 1

M.S.–Ph.D.

Fall Semester	February 1
Spring Semester	November 1
Summer Sessions	February 1

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

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

* See Pastoral Counseling chapter in this catalogue for more information.

Psychology

Psy.D./M.S.–Psy.D.

Fall Semester only	December 15
--------------------	-------------

M.S., Thesis Track

Fall Semester only	March 15
--------------------	----------

M.S., Practitioner Track

Fall Semester	March 15
Summer Sessions	March 15

C.A.S./Master's Plus

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

Speech-Language Pathology/Audiology

M.S.

Fall Semester only	February 15
--------------------	-------------

Postbaccalaureate Foundation Program

Fall Semester only	February 15
--------------------	-------------

SCHOOL OF EDUCATION

Education (excluding Kodály Music/Montessori)

Fall Semester	June 15
Spring Semester	November 1
Summer Sessions	March 15

Kodály Music Education

Multi-Summer Format

Offered selected summers with applications accepted on a rolling basis. The priority application date is **May 1**.

Montessori Education

Academic Year Programs (WMI)

Offered fall semester only with applications accepted on a rolling basis. For summer sessions, see Multi-Summer Format.

Affiliated AMI Institutes

Fall Semester only	October 1
--------------------	-----------

Multi-Summer Format (WMI)

Offered selected summers with applications accepted on a rolling basis.

SELLINGER SCHOOL OF BUSINESS AND MANAGEMENT

MBA/MSF

Fall Semester	August 1
Spring Semester	December 1
Summer Sessions	May 1

Executive MBA

Fall Semester only	August 30
--------------------	-----------

MBA Fellows

Fall Semester only	August 30
--------------------	-----------

APPLICATION MATERIALS

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

Computer Science

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Official transcripts from **all** postsecondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or an advanced certificate. Students who fail to submit the final degree posted transcript will not be permitted to register.
- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).
- Essay responding to question on application form.
- Two professional/academic letters of recommendation.
- Resume or curriculum vita.
- Introductory Course Waiver Request Form (required to waive four introductory courses).
- TOEFL score report is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. An official TOEFL score report cannot be more than two years old. Official scores must be sent directly from the Educational Testing Service. Loyola's institution code is 5370.
- International Student Supplemental Form required only if a student visa is needed.

Education (excluding Kodály Music/Montessori)

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Program selection form.

- Official transcripts from **all** post-secondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or an advanced certificate. Students who fail to submit the final degree posted transcript will not be permitted to register.
- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).
- Essay responding to question on application form.
- One professional/academic letter of recommendation for the school counseling program. Two professional/academic letters of recommendation for the literacy program. Recommendations are optional for all other programs.
- Resume or curriculum vita.
- Praxis I scores sent directly from the Educational Testing Service are required of all applicants for teacher certification in elementary education, secondary education, and all levels of special education. Loyola's institution code is RA5370.
- Qualifying scores on the SAT, ACT, or GRE tests may be substituted for Praxis I performance for M.A.T. applicants only. Contact the School of Education for specific information.
- Praxis II (content knowledge) scores sent directly from the Educational Testing Service are required of all applicants for teacher certification in elementary or secondary education. Loyola's institution code is RA5370. Applicants may be offered provisional acceptance to take classes for one semester prior to passing Praxis II.
- TOEFL score report is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. An official TOEFL score report cannot be more than two years old. Official scores must be sent directly from the Educational Testing Service. Loyola's institution code is 5370.
- International Student Supplemental Form required only if a student visa is needed.

- Evidence of Maryland certification or eligibility for Maryland certification (required of literacy program applicants).

Kodály Music Education

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Program selection form.
- Official transcripts from **all** post-secondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or an advanced certificate. Students who fail to submit the final degree posted transcript will not be permitted to register.
- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).
- Essay responding to questions on application form.
- One professional/academic letter of recommendation.
- Resume or curriculum vita.
- If accepted academically, the department will contact the student regarding an audition.

Montessori Education

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Official transcripts from **all** post-secondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or an advanced certificate. Students who fail to submit the final degree posted transcript will not be permitted to register.
- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program.

Loyola recommends World Education Services, Inc. (www.wes.org).

- Essay responding to questions on application form.
- Three professional/academic letters of recommendation.
- Resume or curriculum vita.
- TOEFL score report is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. An official TOEFL score report cannot be more than two years old. Official scores must be sent directly from the Educational Testing Service. Loyola's institution code is 5370.
- International Student Supplemental Form required only if a student visa is needed.

Liberal Studies

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Official transcripts from **all** post-secondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or an advanced certificate. Students who fail to submit the final degree posted transcript will not be permitted to register.
- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).
- Essay responding to question on application form.
- Two professional/academic letters of recommendation.
- Resume or curriculum vita.
- TOEFL score report is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. An official TOEFL score report cannot be more than two years old. Official scores must be sent directly from the Educational Testing Service. Loyola's institution code is 5370.

- International Student Supplemental Form required only if a student visa is needed.
- An interview is required of all accepted applicants and must be completed before the student may register for classes.

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

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Official transcripts from **all** post-secondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or an advanced certificate. Students who fail to submit the final degree posted transcript will not be permitted to register.
- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).
- Graduate Record Exam (GRE) General Test scores. Report must be sent directly from the Educational Testing Service. Scores must be from test administrations within the previous five years. Loyola's institution code is 5370.
- Essay responding to questions on application form.
- Three letters of recommendation (major professor, clinical supervisor, faith community leader).
- Resume and/or full curriculum vita detailing personal competency and leadership potential.
- International Student Supplemental Form required only if a student visa is needed.

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

- All graduate course syllabi from counseling courses, as requested.
- All clinical evaluations from practicums, internships, etc., as requested
- An interview is requested of all applicants.

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

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Official transcripts from **all** post-secondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or an advanced certificate. Students who fail to submit the final degree posted transcript will not be permitted to register.
- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).
- Essay responding to question on application form.
- Three professional/academic letters of recommendation.
- Resume and/or full curriculum vita detailing personal competency and leadership potential.
- TOEFL score report is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. An official TOEFL score report cannot be more than two years old. Official scores must be sent directly from the Educational Testing Service. Loyola's institution code is 5370.
- International Student Supplemental Form required only if a student visa is needed.
- An interview is requested of all Pastoral Counseling and Spiritual Care applicants.

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

- Completed/signed application form.
- Nonrefundable \$50 application fee;
- Official transcripts from **all** post-secondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or an advanced certificate. Students who fail to submit the final degree posted transcript will not be permitted to register.

- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).
- Graduate Record Exam (GRE) scores sent directly from the Educational Testing Service. General Test is required unless the applicant holds a graduate degree from an accredited institution; Subject Test is optional. Scores must be from test administrations within the previous five years. Loyola's institution code is 5370.
- Essay responding to questions on application form.
- Three professional/academic letters of recommendation.
- Resume or curriculum vita.
- TOEFL score report is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. An official TOEFL score report cannot be more than two years old. Official scores must be sent directly from the Educational Testing Service. Loyola's institution code is 5370.
- International Student Supplemental Form required only if a student visa is needed.
- An interview (by invitation only) is requested of all finalists for the Psy.D. program. Interviews occur approximately eight weeks after the application deadline.

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

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- All official graduate degree-posted transcripts. Students who fail to submit the final degree posted transcript will not be permitted to register.
- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).

- Essay responding to question on application form.
- Three professional/academic letters of recommendation.
- Resume or curriculum vita.
- International Student Supplemental Form required only if a student visa is needed.

Speech-Language Pathology (M.S.)

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Official transcripts from **all** post-secondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or an advanced certificate. Students who fail to submit the final degree posted transcript will not be permitted to register.
- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).
- Graduate Record Exam (GRE) General Test scores. Report must be sent directly from the Educational Testing Service. Scores must be from test administrations within the previous five years. Loyola's institution code is 5370.

- Essay responding to question on application form.
- Three professional/academic letters of recommendation.
- Resume or curriculum vita.
- TOEFL score report is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. An official TOEFL score report cannot be more than two years old. Official scores must be sent directly from the Educational Testing Service. Loyola's institution code is 5370.
- International Student Supplemental Form required only if a student visa is needed.

- Prerequisite Course Information Form (required of all Postbaccalaureate Foundation Program applicants).

Graduate and Executive Business Programs

- Completed/signed application form.
- Nonrefundable \$50 application fee.
- Official transcripts from **all** post-secondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or an advanced certificate. Students who fail to submit the final degree posted transcript will not be permitted to register.
- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).
- Graduate Management Admission Test (GMAT) scores are required for graduate business program applicants. Report must be sent directly from the Educational Testing Service. Scores must be from test administrations within the previous five years. Loyola's institution code is 5370. *Individuals with outstanding grade point averages plus sufficient professional experience and/or an advanced degree may be eligible for a GMAT waiver. This requirement is waived for the Executive MBA and MBA Fellows applicants.*
- Essay responding to question on application form.
- Three professional/academic letters of recommendation for executive programs. One professional/academic letter of recommendation for all other programs.
- Resume or curriculum vita.
- TOEFL score report is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. An official TOEFL score report cannot be more than two years old. Official scores must be sent directly from the Educational Testing Service. Loyola's institution code is 5370.
- International Student Supplemental Form required only if a student visa is needed.
- An interview is requested of Executive MBA and MBA Fellows applicants.

Dean: James J. Buckley, Professor of Theology
Office: Humanities Building, Room 218
Telephone: 410-617-2563
Website: www.loyola.edu/academics/collegeofartsandsciences

Associate Dean: Amanda M. Thomas,
Professor of Psychology
Office: Beatty Hall, Room 204; Columbia Campus,
Room 101
Telephone: 410-617-5590

Associate Dean of Natural Sciences: Robert B. Pond, Jr.,
Assistant Professor of Engineering Science
Office: Donnelly Science, Room 166
Telephone: 410-617-5563

Assistant Dean: Suzanne E. Keilson, Assistant Professor
of Engineering Science
Office: Humanities Building, Room 220
Telephone: 410-617-2608

MISSION AND EDUCATIONAL OBJECTIVES

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

Master Knowledge and Skills

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

Think Critically

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

Manifest Leadership and Social Responsibility in the Workplace and Community

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

HISTORY

Loyola College, formerly known as the College of Arts and Sciences, began its graduate programs in 1949 with the Master of Arts (M.A.) in Education. The purpose of graduate study was "first, further training of teachers, counselors, and administrators in public and private schools; second, the preparation for further research and study in education fields." These founding principles are mirrored by the current mission of graduate programs in Loyola College—to train helping professionals and foster further intellectual inquiry in the social and mathematical sciences as well as the humanities.

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

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

Offering the only accredited, advanced degree programs of its kind in the United States, the Pastoral Counseling Department seeks to integrate religious philosophy with practical behavioral science. Pastoral counseling was initially introduced in 1976 as a master's degree within the Psychology Department, and an independent department was established in 1984. The master's program was expanded in 1990 to include a Doctor of Philosophy (Ph.D.) in Pastoral Counseling, and a Master of Arts (M.A.) in Spiritual and Pastoral Care was added in 1997. In 2009, the Certificate in Spirituality and Trauma was added. The Master of Science (M.S.) and the Ph.D. in Pastoral Counseling are both fully accredited by CACREP. Courses are offered at the Columbia Campus.

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

The Master of Science (M.S.) in Computer Science and the Master of Science (M.S.) in Software Engineering grew out of the decades-old master's program in engineering science. These programs address the needs of professionals already working in computer-related fields who require advanced education coupled with hands-on experience for the rapidly changing technology industry. Courses for both programs are offered at the Columbia and Timonium Campuses.

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

Office: Donnelly Science Center, Room 125A

Telephone: 410-617-2464

Website: www.cs.loyola.edu

Chair: Roger D. Eastman, Associate Professor

Director: David W. Binkley

Director of Program Operations: Lewis I. Berman

Academic Coordinator, Computer Science:

James Reeder

Academic Coordinator, Software Engineering:

David W. Binkley

Academic Coordinator, Web Development:

Yaakov Chaikin

Professors: David W. Binkley; Arthur L. Delcher (emeritus); Roberta Evans Sabin;

Bernard J. Weigman (emeritus)

Associate Professors: Roger D. Eastman;

James R. Glenn

Assistant Professor: Dawn J. Lawrie

Affiliate Faculty: Douglas A. Ashworth; Michael

D. Bender; Michael E. Berman; Hossein Beyzavi;

David A. Boyd; Yaakov Chaikin; David R. Cheslock;

Nathan D. DeGraw; Dennis P. Dworkowski; John

Eiben; Gyorgy Fekete; Marco Figueiredo; Michael D.

French, S.J.; Alp Kayabasi; Joseph Kovacic; Geoffrey

L. Matrangola; David T. Opitz; A. Spencer Peterson;

Carl M. Powell; James Reeder; Clark Richey;

G. Lawrence Sprigg; Patrick Stakem; Garrett VanMeter;

Jason Youngers

The graduate program in computer science offers a Master of Science (M.S.) in Computer Science and a Master of Science (M.S.) in Software Engineering. The degree requirements consist of six required courses and four electives. The degree programs in computer science and software engineering are offered with courses alternating between Loyola's Columbia and Timonium Campuses. Qualified students with any undergraduate degree are accepted into the program; a sequence of preparatory courses is offered to prepare students for graduate study.

Designed to meet the diverse needs of computer science professionals, the M.S. in Computer Science offers a practitioner-oriented curriculum that includes the study of advanced algorithms, computer networking, web programming, software engineering, and database systems. In addition, students may elect courses from many areas of computer science, including object-oriented analysis and design, network security, and service-oriented architecture. Two focused tracks are available in computer science. The web programming track builds on the core study of advanced algorithms and database systems. It includes courses in advanced HTML coding and design, web application development with servlets and JavaServer Pages, Java design patterns, and XML technologies. The networking track is designed to provide a detailed understanding of how computer systems communicate and exchange data. It builds on the required study of advanced algorithms, web programming, and database systems. The program includes courses concerning TCP/IP, local and wide area networks, and network security.

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

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

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

The degree consists of 30 graduate credit hours, as follows:

PREPARATORY COURSES

The preparatory courses must be taken or may be waived without replacement based on previous college courses. These courses do not count toward the 30 required credit hours.

- CS610 Discrete Mathematic and Algorithm Analysis
- CS630 Computing Fundamentals I
- CS631 Computing Fundamentals II

REQUIRED COURSES

- CS712 Web Application Development with Servlets and JavaServer Pages
- CS722 Object-Oriented Programming
- CS724 Algorithm Design and Analysis
- CS730 TCP/IP Architecture
- CS762 Database Systems
- CS770 Software Engineering

ELECTIVES

Four courses at the CS700-level or above may be chosen. One of the electives may be an approved graduate business (GB) course offered by the Sellinger School of Business and Management. Unless otherwise noted, all CS700-level courses have CS600-level courses as prerequisites.

- CS700 Advanced Data Structures and Algorithm Design
- CS701 Principles of Programming Languages
- CS702 Operating Systems
- CS710 Fundamentals of Web Design
- CS713 Java Design Patterns and Best Practices
- CS714 XML Technologies and Applications
- CS715 Developing Rich Internet Applications with AJAX
- CS716 Modern MVC Web Frameworks
- CS718 Graphics
- CS732 Local Area Networks
- CS734 Wide Area Networks
- CS750 Special Topics in Computer Science or Software Engineering
- CS751 Independent Study
- CS760 Advanced Operating Systems
- CS764 Network Security
- CS771 Engineering Systems Analysis
- CS772 Object-Oriented Analysis and Design
- CS773 Software System Specification

- CS774 Human-Computer Interaction
- CS780 Software Reliability and Testing
- CS790 Software Architecture and Integration
- CS791 Cost Estimation and Management
- CS792 Software Maintenance and Evolution

TRACKS

The **web programming track** involves taking three courses from the following:

- CS712 Web Application Development with Servlets and JavaServer Pages
- CS713 Java Design Patterns and Best Practices
- CS714 XML Technologies and Applications
- CS716 Modern MVC Web Frameworks

The **networking track** involves taking three courses from the following:

- CS730 TCP/IP Architecture
- CS732 Local Area Networks
- CS734 Wide Area Networks
- CS764 Network Security

PROGRAM OF STUDY

As seen in the suggested course sequence below, CS722 is the expected entry point for the program. Students with limited background, but beyond that covered in the preparatory courses, may wish to start with CS700 the summer before taking CS722. Students interested in the networking track should interchange CS712 and CS730.

Students interested in taking only one course per semester complete the four courses of the first year in their first two years. An interactive webpage (www.cs.loyola.edu/grad-course-guide/index.html) that shows the expected offerings of the required and elective courses is available to help students plan a course of study.

Preparatory Year

Fall Term

- CS610 Discrete Mathematic and Algorithm Analysis
- CS630 Computing Fundamentals I

Spring Term

- CS631 Computing Fundamentals II
- CS730 TCP/IP Architecture

Summer Term

- CS700 Advanced Data Structures and Algorithm Design

First Year*Fall Term*

- CS722 Object-Oriented Programming
 CS762 Database Systems

Spring Term

- CS712 Web Application Development with
 Servlets and JavaServer Pages
 CS724 Algorithm Design and Analysis

Summer Term

- Elective
 Elective

Second Year*Fall Term*

- CS770 Software Engineering
 Elective

Spring Term

- CS730 TCP/IP Architecture (*if not taken in
 preparatory sequence*)
 Elective

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

The degree consists of 30 graduate credit hours, as follows:

PREPARATORY COURSES

It is understood that all students starting the program have the equivalent of the following courses; however, depending on the candidate's background, these courses may be waived without replacement. These courses do not count toward the 30 required credit hours.

- CS702 Operating Systems
 CS722 Object-Oriented Programming
 CS724 Algorithm Design and Analysis

REQUIRED COURSES

- CS762 Database Systems
 CS770 Software Engineering
 CS773 Software System Specification
 CS774 Human-Computer Interaction
 CS780 Software Reliability and Testing
 CS790 Software Architecture and Integration

ELECTIVES

Four courses satisfying the following requirements:

- Two CS750-level or above courses
- At least one, but not more than three, approved graduate business (GB) course offered by the Sellinger School of Business and Management

Approved CS and GB electives are listed below. Alternate GB courses may be chosen with the approval of the department.

- CS710 Fundamentals of Web Design
 CS712 Web Application Development with
 Servlets and JavaServer Pages
 CS713 Java Design Patterns and Best Practices
 CS714 XML Technologies and Applications
 CS715 Developing Rich Internet Applications
 with AJAX
 CS716 Modern MVC Web Frameworks
 CS718 Graphics
 CS730 TCP/IP Architecture
 CS732 Local Area Networks
 CS734 Wide Area Networks
 CS750 Special Topics in Computer Science
 or Software Engineering
 CS751 Independent Study
 CS760 Advanced Operating Systems
 CS764 Network Security
 CS771 Engineering Systems Analysis
 CS772 Object-Oriented Analysis and Design
 CS773 Software System Specification
 CS774 Human-Computer Interaction
 CS780 Software Reliability and Testing
 CS790 Software Architecture and Integration
 CS791 Cost Estimation and Management
 CS792 Software Maintenance and Evolution
 GB700 Ethics and Social Responsibility
 GB701 Risk Assessment and Process Strategies
 GB705 Leadership and Management
 GB754 Information Systems Security
 GB895 Quality Management

PROGRAM OF STUDY

A suggested course sequence is listed below. Students only interested in taking one course a semester complete the four courses of the first year in their first two years. An interactive webpage (www.cs.loyola.edu/grad-course-guide/index.html) that shows the expected offerings of the required and elective courses is available to help students plan a course of study.

First Year*Fall Term*

- CS770 Software Engineering
- CS773 Software System Specification

Spring Term

- CS774 Human-Computer Interaction
- Elective

Summer Term

- Elective
- Elective

Second Year*Fall Term*

- CS762 Database Systems
- CS790 Software Architecture and Integration

Spring Term

- CS780 Software Reliability and Testing
- Elective

COURSE DESCRIPTIONS**CS610 Discrete Mathematics and Algorithm Analysis (3.00 cr.)**

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

CS630 Computing Fundamentals I (3.00 cr.)

An introduction to the basic concepts of computer organization and programming. Algorithms are defined and used. Numeric and character manipulation is carried out. File handling, recursive functions, and elementary data structures are studied. Computer use is required.

CS631 Computing Fundamentals II (3.00 cr.)

Prerequisite: CS630. Intermediate programming emphasizing object-oriented methodologies for development, debugging, testing, and verification of programs. Topics include recursion and elementary data structures such as stacks, queues, linked lists, and binary trees.

CS700 Advanced Data Structures and Algorithm Design (3.00 cr.)

Prerequisite: CS610 and CS631, or equivalent. A study of the design and analysis of efficient computer algorithms and data structures. Topics include recurrences, sorting, order statistics, dynamic programming, graph algorithms, and NP-completeness. May include additional topics from the current literature.

CS701 Principles of Programming Languages (3.00 cr.)

Prerequisite: CS631. Concepts and structures governing the design and implementation of modern programming languages. Run-time representations of traditional block structured languages, typing systems, abstraction and procedure mechanisms, and storage management. Special emphasis on object-oriented and functional languages, their type systems, and operational and denotational semantics.

CS702 Operating Systems (3.00 cr.)

Prerequisite: CS722. Considers processes, process synchronization and mutual exclusion, and techniques for memory allocation, scheduling, and disk management. Surveys current computer operating systems and discusses research in distributed operating systems.

CS710 Fundamentals of Web Design (3.00 cr.)

This course concentrates on webpage layout techniques and graphics concepts. These concepts are implemented using advanced HTML and Cascading Style Sheet (CSS) techniques, as well as basic JavaScript. Industry standard commercial tools, Adobe Dreamweaver, and Adobe Photoshop are taught and utilized in class projects. *Prior knowledge of HTML, CSS, and JavaScript is helpful but not required.*

CS712 Web Application Development with Servlets and JavaServer Pages (3.00 cr.)

Prerequisite: CS722. This project-oriented course delves into techniques for developing server-side programs for websites, e-commerce, web-enabled enterprise computing, and other applications that require web-based access to server-based resources. Attention is paid to methods for making server-side applications efficient, maintainable, and flexible. Topics include handling HTTP request information, generating HTTP response data, processing cookies, tracking sessions, server-side security, basics of model-view-controller architecture, designing custom JSP tag libraries, and some common “real world” design patterns used in Web development.

CS713 Java Design Patterns and Best Practices (3.00 cr.)

Prerequisite: CS712. Provides real-world Java best practices along with concepts underlying these best practices. Examines core design patterns used in everyday Java development including discussion of why and when design patterns are useful as well as how specific design patterns support best practices. Assigned projects exercise the application of sound software design and best practices.

CS714 XML Technologies and Applications (3.00 cr.)

Prerequisite: CS712. A project-oriented course introducing students to XML and XML-related technologies. The course covers XML itself, DTD, XML Schema, Namespaces, XSLT, XPath, SAX, DOM, JAXP, JAXB, Apache Digester, etc. It briefly introduces the basics of CSS and XHTML. Students are introduced to Web Services (WSDL, SOAP, JAX-WS, etc.) within the JEE, as well as standalone client environments. Projects reinforce the concepts discussed in class, requiring students to use these technologies to solve similar-to-real-world problems, including developing and deploying JEE-compliant Web Services.

CS715 Developing Rich Internet Applications with AJAX (3.00 cr.)

Prerequisite: CS712. A project-oriented course introducing the student to development and deployment of AJAX-based web applications. Advanced JavaScript is introduced as it relates to AJAX and manipulating the browser’s Document Object Model (DOM). AJAX-based frameworks are introduced to ease JavaScript and AJAX development. Among these are Prototype, Scriptaculous, JQuery, Google Widget Toolkit, etc.

CS716 Modern MVC Web Frameworks (3.00 cr.)

Prerequisite: CS712. This project-oriented course introduces the student to modern model-view-controller (MVC) web frameworks like JavaServer Faces, Struts, and Spring Framework MVC. The course concen-

trates on the framework’s how-to’s, its pros and cons, its life cycle management, time-saving development techniques, and deployment strategies.

CS718 Graphics (3.00 cr.)

Prerequisite: CS722. A comprehensive analysis of the techniques and algorithms used to develop graphical images using computer generated data. Covers the mathematical concepts required to produce two- and three-dimensional text and graphics on raster and vector displays. Examines and evaluates hardware and software design considerations relative to current display technology. Explores techniques for three-dimensional photorealistic graphics, as well as advanced methods in object modeling and animation. Emphasis on the algorithms and mathematical principles that underpin programming techniques. Includes ray tracing, hidden surface elimination, radiosity, physics-based modeling for animation, and other topics as possible.

CS720 Internet and Web Programming (3.00 cr.)

Prerequisite: CS631. Use of APIs for elements such as menus, accelerators, icons, bitmaps, and dialog boxes; timer basics; multitasking and multithreading; multiple-document interface; dynamic-link libraries; client-side technologies and dynamic object models; server-side technologies: configuration and administration, forms processing with CGI programs and Servlets; and special topics which may include web database management, JSP, XML, and multitiered architectures.

CS722 Object-Oriented Programming (3.00 cr.)

Prerequisite: CS610 and CS631, or equivalent. 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 modern programming languages such as Java, C#, Python, Smalltalk, or C++. Students are assigned programming projects using an object-oriented language to enhance their understanding of the concepts of object-oriented programming.

CS724 Algorithm Design and Analysis (3.00 cr.)

Prerequisite: CS610, CS631. A study of the design and analysis of efficient computer algorithms. Topics include recurrences, probabilistic algorithms, and sorting and order statistics including lower bounds, dynamic programming, and NP-completeness with approximation algorithms.

CS730 TCP/IP Architecture (3.00 cr.)

Prerequisite: CS610, CS631 (may be taken concurrently). Students develop the following TCP/IP layers: link, network, transport, and application. Use of diagnostic tools to watch constructed protocols in action.

CS732 Local Area Networks (3.00 cr.)

Prerequisite: CS730. 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.

CS734 Wide Area Networks (3.00 cr.)

Prerequisite: CS730. A survey of wide area networks which includes traditional telephone networks, frame relay networks, and ATM; asynchronous transfer networks; and switched, fast, and gigabit ethernet including optical communication. In addition, dynamic routing protocols are studied and applied through laboratory experiments.

CS750 Special Topics in Computer Science or Software Engineering (3.00 cr.)

Prerequisite: Varies with topic. An on-demand course for a current topic. May be repeated five times for credit.

CS751 Independent Study (3.00 cr.)

Students must submit a written proposal to a member of the faculty of the computer science program prior to the last day of class registration. Proposed topics, which are normally discussed in advance with the professor, should permit study and/or laboratory work in considerable depth beyond the scope of a course offered in the curriculum.

CS760 Advanced Operating Systems (3.00 cr.)

Prerequisite: CS702. 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.

CS762 Database Systems (3.00 cr.)

Prerequisite: CS610 and CS631, or equivalent. Discusses major database organizations with emphasis on the relational approach. Topics include physical storage; design tools including entity-relationship modeling and normalization techniques; query processing including formal languages, SQL, QBE, and optimization; transaction modeling; concurrency issues; and current trends in database management systems. Includes laboratory experiences with the design and use of database management systems.

CS764 Network Security (3.00 cr.)

Prerequisite: CS730. Focuses on practical applications such as firewalls, intrusion detection, virus prevention, and security settings for Windows and Linux. Also covers the basics of cryptography as well as security protocols such as SSL, IPsec, and Kerberos.

CS770 Software Engineering (3.00 cr.)

Prerequisite: CS722, CS724. Covers software engineering practices and approaches. Topics include development life models, requirements specification, use cases, design methods, testing, software evolution, quality assurance, and configuration management. Unified Modeling Language (UML) is introduced. Traditional versus agile methods are contrasted. Management concerns and standards, including Capability Maturity Model Integration (CMMI), are discussed. Additional topics may include metrics, reuse, development environments, introduction to formal methods, and software engineering research.

CS771 Engineering Systems Analysis (3.00 cr.)

Prerequisite: CS770. Engineering systems, design processes, decision-making, models, alternatives and evaluation, optimization, feasibility and reliability, and management and organization.

CS772 Object-Oriented Analysis and Design (3.00 cr.)

Prerequisite: CS722. Presents the concepts and techniques necessary to effectively use system requirements captured through use cases to drive the development of a software design model. Students use Unified Modeling Language (UML) to represent object-oriented analysis and design views for architecture, classes, objects, components, and other items of interest. Relationships, stereotypes, and other UML considerations are covered.

CS773 Software System Specification (3.00 cr.)

Prerequisite: CS770. Formal specification of architecture and architecture frameworks, requirements, systems modeling languages, algebraic specification languages, denotational semantics, and correctness. Emphasis is on the rigor required to design and build critical systems.

CS774 Human-Computer Interaction (3.00 cr.)

Prerequisite: CS770. The design and measurement of the interface between users and software. Mixes examination and construction of real-world user interfaces with relevant theories of cognition, mental models, and human performance. Students build and critique user interfaces. Strategies for obtaining a high-performance, high-quality user experience are considered. Additional topics may include interaction with portable devices, audio and haptic interaction, online communities, visualization, new devices, and advanced HCI research areas.

CS780 Software Reliability and Testing (3.00 cr.)

Prerequisite: CS770. Reliability topics include concepts and models, design techniques, management considerations, and issues of software security. Testing topics include formal and informal methods; dynamic, static, and data-flow program analysis; selection of test cases; program instrumentation; mutation analysis; and symbolic execution.

CS790 Software Architecture and Integration (3.00 cr.)

Prerequisite: CS770. Topics include the organization of a software system; the selection of the structural elements and their interfaces and behavior as specified in the collaboration among those elements; the composition of the elements into progressively larger subsystems; and the architectural style that guides the organization, its elements and their interfaces, collaborations, and composition.

CS791 Cost Estimation and Management (3.00 cr.)

Prerequisite: CS770. Covers both traditional and state-of-the-art methods, identifying advantages and disadvantages of each, and the underlying aspects of preparing cost estimates of significant software systems. Topics include estimation, risk analysis, scheduling, software quality assurance, software configuration management planning, and execution.

CS792 Software Maintenance and Evolution (3.00 cr.)

Prerequisite: CS770. Software maintenance, also known as software evolution, is the implementation of consistent changes to an existing system. This difficult task is compounded both by the pressing business constraints which lead to the required change and the inherent difficulty of safely modifying complex systems. Both the process under which software is changed (e.g., configuration control) and the modern techniques for reducing the engineer's effort when making changes (e.g., comprehension strategies, consistent change principles, ripple analysis, and regression test effort) are examined.

Office: Maryland Hall, Room 351D
Telephone: 410-617-5590
Website: www.loyola.edu/liberalstudies

Director: Randall P. Donaldson, Associate Professor of Modern Languages and Literatures

CORE FACULTY

Professors: Neil Alperstein; Richard P. Boothby; David Dougherty; Frank R. Haig, S.J. (emeritus); Brian Murray; Thomas Ward
Associate Professors: Randall P. Donaldson; Dale E. Snow; Timothy J. Stapleton

Faculty from a variety of academic departments and specializations also teach courses in the program.

The graduate program in liberal studies is designed to satisfy a wide variety of student interests. It exists for those whose professional lives demand a greater expertise or a broader knowledge base: teachers who want a graduate degree in a content area and government workers or librarians whose advancement requires further academic work. It also exists for those whose professions demand a greater breadth: business persons, lawyers, physicians, anyone whose education has been so specialized that it did not provide the diversity necessary to an understanding of the complex social and intellectual currents of the time. The program exists for those who are intellectually curious: people from all walks of life who feel the need to examine unexpected aspects of the modern experience just to see what is there and to refine their perspectives. It exists for all who believe that the mind constantly needs to be enriched, to be challenged to see new things, or to see old things in new ways.

Because of these convictions, the program blends the traditional with the innovative. It is traditional in that it is a graduate program which emphasizes the academic rigor long associated with a graduate school and with the Jesuit/Mercy traditions of Loyola University. It is innovative in that the traditional graduate emphasis upon depth of focus and research has been replaced by an emphasis upon breadth of reading and study.

The graduate program in liberal studies challenges students to continue their journey as citizens who: interact energetically and creatively with a changing world; grow in their awareness of cultural tendencies; cultivate their analytical and communication skills to reach their full potential; develop and expand a commitment to others; attain a liberal studies perspective on contemporary problems and opportunities; and

become, in the Jesuit ideal central to Loyola University's educational mission, men and women for others.

Grounded in the core commitment to the liberal arts and sciences central to Loyola University's mission, the graduate program in liberal studies aims to "liberate" in the classic sense of that term. It reaches out to those who want a rich and satisfying intellectual experience as well as enhancement of their analytical and communication skills. Its subject matter is the whole spectrum of the modern American experience, as well as the roots of that experience as we discover them in other times and cultures. Areas of study include, but are not limited to, literature, business, economics, the arts, politics, philosophy, science, sociology, intellectual and social history. Although the program is not practitioner oriented and does not inevitably lead to a doctorate, liberal studies graduates often discover career benefits—in the development of the Jesuit ideal *eloquentia perfecta*—as well as personal satisfaction and enrichment.

Classes are held on the Baltimore, Columbia, and Timonium Campuses. Administrative office hours on the Baltimore Campus are 8:30 a.m. to 5 p.m., Monday through Friday, during the fall and spring semesters, and 9 a.m. to 4 p.m. during the summer months.

ADMISSION CRITERIA

Loyola welcomes graduates from accredited undergraduate or graduate institutions of higher learning who demonstrate the ability to contribute to the intellectual atmosphere of a seminar-based degree program. In view of the broad nature of the program, no specific undergraduate major is required or preferred. The Admission Committee considers most favorably those graduates who maintained at least a *B* (3.000) average during the final two years of college. Applicants who have no undergraduate degree but who have special qualifications may be accepted into certain courses on a noncredit basis. A personal interview is required of all admitted students. Detailed admission information (application procedures, required documents, etc.) may be found in the Admission chapter of this catalogue.

APPLICATION DEADLINES

Fall Semester	August 1
Spring Semester	December 1
Summer Sessions	May 1

Applications may be submitted at any time and are reviewed on a rolling basis throughout the year. Students who have been accepted will be notified in writ-

ing and assigned an advisor to help them work out a program of study. While students may be accepted after an application deadline has passed, course availability cannot be guaranteed.

CREDITS REQUIRED

Two curricular options exist for students in liberal studies. Under the first option, students take all 12 courses in the liberal studies program. The remaining option permits students to “import” as many as nine (9) credits, or three (3) classes toward the degree. The director’s prior written approval is required for all courses outside the liberal studies program.

The option of taking courses outside the liberal studies program may be exercised in any one, or any combination, of the following ways:

- courses completed at the graduate level prior to admission to Loyola
- courses in Loyola programs other than liberal studies
- courses at the graduate level in Loyola’s School of Education
- courses from the College of Notre Dame of Maryland’s M.A.L.S. program

All students must complete at least nine (9) courses or 27 credits within Loyola’s liberal studies program. Usually no more than six (6) credit hours in total from courses outside the program or outside the University will count toward the Loyola Master of Arts (M.A.) in Liberal Studies. However, nine (9) credit hours from either Loyola’s School of Education or the M.A.L.S. program at the College of Notre Dame of Maryland may be counted toward the Loyola degree. Independent study courses are seldom permitted, and then only very late in the student’s program of studies when the student has a well-developed research plan in mind and has discussed it with a faculty member, who has agreed to monitor it. The capstone project option encourages students to engage in extended, cross-disciplinary research and present a sustained composition and a public presentation as the final course in the program.

DEGREE REQUIREMENTS

In both options, the program is centered around three themes. At least one course from each of the segments is required for graduation.

Historical Approaches

Courses numbered 600–639 and 700–729. The courses in this segment are essentially historical in nature. They emphasize the origin, evolution, and development of ideas and movements crucial to the modern American experience.

Themes in the Modern Experience

Courses numbered 640–669 and 730–759. The courses in this segment are organized around the structure of an institution or an idea. They concentrate on central characteristics of the idea or institution and ways in which these elements contribute to the uniqueness and relevance of the idea or institution.

Creative Process

Courses numbered 670–699 and 760–789. The courses of this segment stress the importance of students discovering their own forms of expression. Emphasis is on the communication of ideas. Traditional research is encouraged, but students are also given the opportunity to employ film, paint, and other media.

COURSE DESCRIPTIONS

Courses change each semester. The following listing reflects courses offered in the past and those the program may offer in the future. Students are encouraged to consult the liberal studies website for lists and extended descriptions of classes to be offered in coming semesters. All courses are three credits.

LS799 Capstone Project in Liberal Studies (3.00 cr.)

Prerequisite: Completion of 10 courses (30 credit hours) toward the Master of Arts (M.A.) in Liberal Studies and written permission of the instructor and the director. This independent project builds on the work of one or more graduate courses in liberal studies, developing the concept, method, or approach of that course in greater depth and intellectual subtlety. The course may develop methodology from any of the three course categories (historical, thematic, or creative), but it may not in itself fulfill the curricular requirement to take at least one course from each group. The course aim is the production of a publishable paper or an art product worthy of exhibition. A public presentation to an audience of current and former liberal studies students and faculty is required. *Those interested in enrolling should discuss their plans with the director at least a semester in advance.*

HISTORICAL APPROACHES

LS601 **Guilt and Innocence: America in the Twentieth Century** (3.00 cr.)

Traditionally, Americans have tended to see themselves as new Adams in a Garden of Eden. In the twentieth century, however, a debate emerged concerning America's guilt or innocence. This debate is viewed as it appears in fiction, popular essays, philosophy, politics, science, and the arts. Readings include Dewey, Fromm, Updike, Mary Gordon, Stephen Jay Gould, and others.

LS602 **The Twentieth-Century Woman and Beyond: From Corsets to Running Shoes** (3.00 cr.)

The evolution of the female role through the twentieth century: how ideology, the institutions of education, family, work, mass media, and law have functioned to inform and limit or broaden society's definition of woman.

LS604 **Modern Hispanic-American Fiction** (3.00 cr.)

In the great melting pot of the United States, Hispanics are one of the fastest growing ethnic groups. The writing they produce is diverse, highly creative, and passionate. This course examines three types of Latino authors: those who have emigrated to the United States, those who were born in the United States, and those who live in Latin America but are influential in the United States. Representative of these three groups are Isabel Allende (Chile), Rudolfo Anaya (New Mexico), and Gabriel García Márquez (Colombia). Other traditions are also represented. *All works will be read in English translation.*

LS606 **Popular Culture in America** (3.00 cr.)

The roles of the mass media as a dominant institution within American society. Traces the historical development of mass media—film, radio, television—and the accompanying impact of those media on social behavior. Various media theories are explored in order to understand the shifts in thinking about mass media in the twentieth century.

LS608 **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.*

LS610 **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."

LS615 **Reporting War** (3.00 cr.)

A survey of the American media's reporting of war, from the Spanish-American War through the Iraq War, with emphasis on the role of an independent press in U.S. democracy, including issues such as the people's right to know, journalistic ethics, wartime censorship, and the hazards of being a war correspondent. Students of journalism history, the mass media, photojournalism, and ethics will be inspired, intrigued, and challenged by this course. Film screenings and guest speakers supplement lecture, discussion, and course text. The student project is a video oral history of a veteran's recollections.

LS617 **Voters, Campaigns, and Elections in the United States** (3.00 cr.)

Voters are the foundation of representative democracy in the United States, the bedrock of popular self-government. The role of voters in the United States is especially evident as the 2008 presidential election approaches. This course examines voters in their role as the electorate, as well as the behavior of candidates for office who compete for popular support. Political participation, political parties, campaigns, and elections—all of which are central to electoral politics—are given significant attention. The institutions which connect the electorate to government are discussed, including the direct system of representation, indirect systems such as the Electoral College, the role of the states in running elections, and electoral reforms such as the reformed presidential nomination process. The "new style election campaign" which has emerged over the past four decades is examined and evaluated in terms of its implications for the future of U.S. representative democracy.

LS619 **American News Media** (3.00 cr.)

The news media play a central role in the construction and maintenance of public life in America. This course examines the history and development of news media in America and explores how political, social, economic, and cultural factors have helped shape the production and consumption of news over time. Participants engage the central issues associated with the analysis and assessment of media performance including objectivity and fairness, partisanship, pri-

vacy, the social responsibility of the media, and the news media as an agent of political and social change. The course examines what citizens expect from the news media as well as the constraints on the media in meeting those expectations. Finally, the impact of the emergence of successive waves of new channels of communication—from television to the Internet—on the role of the American news media is investigated. The course incorporates a wide variety of materials including books, videos, newspapers, magazines, and websites. It also highlights specific instances of notable press performance as well as current events.

LS620 Power and Money: Understanding a Global Economy in Flux (3.00 cr.)

Why don't countries with McDonald's go to war with each other? What are the real costs (and benefits) of American energy dependence? What has been the most effective poverty alleviation scheme of the last century (hint: not the World Bank and the International Monetary Fund)? How can people turn trees into HDTVs? Will today's young people ever be able to retire? This course approaches these and other political economy enigmas with lively and erudite discussions of the classics, the controversial, and current events.

LS625 The American Civil Rights Movement, 1954–1976 (3.00 cr.)

An investigation of the growth and decline of the struggle for African-American civil rights in the United States from 1954 to 1976. This study addresses major personalities and institutions which influenced the direction of the civil rights movement from the Supreme Court decision of *Brown versus the Board of Education* to the nation's Bicentennial Celebration just a few decades later. It also analyzes the overall impact of the movement on the lives of African-Americans in the United States in the late twentieth century.

LS627 U.S. Political Parties (3.00 cr.)

This course examines political parties, both historically and in contemporary American politics, focusing particular attention on election campaigns, the electoral process, and presidential elections. The origin, development, and status of political parties in the U.S. is discussed as essential background. The decline of political parties, party influence, and voter turnout, and the rise of the independent voter and third parties, also is examined. U.S. presidential elections and the unfolding 2008 presidential campaign—including the pre-nomination campaign, the nomination process, and the presidential general election—is a particular focus of the course.

LS630 The Wonderful World in which Scientists Live (3.00 cr.)

This course covers special and general relativity, quantum mechanics, and the universe, megaverse, or pluriverse. *The presentation is non-mathematical and qualitative.*

LS632 Tradition and Revolt in Literature: Twentieth-Century Modernism(s) (3.00 cr.)

This course explores the complexities of the literary movement known as modernism and examines the shift in scholarly understanding from a single “modernism” to multiple “modernisms.” For much of the twentieth century, the term modernism described the works of a limited number of writers, usually T. S. Eliot, Ezra Pound, W. B. Yeats, William Faulkner, James Joyce, and Virginia Woolf. In an age dominated by accelerated industrialization, urbanization, the first global war, and new technologies which transformed daily life, these writers redefined the nature of literary expression, developing literary forms such as stream-of-consciousness narrative, free verse, the long poem, and imagism to express their twentieth-century experience. Yet there were many other authors, African-American writers, working class writers, feminist writers, and popular writers writing at the same time whose poems, novels, stories, and plays were excluded from the conventional scholarly definition of modernism. Nonetheless their works illuminate new angles of vision and express sometimes startling perspectives on early twentieth-century modernity. By pairing canonical and marginal texts, the course attempts to determine what makes a text modern.

LS633 American Intelligence Services and American Culture (3.00 cr.)

This course probes the relationship of American intelligence services and American culture. It examines the way in which the intelligence services help mold public opinion as well as their relationship to the media. The group studies the intelligence services and terrorism, and the effect of both on U.S. foreign policy. Questions about the rise of the “security state” and the degree to which the intelligence services have taken on the role of “big brother” (and/or “big sister”) are considered.

LS635 The Election of 2008 and the Future of Presidential Politics (3.00 cr.)

The election of 2008 is historic both in the victory of Barack Obama and in the triumph it represents for a new model of presidential campaign politics that has significant implications for the future. This course examines the long 2008 presidential election campaign—from the early campaign of 2006 and before, through the nomination campaign of 2007 and 2008, to the general election campaign. Particular attention is given to the candidate-centered

nature of President Obama's victory, and the array of elements—ranging from money and consultants to technology, advertising, and messaging—that made this victory possible. This new style of presidential election campaign also is analyzed with particular attention to its implications for future presidential candidates and campaigns. The challenge confronting a president elected in such a candidate-centered election, in transitioning from campaigning to governing while looking ahead to the 2012 re-election campaign already underway, is discussed in terms of the implications for future presidential leadership and effectiveness.

LS638 The U.S. Presidency (3.00 cr.)

The U.S. presidency is at once the most visible and perhaps the most controversial and embattled institution of national government. This course considers the presidency as it was envisioned by the founders and as it functions today. How presidents are elected to office is given particular attention in explaining how the nation's chief executive operates. A variety of perspectives on presidential leadership are considered, ranging from psychological and rhetorical to political and electoral. The leadership role of the presidency in domestic policy and foreign policy relative to the power and function of the U.S. Congress and the courts is also addressed. The course concludes by looking to the approaching 2008 presidential election and beyond.

LS702 Scientists or Psychics: Victorian Era Science, Empiricism, and Belief (3.00 cr.)

The prelude to modern science in the work of English, American, and European scientists of the late nineteenth and early twentieth centuries: the assumptions upon which both scientists and psychics based their research, as well as the cultural milieu that inspired and supported investigations of both types. Special attention is given to theories of Charles Darwin and Francis Galton as well as other scientists who revolutionized scientific theory and investigated paranormal phenomena.

LS705 Underground Film (3.00 cr.)

A survey of American independent filmmakers who have influenced mainstream cinema, including Stan Brakhage, Jonas Mekas, Michael Snow, Jordan Belson, John Whitney, Stan VanDerBeek, Nam June Paik, and Andy Warhol. Forgoing commercial careers, these artists went "underground" to retain artistic freedom in their choice of subjects and techniques. Students draw upon readings, lecture, and screenings to critique underground films in class discussions and papers.

LS710 Fiction and Film of the 1980s (3.00 cr.)

An examination of the cultural context of American and British film and fiction produced during the 1980s, a period of wide-ranging change that, for better or worse, led directly to the world we live in today. In political terms, the decade is associated with the free-market economic policies of Ronald Reagan and Margaret Thatcher; an often intense international debate on nuclear weapons; and the collapse of the Soviet Union and the sudden end of the Cold War. Meanwhile, among artists, intellectuals and academics, the older secular orthodoxies—including Marxism and Freudianism—continued to lose influence, and a less precise but no less consequential set of "postmodern" assumptions came to the fore. Students read a variety of essays that help define and clarify the cultural values and beliefs that prevailed during the 1980s; Background reading includes David Brooks' *Bobos in Paradise*, an analysis of the rise of "bourgeois bohemians." Students also consider works by Tom Wolfe, Martin Amis, and Oliver Stone, among other writers and filmmakers.

LS712 Nature: The History of a Philosophical Concept (3.00 cr.)

"Nature tends to hide itself." This adage by the Greek philosopher Heraclitus was one of the first philosophical statements about nature—and we are still seeking. This course explores how the concept of nature has evolved: the early Greeks made it the foundation of metaphysics; Christian thinkers like Augustine despised it, or they made it overlap with the concept of God before early modern thinkers like Descartes gave it a mechanistic outlook; then it turned out that nature seems to have a history and an "evolution"; the twentieth century witnessed the dissolution of the concept of nature in relativity and indeterminacy as well as the revival of nature as a "person" that suffers and has its own rights, so that through environmentalism nature has turned into a political asset. Participants read and discuss exemplary primary sources of all areas; they are encouraged to contribute from their professional points of view. The inclusion of science, current affairs, or literature will depend on the specific engagement of participants. As it spans all epochs of Western philosophy and touches upon a variety of disciplines, this course may serve as a general overview of philosophy.

LS713 The Many Faces of Immigration (3.00 cr.)

The United States has long been known as a nation of immigrants. Most current residents came originally from someplace else, or at least their forebears did. This course examines the process and the history of immigration to North America across a broad cross-section of individuals of numerous national origins or ethnic groups and a number of centuries. There

also is a consideration of the political, social, and economic conditions in both the native country and the receiving country which might have encouraged a person to emigrate or influenced that person's reception in the adopted country. Students also have an opportunity to consider the subject from the vantage point of their own family background.

LS715 Detective Fiction and the Quest Romance (3.00 cr.)

Students examine those special, unique appeal(s) the detective story has; what it may tell us about what we as a culture believe in; and the theories developed to discover to what psychological and cultural needs the fantasy of the detective-hero responds. Readings and film adaptations include plays, stories, or novels by Sophocles, Shakespeare, Poe, Doyle, Hammett, Chandler, Parker, and others. *Class project is an original mystery story.*

LS723 Challenges of Radical Dissent (3.00 cr.)

Mindful of the figure of Socrates as gadfly critic, this course asks what radical dissent might mean in our contemporary society, assesses how such dissent impacts (or fails to impact) our political reality, and, remembering the fate of Socrates, evaluates our responses to radical critics. Readings come from both classical and contemporary thinkers.

THEMES IN THE MODERN EXPERIENCE

LS640 The New Politics of Twenty-First-Century American Democracy (3.00 cr.)

American democracy has remarkable stability and continuity, while at the same time being dynamic and ever changing. The major forces affecting U.S. politics today are examined, including the growing impact of the media, the new media, the Internet, interest groups and money, the decline of political parties and voter interest, and the polarization of the electorate in the 2000, 2004, and 2008 presidential elections. The state of U.S. national institutions also is examined, most notably Congressional gridlock, presidential supremacy in foreign affairs and war, and judicial activism. *This course focuses on current events and recent history and requires no previous study in the field.*

LS642 Science, Magic, and Religion: European Cultural History of the Scientific Revolution (3.00 cr.)

Key social, political, and philosophical changes facilitated a radical shift in the European world view between the sixteenth and twentieth centuries: the rise and decline of the witch craze, the scientific revolution, the evolution of positivism, and recent efforts to deal with relativity in mathematics and physics.

LS643 Semiotics (3.00 cr.)

Semiotics—the science of signs—concerns how meaning is communicated in cultural artifacts. After studying its history and principal techniques, students apply semiotics to the interpretation of literature, art, and the mass media of their own culture as well as other cultures. Useful to all persons seeking understanding of communication in our modern world, especially writers, artists, dramatists, musicians, philosophers, historians, political scientists, and scholars of language, religion, and media.

LS644 African-American Religious Thought (3.00 cr.)

This course begins with an investigation of the religious world the African slaves brought to North America. Although conversion to Christianity from Islam or African tribal religions was problematic, African-American churches began to flourish by the end of the Civil War. Students reflect on a cluster of problems: racism, biblical interpretation infrastructure, doctrine, and tradition. Next, students turn to understanding how the “Great Migration” diversified and challenged the religious ideas popular in urban areas of the country. The course ends with a study African-American Christianity in the present era, a transitional period that can be understood as a conflict between classic revivalism, the remnants of the civil rights movement, and the rise of hip-hop culture.

LS645 The Pre-Civil Rights Movement: The Generation before Brown, 1932–1954 (3.00 cr.)

An investigation of the beginnings and growth of the struggle for African-American civil rights in the United States from 1932 to 1954. This study looks at the early roots of segregation in the late nineteenth century; the role and influence of the labor movement on civil rights in the early to mid-twentieth century; the impact of the Great Depression and World War II on the civil rights movement; and finally, culminates in the efforts and events which produced the landmark decision of *Brown vs. Board of Education* in 1954.

LS646 The Internet: Understanding the Medium of the New Millennium (3.00 cr.)

Students investigate the social, cultural, intellectual, and economic impact of this medium in areas ranging from electronic commerce to education to digital storytelling. Students assess the way the Internet and its application have influenced the way they see themselves and others, the way they interact, and even the way they think. *HTML will not be taught but access to the Internet is essential.*

LS647 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.*

LS648 Globalization, Race, and Education (3.00 cr.)

An introduction to the study of globalization, race, and education that examines the relationship between the global economy and a racialized world social order. Critical theories of race are used to examine the international context of racial and ethnic relations. Students then examine the implications of the global racial order for educational policies and practices.

LS650 The Absurd in Life and Literature (3.00 cr.)

This course traces the concept of absurdity from first principles to modern postulates. The first principles are assembled from writers as diverse as Kierkegaard, Sartre, 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 studied include Samuel Beckett, Edward Albee, Walker Percy, and John Irving.

LS652 American Foreign Policy (3.00 cr.)

Students examine tools and topics in American foreign policy, including historical cases and perspectives and current issues. The theoretical models of foreign policy are considered and applied to cases, contexts, and actors. The course can be viewed in four parts: principles and foundations, the Cold War, post-Cold War, and post-September 11. The aim is for students to acquire substantive knowledge of some American foreign policy history, a keen grasp of the key debates today, and the tools to consider other foreign policy questions, historical or future.

LS653 Electronic Revolution: American Culture and McLuhan's Global Village (3.00 cr.)

An investigation of contemporary American culture through the lenses of the guru of *The Electronic Revolution*, Marshall McLuhan (1911–1980), who coined the phrases “global village” and “the medium is the message.” Forty years ago, he predicted the Internet and electronic mail and popularized such terms as “feedback” and “iconic.” Our media-driven American culture of the twenty-first century cannot be understood without understanding McLuhan’s theories.

LS654 Spiritual Classics from the East (3.00 cr.)

What is the meaning of human existence? Is there a guiding spirit and purpose within the universe? If so,

how can we discover it and live in harmony with it? How can we escape the stresses and suffering which infect our daily lives? Timeless answers to these questions are offered up by two of the great classics of world spirituality: the Indian *Bhagavad Gita*, and the Chinese *Tao te Ching*. Each work combines a mystical sensibility with down-to-earth practical advice for daily living. The expressive richness of each work has resonated across diverse cultures for over two thousand years. These books are placed in dialogue with each other, with Western thought and religion, and with students’ own personal journeys.

LS656 Numeracy: A Language of the World and the Imagination (3.00 cr.)

Mathematics is a way of thinking, of questioning, analyzing, and synthesizing information about the world around us. It can lead to wonder and awe, as well as increased understanding which improves decision-making in our personal lives and in public policy. The aim of this course is to provide the student with a deeper appreciation and understanding of mathematical thinking and the importance of its role in our highly technological society. Topics include the scale of things and the power of ten; lies and statistics; the shape of things and visualization; the world in motion, the world of bits and bytes.

LS657 Coercive Democracy and Nation-Building (3.00 cr.)

A multidisciplinary examination of U.S. efforts to build democracy abroad, sometimes by undemocratic means. Cases examined include post-World War II Germany and Japan, Latin America, the Balkans, the Middle East, and post-communist Russia.

LS658 The Internet: The Good, Bad, and the Beautiful (3.00 cr.)

The Internet is a technological marvel which has had dramatic effects on American culture, both good and bad. It has empowered millions to publish their own creations in the arts and sciences as well as many other areas, yet it has also provided a breeding ground for the development of new variations on some of life’s uglier elements: pornography, fraud, and other ills. In this course, students learn how the Internet works, why it has grown so rapidly, how to publish their own work on the Web, and how to counteract some of its problems.

LS659 Violence and Competition in Urban America (3.00 cr.)

The character and origins of ethnic and racial conflict in America’s cities: cultural, social, and political factors associated with competition and violence between and within these communities. Among the issues studied are political contest and coalition build-

ing, intergroup violence, economic restructuring, drug warfare, welfare and welfare reform, housing opportunities, and school desegregation.

LS660 Practicing Death (3.00 cr.)

Facing his own approaching execution, Socrates proclaims (as recounted in the *Phaedo*) that “it seems to me natural that a man who has really devoted his life to philosophy should be cheerful in the face of death.” For Socrates, the philosophical manner of existing, what he called “care of the soul,” is properly practicing death. Much more than a morbid consideration driven by darkness and fear, the thoughtful examination of death is precisely an engagement with life. This course examines the notion of *practicing death*, noting its foundations in diverse philosophical systems (such as ancient Greek philosophy, Eastern thought, and existentialism) and locating its more immediate presence in specific examples from literature and film. Underlying the examination is the question of the creation of individual value and the determination of individual meaning in response to the inevitability that is one’s death.

LS662 Generosity (3.00 cr.)

An interdisciplinary seminar on generosity interested in giving and sharing as a theme in the humanities, arts, and social sciences. Particular attention is paid to generosity as an expression of divine and human natures. Topics include stewardship, cooperation, stinginess, greed, hoarding, noblesse oblige, the greater good, and nonfinancial aspects of generosity critical to living well such as forgiveness, empathy, and optimism.

LS664 We Are What We Do: Work and American Identity (3.00 cr.)

Integrating academic scholarship, personal reflection, fiction, and popular culture, this course traces the transformation of work from unpleasant necessity to vocation or calling, and explores how we as Americans have come to mark our identities by our occupations. In tandem with this theme, participants explore the well-documented erosion of leisure, especially among professionals, and the peculiarly American expressions of alienation that accompany it.

LS667 Science and Poetry (3.00 cr.)

Examines the connections between poetry and science from ancient Greece with special attention on the twentieth century. Integrating philosophy, science, theology, and literature, participants read the works of major poets alongside seminal scientific theories that help shape our era’s intellectual history. An important part of the class is the discussion of how poetry and science continue to cross-pollinate, producing and reproducing culture’s most controversial debates and its most provocative poetry.

LS669 Morality and the Modern World:

Ethics in Crisis (3.00 cr.)

Numerous philosophical theories attempt to provide a rational foundation for moral action, but much contemporary thought challenges these theories. Doubts persist about the morality of abortion, euthanasia, reverse discrimination, nuclear warfare, etc. Alternative theories about the nature of morality are examined in light of their ability to help formulate and clarify the ethical dilemmas confronting contemporary life.

LS730 Psychology’s Insights into Interpersonal Behavior (3.00 cr.)

Understanding the psychological processes of being in relationship with another person and groups of people is vital for any career, workplace environment, family, or other social setting. Students explore psychological insights in the study of interpersonal behavior, pursuing several multidisciplinary avenues.

LS731 The American Sixties: Transformations in Film and Fiction (3.00 cr.)

Focuses upon the search for an escape from the wasteland in the narratives of a decade of political and social change and instability. Emphasizes film and fiction as products of the culture and as commentators on the culture. Updike, Kesey, Bellow, Roth, Elkin, and others. Films include *The Graduate* and *Easy Rider*.

LS732 Analysis of the Terrorist Mind (3.00 cr.)

An analysis of key intellectual traditions behind contemporary terrorism in the ideas and writings of great romantic writers including Blake, Percy, Mary Shelly, Paine, Emerson, Thoreau, Bakunin, and Nietzsche. Special emphasis will be placed on romanticism’s effect on twentieth-century American culture and the challenges terrorism poses for the current century.

LS733 Philosophy of Culture and the American Dream (3.00 cr.)

The philosophy of culture examines the following questions: what defines culture? Where do we start in thinking about cultural difference? What is the role of the symbolic world—mythic, artistic, religious, linguistic, scientific—in determining a community of humans? How can culture be seen as liberating or as imprisoning? This course examines the difference between human beings and other animals in an attempt to define human being as a *cultural* or *cultured* being. It focuses on the notion that human culture is centered on the human capacity for symbolic action, and that human cultures are formed around a common grounding in a set of myths.

**LS734 Shades of Black: *Film Noir*
and Postwar America** (3.00 cr.)

The darkest genre in American cinema, with tales of crime, corruption, and anti-heroism. Origins in German expressionist film; the way it reflected and shaped post-World War II cultural anxieties about gender, race, power, and violence. Students read source novels and important critical writings about the genre.

**LS735 We Are What We Buy: The Culture
of Consumption** (3.00 cr.)

Understanding the modern world begins with the recognition of capitalism as its most distinctive facet. Drawing from micro-economics, history, philosophy, marketing, and popular culture, this course focuses specifically on how the powerful and ubiquitous forces of capitalism serve to shape the individual's sense of self. Desire is conditioned by market forces and the individual forms his or her identity through material consumption. Students use a variety of reflective techniques to come to a deeper understanding of their roles in a culture of consumption.

LS736 The Experience of Evil (3.00 cr.)

What is the nature of evil? What are its causes? In what forms or guises has it appeared in human history? How is our understanding of evil influenced and informed by concepts like fate, guilt, freedom, responsibility, providence, God and human nature itself? This course explores such questions by drawing upon a variety of philosophical, religious, and literary sources in an attempt to better understand the all too common experience of evil.

LS737 Free Speech/Free Expression (3.00 cr.)

Although the First Amendment reads that Congress "shall make no law" abridging our freedom of speech, throughout our history, freedom of speech has not been absolute. Through a reading of selected U.S. Supreme Court decisions—ranging from the 1920s through the current Court session—and other materials, students explore the trade-offs between the right to free speech and the other social values, including prior restraint, national security, privacy, and expressive speech. The Internet raises new challenges concerning the nature and extent of free speech, an issue this class explores in depth.

**LS738 American Culture
and Nonviolence** (3.00 cr.)

The philosophical, intellectual, and practical aspects of nonviolence in American culture are examined by focusing on the ideas and people of nonviolence. In addition to investigating such well-known American practitioners of nonviolence as the Reverend Martin Luther King, Jr., and Henry David Thoreau, students probe the ideas and practical application of non-

violence of Mahatma Gandhi, Dorothy Day, Albert Camus, Thomas Merton, Ralph Waldo Emerson, and others. Historical nonviolent events are investigated with a goal of probing nonviolent alternatives to terrorism and violence in general in American culture.

**LS739 Exile and Reunion: The Human Condition
through the Eyes of Camus
and Sartre** (3.00 cr.)

Albert Camus and Jean-Paul Sartre, contemporaries in French philosophy and literature, both recognized that a sense of alienation was characteristic of human existence. In their view, the individual is best seen as an "exile." While certain aspects and conditions which characterize existence may be universal, the individual is ultimately left to engage that existence alone. Starting with basically similar premises, Camus and Sartre both attempted to discover the particular "worth" of such an existence; yet, they finally arrived at different conclusions. Within the context of the writings of both Camus and Sartre, this course attempts to situate the notion of exile, offering a possible explanation of the depth of the meaning of this condition, while searching for ways in which this condition may perhaps be overcome. Students are challenged to raise and answer the question on two fronts, addressing the individual's solitary engagement with nature and existence, as well as the individual's engagement with other similarly-situated individuals.

**LS740 Bargains with the Devil:
The Faust Legend in Literature,
Film, and Popular Culture** (3.00 cr.)

Narratives of a pact with the devil have served as a metaphor for the desire to surpass the limits of human knowledge and power at any cost. Starting with the sixteenth-century *Faust Book* and featuring recent cinematic, musical, and literary versions of the devil's pact, this course explores our enduring fascination with the forbidden: evil, devil worship, witchcraft, magic, and sexuality.

**LS741 The American South
in Fiction and Film** (3.00 cr.)

Southern writers in the past century exhibited a stylistic, philosophical, social, and regional individuality. Some of them are just plain quirky. Their writings look at the future from the perspective of an illusion of the past order, often presenting themselves as the last spokespersons for an order which is needed in modern experience. At the same time, they saw that order as decadent and based on ideals that were hardly realized in actual experience. Finally, many of these writers felt the need to impose a theological perspective they found lacking in mainstream American literature. Participants study the modern myth of the south as revealed by its foremost writers: William

Faulkner, Flannery O'Connor, Walker Percy, John Crowe Ransom, Robert Penn Warren, Tennessee Williams, Bobby Ann Mason, and others. Poems by Ransom, Warren, Donald Davidson, and Allen Tate are included, as well as analysis of film versions of this myth in such features as *Birth of a Nation*, *Gone with the Wind*, *In the Heat of the Night*, *The Liberation of L. B. Jones*, *To Kill a Mockingbird*, and *Driving Miss Daisy*.

LS743 We Are What We Eat:

Food and the American Identity (3.00 cr.)

Although most Americans will consume well over 75 tons of food in their lifetimes, food has remained on the margins of academic scholarship. This course brings cooking and eating from the margins using food as the focal point for an examination of culture, class, gender, and finally, the self. The preliminary thesis is that how we gather, prepare, and eat food reveals, and even establishes who we are. Intentionally and unintentionally, we express who we are by what we eat.

LS745 After King: Civil Rights and the Black

Freedom Movement, 1968–1985 (3.00 cr.)

An investigation of the changing parameters of the struggle for African-American civil rights in the United States from 1968 to 1985. This study begins with the pivotal year of 1968, a year which saw the splintering of the Civil Rights Movement in the aftermath of the deaths of Martin Luther King, Jr., and Robert Kennedy and the siphoning off of many of its most important activists into other movements. The study continues into the critical years of the 1970s with the variety of efforts at integration and equality related to housing, education, and employment. The study concludes with the middle years of the Reagan administration and the shifting sands of public and governmental opinion regarding Affirmative Action.

LS747 New Myths on the American Landscape:

Writing (and) the American Dream (3.00 cr.)

Classic and contemporary presentations of the American Dream's promise and challenge. Students explore the ways writers from many differing communities define the American Dream, where these dreams come together, and where they diverge. Readings include works by F. Scott Fitzgerald, Arthur Miller, William Faulkner, Martin Luther King, Jr., Toni Morrison, and Louise Erdrich.

LS748 The Psychoanalysis of Culture (3.00 cr.)

The wager posed by this course is that Freud, even almost 70 years after his death, is still a uniquely potent resource for understanding the current historical and cultural situation. Participants examine late capitalist society with an eye to the continuing relevance of key Freudian concepts, with the general

aim of defining and exploring the shift from a traditional ethic of sacrifice toward a postmodern ethic of satisfaction. Readings from Freud are liberally augmented by others in the psychoanalytic tradition (Lacan, Lefort, Zizek, McGowan) and a number outside it (Marx, Berger, Arendt, and others).

LS750 Spirituality and Autobiography (3.00 cr.)

Modern writers, whether religious or secular, continue to explore and expand the relationship between private life and public confession. This course puzzles with questions of conversion, calling, and commitment as well as the value and limits of autobiography as a method of theological reflection.

LS753 Philosophy of Peace (3.00 cr.)

Key issues in peace studies are approached from a philosophical perspective. The primary focus is on thinkers who conceive of peace as a realizable option for humanity, and not merely as the incidental absence of war. Readings are drawn from major figures in the history of the Western philosophical tradition—from Thucydides to Tolstoy, Russell and beyond—as well as some twentieth- and twenty-first-century voices in the Eastern world, such as Gandhi and Thich Nhat Hahn. Classroom philosophical discussions of peace are placed in a contemporary context through readings of current journalism which provide political and philosophical analyses of the current world situation.

LS754 Human Dignity in a Contemporary

Context (3.00 cr.)

This course explores the roots of the concept of human dignity in early Greco-Roman writings, the writings of early Church fathers, and the works of Enlightenment figures. It then addresses how the concept is used in contemporary public discourse, and finally looks at cultural and social phenomena, such as medical technologies, the transition from a market economy to a market society, and economic globalization, that might pose a serious threat to human dignity.

LS755 The Dynamic of the City (3.00 cr.)

An exploration of modern discourses on and of the city. For centuries the city has captivated the mind and the spirit of human beings in numerous ways. As a locale, the city has frequently inspired the imagination. It has often been the site of avant-garde experimentation and the testing ground for new theories. As an environment, the city has been home to burgeoning technology and often the embodiment of social order as well as disorder. A cross-sectional examination of the modern city is undertaken from the vantage point of a variety of disciplines. *The city under scrutiny varies from semester to semester.*

LS756 Service and Meaningful Work (3.00 cr.)

What is service? Why is it so important to the human spirit and community? What are the problems and pitfalls one encounters as one tries to serve others? How can one integrate other-directed service with one's own need for financial stability and personal fulfillment? How can one's work in the world be meaningful and satisfying? These are not merely theoretical questions; each life is an expression of the answers formulated by the individual. Still, philosophers and spiritual texts, both Western and Eastern, can do much to help students think through these crucial issues. Throughout the course, theoretical understandings and personal experience are woven together. Students have the opportunity to reflect upon their own lives, and to be challenged and illuminated by a variety of rich texts.

LS757 The American Short Story in the Twentieth Century (3.00 cr.)

Traces the development of American short fiction from the late nineteenth century to present times. Works by Hemingway, Fitzgerald, O'Connor, and Cheever, as well as contemporary practitioners including Latin American and European writers whose work has been influential in the United States.

LS758 How to Read the World: First Signifiers (3.00 cr.)

This course focuses on three "first signifiers": geography, tattoo, and the human face. Land and sea formations precede human signification. Writers who present the first scripts created by landscapes and seascapes and who consider the way humans inhabit and reshape those scripts using borders, boundaries, and maps are investigated. Students then analyze tattoo, which Jacques Lacan proclaims to be the first signifier and which writers use to consider how people make meaning and mark belonging. Tattoo may indicate variously and sometimes simultaneously the profane and sacred, the extravagant and essential, the personal and public. Finally, depictions of the human face are examined. According to Emmanuel Lévinas, the human face creates discourse and ethics: students use that insight to read graphic novelists who use word and image to consider the human face (and who see at once joy and love, repression and genocide). All three first signifiers ask us to consider how to interpret the scripts we are given and how to create new ways of reading the world.

LS759 That Shakespearean Cinema (3.00 cr.)

A study of selected Shakespeare plays in their Renaissance theatre context and in their evolution as texts for film. Special attention is given to the conditions of theatre production in Elizabethan and Jacobean England, and intense focus is placed on the cultural,

economic, and creative reasons for the renaissance of Shakespeare as a film source during the 1980s and 1990s. *Analytical and performance projects. No previous acting or directing skill required.*

CREATIVE PROCESS**LS671 Surrealism and Cinema (3.00 cr.)**

Participants learn about surrealists, European artists of the 1920s, and their fascination with the magical medium of film. Old surrealist films are screened, such as *Andalusian Dog* by Salvador Dali and Luis Buñuel, as well as more modern films with surrealist themes, such as *Altered States* by Ken Russell and *Naked Lunch* by David Cronenberg. Through these screenings, text readings, papers, and class discussion, participants learn how to interpret surrealist symbols that appear in many films. *(Seminar format)*

LS673 Minding Metaphors (3.00 cr.)

Through workshops, lecture, and discussion, students explore the crafting of contemporary poetry. Readings encompass theory and a wide range of poets. Writing assignments consist exclusively of poems; students will enjoy broad latitude in subject and approach. *No previous experience or expertise in writing poetry is required.*

LS674 Image and the Creative Process (3.00 cr.)

Students have an opportunity to think creatively and gain fluency in the "language" of images. This is accomplished through "hands-on" projects, progressing from the basic elements of design and simple problems realized in black and white, to projects that involve values and color. As a source of inspiration and discussion, students examine and reflect on a variety of image and idea types from literature, painting, and film.

LS675 The Critical Eye: Looking at Art (3.00 cr.)

A course in the methods and practices of scholarly research and the writing of a research paper in the field of art history. Participants indulge themselves in the "forensic" methods of art history and practice the formal discipline of writing a research paper: competent expository writing; research techniques and library skills; the proper citation of sources; and the care, nurture, and notation of a good bibliography. The different ways art historians "read" a work of art are examined. The various textures of meaning that contribute to our fascination with works of art are the focus of our reading, writing, and looking.

LS677 Writing and Reading Children's Literature (3.00 cr.)

A study of recurring themes in classic and contemporary children's literature and picture books. Students write original children's stories and consider such questions as: What makes a children's book a classic? What are the current trends in children's publishing?

LS679 Feature Writing for Newspapers, Magazines, and Organizations (3.00 cr.)

The proliferation of publications, in print and online, in all areas of professional, academic, and personal life makes feature writing an increasingly valuable skill. This hands-on, workshop-based course explores the creation, structure, strategy, and techniques of feature writing with an eye toward publication and distribution to a wide variety of audiences.

LS681 Living Theatre (3.00 cr.)

Students experience firsthand many important aspects of modern theatre production while working as actors, directors, playwrights, designers, and critics. Because the course is taught in McManus Theatre, it is a hands-on experience of the modern theatre culminating in a class production of an original theatre piece.

LS683 Drawing from Observation (3.00 cr.)

This course introduces the basic concepts of representational drawing. It is intended to sharpen students' drawing skills as well as their wits. To be a keen observer of the world requires both looking and thinking, and the semester is dedicated to both activities. Emphasis is placed on the act of observing the sensible world in two dimensions, using a variety of drawing tools and techniques. *Enrollment strictly limited to 12 students.*

LS685 Religion and Popular Culture (3.00 cr.)

An introduction to critical issues in and approaches to the study of religion and popular culture. The course considers how religious themes and images are portrayed, critiqued, and manipulated in books, films, music and other media forms. An important part of the class is a discussion of what "religion" is and what we mean when we make distinctions between "high" and "low" culture.

LS687 A Sensory Approach to Creative and Practical Nonfiction Writing (3.00 cr.)

Through a variety of sensory-based activities and readings from a number of literary genres, this course helps students to understand how good writers with a mission have approached their blank sheets. Students refine their own nonfiction writing strategies, while carefully examining how some well-known writers have used theirs.

LS691 Music and Literature (3.00 cr.)

A study of the relationships between music and literature, with a special focus on opera, song, and instrumental music. Throughout music history great composers have used literature for the basis of their masterworks, and this course examines how music amplifies and alters the focus of literary models. The works of Vivaldi, Bach, Schubert, Schumann, Berlioz, Liszt, Verdi, Wagner, Stravinsky, and Schoenberg, among others, are examined. Authors include Wilhelm Mueller, Heine, Victor Hugo, Stefan George, Goethe, and W.H. Auden. The influence of literature on popular music also is examined, with a special focus on traditional Anglo-Irish ballads and American folk music.

LS692 Poetry of Place, Poetry of Displace (3.00 cr.)

In Italian, "stanza" is the word for room. This course journeys not only through the rooms but also the hallways, stairwells, attics, boudoirs, and basements of poems that explore the notion of "place," "house," and "home." Students read closely selections from some of today's finest modern and contemporary poets and examine how they employ exterior structure and "interior design" to craft a poetry of rich particularity that often challenges social norms.

LS695 Books in Context: The American Bestseller, 1960–1990 (3.00 cr.)

This seminar examines a series of popular American books published during a time of rapid and continuing change. It seeks to discover how these works reflected values and attitudes that prevailed when they were published, and how they may have contributed to the mass culture we live in today. Students are asked to participate in seminar-style discussions and research-based activities that help to illuminate the mental atmosphere in which these works appeared, while also showing how these works influenced continuing intellectual, artistic, and social trends. Along the way, the phenomenon of the "bestseller" is discussed, assisted by appropriate readings from social critics and literary historians. Titles include William Lederer's *A Nation of Sheep* (1960), John Updike's *Couples* (1968), Mario Puzo's *The Godfather* (1969), Germaine Greer's *The Female Eunuch* (1970), Charles Reich's *The Greening of America* (1970), and Allan Bloom's *The Closing of the American Mind* (1988).

LS766 The Art of the Modern Essay (3.00 cr.)

The essay today is alive and thriving, accommodating a wide range of voices and styles. Students start with Montaigne, then consider works by many more contemporary practitioners, Americans and Europeans alike. In addition to a critical essay, students submit

two other carefully revised essays on topics (and in a style) of their own choosing.

**LS771 Communication and Culture
in Contemporary and
Modern France (3.00 cr.)**

The course focuses on the work and lives of three public intellectuals—Emile Zola, Simone de Beauvoir, and Azouz Begag. In addition to looking broadly at the involvement of these writers in French cultural life within each specific period—Second Empire and Third Republic France, the post-World War II period, and contemporary France—students explore the involvement of these three public intellectuals with a major cultural/political issue of the time.

**LS773 American Film and Society,
1955–1975 (3.00 cr.)**

From 1955 to 1975, the American film industry released many films focusing directly on social problems and political themes. Often considered “controversial,” these movies represent the high point of twentieth-century American liberalism: they assumed that artful presentations of issues such as racism, materialism, and militarism would help prompt discussions that would eventually lead to a more perfect society and a more peaceful world. Students examine several popular, if rather didactic, films. With the help of selected critical readings, students consider how the values and attitudes of these films, with all their sociological trimmings, contributed to the cultural environment students inhabit today.

LS775 Secrets of the Old Masters (3.00 cr.)

An introduction to the medium of oil painting. Students are systematically guided through a series of palettes and techniques, recreating the evolution of artists’ palettes and practices through history. Emphasis is placed on “painterly” techniques and drawing with the brush. Class sessions review the history of technical practice in painting and address the fundamental genres of still life, landscape, portrait, and figure.

LS777 Short Story Writing (3.00 cr.)

Students examine closely the modern short story as a distinctive art form, paying particular attention to questions of structure, audience, and voice. Readings include including Anton Chekhov, Katherine Mansfield, Raymond Carver, William Trevor, and Roald Dahl. Students write and revise two well-crafted stories of their own.

LS780 Creative Ventures (3.00 cr.)

A probe into all aspects of creativity including the creativity involved in artistic works, noble deeds, business management, and the sciences. The course probes the nature of creativity. In addition, the group explores

techniques and strategies to enhance individual creativity. Participants also investigate different applications of creativity, not only artistic but also creativity in business management.

Office: Columbia Campus

Telephone: 410-617-7620 or 800-221-9107, x7620

Website: www.loyola.edu/pastoralcounseling

Chair: C. Kevin Gillespie, S.J., Associate Professor

Founding Director: Barry K. Estadt (emeritus)

Director of M.A. Program: Thomas E. Rodgerson

Clinical Education: Vacant

Director of Research: Ralph L. Piedmont

Director of M.A. Program: Thomas E. Rodgerson

Director of M.S. Admissions: Geraldine M. Fiakowski

Director of M.S./C.A.S. Clinical Education:

Danielle LaSure-Bryant

Director of C.A.S. Program: Robert J. Wicks

Director of C.S.T. Program: Joseph Ciarrocchi

Director of Academic Operations: David C. Newton

Professors: Sharon E. Cheston; Joseph W. Ciarrocchi; Barry K. Estadt (emeritus); Joanne Marie Greer (emerita); Ralph L. Piedmont; Lee J. Richmond; Robert J. Wicks

Associate Professors: C. Kevin Gillespie, S.J.; K. Elizabeth Oakes

Assistant Professors: Gina Magyar-Russell; Wairimu W Mutai; Joseph Stewart-Sicking

Affiliate Faculty: Donelda A. Cook; Rosemary Cook-Johnson; Beverly E. Eanes; Edward David Eanes; Geraldine M. Fialkowski; John M. Hayes; John S. Jeffreys; Judith V. Kehe; Anthony F. Krisak; John L. McLaughlin, Sr.; Mary Ellen Merrick, I.H.M.; David C. Newton; Bernard M. Raiche; Mary M. Raphael; Roland R. Reed; David M. Reile; Frank J. Richardson, Jr.; Thomas E. Rodgerson; William J. Sneek, S.J.; Anne Ross Stewart; Allan Tsai; Joanne F. Vizzini; Anne Marie Wheeler

The pastoral counseling program is holistic in scope. It seeks to understand the human search for meaning and purpose in all its complexity. The program's vision espouses a growth-oriented, interactional approach which attempts to interpret human behavior and human experience as an integration of the physiological, the intellectual, the emotional, the social, and the spiritual. Further, the program addresses the individual search for meaning within and beyond the concrete circumstances of daily life and the reaching out for spiritual understanding. It encourages a transcendent faith in which participants explore the richness of the human person and of their own individuality.

The pastoral counseling program seeks to be a collegium, inviting individuals to a common pursuit of truth. In this pursuit, the focus is on the student. In the words of a site-visitation team of the American Association of

Pastoral Counselors (AAPC): "The program is marked throughout by the dictum of Saint Francis de Sales: 'Nothing is so strong as gentleness; nothing so gentle as real strength.' As a result of that dominant spirit, both students and staff find relating to the program to be self-esteem enhancing and personally enriching." The AAPC team states further, "The student is expected to be authentic and open, engaged in personalized learning, and developing a personal style of counseling. Faculty and supervisors attempt to relate to students as they would have students relate to their clients." There is a genuine sense of copilgrimage among faculty and students in this collegial effort.

The master's, certificate of advanced study, and doctoral degree programs in pastoral counseling; the master's program in spiritual and pastoral care; and the certificate program in spirituality and trauma 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 in each of the particular degree programs normally pursue the same basic program, the extent of prior experience will determine the intensity with which the candidate can pursue the degree(s). In the case of advanced level candidates, an individualized assessment is made and a program of study is developed in keeping with one's level of proficiency.

Graduates make a point of stressing that the training had a profound impact on their style of ministering in areas other than counseling and individual pastoral care, pointing to an increased person-centeredness in their teaching, preaching, organizing, and celebrating.

ACCREDITATION

The Council for the Accreditation of Counseling and Related Educational Programs
The American Association of Pastoral Counselors

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 community counseling accreditation to the Master of Science (M.S.) in Pastoral Counseling. CACREP also has accredited the Doctor of Philosophy (Ph.D.) in Pastoral Counseling under the Counselor Education and Supervision standards.

ADMISSION CRITERIA

An in-person admission interview with the director of admission, along with participating faculty, is required of all applicants within the continental United States and Canada. An admission telephone interview is required of all applicants outside the continental United States and Canada.

M.A./M.S. CANDIDATES

Applicants for a master's degree in either pastoral counseling or spiritual and pastoral care must have a bachelor's degree from an accredited college or university. Candidates are evaluated more in terms of their overall readiness to take advantage of the learning opportunities of the program and less in terms of specific course preparation.

C.A.S. CANDIDATES

Applicants for the Certificate of Advanced Study (C.A.S.) in Pastoral Counseling must have completed a master's degree from an accredited college or university in counseling, psychology, or closely related field.

C.S.T. CANDIDATES

Applicants for the Certificate in Spirituality and Trauma (C.S.T.) must have completed a master's degree in the helping professions from an accredited college or university. Master's degrees in counseling, education, social work, psychology, health care, pastoral counseling, theology, religious studies, and the like are eligible for admission to the general concentration. Only credentialed mental health practitioners are eligible for the clinical concentration.

PH.D. CANDIDATES

Applicants for a Ph.D. in Pastoral Counseling must have a master's degree in counseling or closely related field from an accredited college or university. The program accepts candidates who give clear evidence of the ability to apply theoretical constructs, develop advanced level clinical skills, and integrate the above within the context of a religious and/or pastoral identity.

The doctoral curriculum assumes that the candidate has laid the foundation in theoretical knowledge and clinical skill through prior education and training comparable to the Loyola master's program in pastoral counseling. Candidates without such background may wish to apply for admission to the M.S.–Ph.D. sequence. If an applicant with a master's degree from another institution is judged to be qualified for admission to the Ph.D. program but is lacking in specific

areas of preparation, an assessment of prerequisites will be made at the time of admission.

APPLICATION DEADLINES

Applicants are considered on a rolling admissions basis. Priority application dates are listed below for each degree. Applications received after the recommended dates will be deferred by an admission committee for review the next available semester.

M.A./M.S./C.A.S./C.S.T. Applicants

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

M.S.–Ph.D. Applicants

Fall Semester	February 1
Spring Semester	November 1
Summer Sessions	February 1

Ph.D. Applicants

Fall Semester	February 1
Spring Semester	November 1
Summer Sessions	February 1

HOUSING

Housing possibilities for out-of-the area students are diverse depending upon personal interest, budget, and special needs. Most courses are held at the Columbia Campus, about 35 minutes by automobile from the center of Baltimore, Maryland or Washington, D.C. Most clinical practicum opportunities are located in the Baltimore-Columbia-Washington area; however, many of these opportunities are more available to students who reside in Baltimore or Columbia. For further information about housing, contact the Pastoral Counseling Office.

PAYMENT OPTIONS

The Pastoral Counseling Department follows the University's policies on Mail-In, Walk-In, and Web Registration; for more information, see Payment Options under Fees.

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.

CREDITS REQUIRED

The M.S. in Pastoral Counseling requires 66 credits; however, waivers for prior graduate-level theology/spirituality coursework may reduce this requirement to 60 or 63 credits. The M.A. in Spiritual and Pastoral Care requires 45 credits. The C.A.S. in Pastoral Counseling requires 30 credit hours beyond the counseling master's degree. The Certificate in Spirituality and Trauma requires 18 credits beyond a master's degree, as described in the admissions criteria. To assure competency in several areas of study, the Ph.D. in Pastoral Counseling requires a minimum of four academic years of graduate-level preparation (including entry-level preparation), defined as eight semesters with a minimum of 96 total graduate-level credit hours.

THERAPY REQUIREMENT

All pastoral counseling students are required to engage in a minimum of 20 sessions of professional mental health counseling or psychotherapy before the completion of the first clinical year. These sessions must have occurred within the last five years. Students who have not completed this requirement before entering the program will be given assistance in finding a therapist in the area.

SPIRITUAL DIRECTION REQUIREMENT

All M.A. in Spiritual and Pastoral Care students are required to engage in a minimum of 10 sessions of spiritual direction before the completion of Group Spiritual Guidance (PC704). The 10 sessions may be completed concurrently with the PC 703–704 series of classes or may have been completed within the last three years prior to taking this course sequence.

LANGUAGE REQUIREMENT

A high proficiency in oral and written English is expected of all applicants. International students are required to submit results of the Test of English as a Foreign Language (TOEFL) to the department as a part of their application package. To enter any of the three programs of study, applicants must have a minimal TOEFL score of 550 on the paper-version of the test or a minimum score of 213 on the version administered through computer adaptive testing. In addition, because of the verbal requirements of the clinical portion of the Ph.D. program, all international students must demonstrate an excellent command of the English language, including nuances of every day speech that will occur during the counseling experience.

SUPERVISORY PROCESS (M.A./M.S./C.A.S./PH.D.)

Supervision of the ongoing counseling or pastoral care experience is regarded as the primary catalyst for professional and personal integration. Supervision is a special kind of tutorial relationship in which people with less experience present their work for the scrutiny and critique to people with more experience. The focus of the supervisory session is the work-sample presented along with the variety of issues which the work-sample generates.

DEGREE REQUIREMENTS

Degree requirements and course offerings are detailed in the following sections. For additional information on a specific degree, please contact the Pastoral Counseling Department.

MASTER'S PROGRAMS**MASTER OF SCIENCE (M.S.)
IN PASTORAL COUNSELING**

This program combines a strong didactic core curriculum with an equally strong clinical practicum experience in order to prepare graduates for a career in counseling and for an opportunity to seek licensure or certification. The M.S. in Pastoral Counseling requires 66 credits; however, waivers for prior graduate-level theology/spirituality coursework may reduce this requirement to 60 or 63 credits. Upon admission, each student's transcripts are reviewed to determine if theology course waivers are possible. Students applying to the program with a recent graduate degree in theology may be granted a waiver for both PC608 and PC665. Students with prior graduate-level coursework in theology/spirituality may be granted a waiver for PC608 and/or PC665. This waiver is dependent upon the nature of the prior coursework completed, and at the rate of three graduate credits for a three-credit course successfully completed with a *B* or better.

In addition, students may be able to select electives which can be used to specialize or diversify their area of interest. Finally, the degree requires completion of a paper which serves to integrate the student's didactic development, counseling experience, theological reflection, and personal growth.

Program of Study

Academic

(42 credits)

PC650	Substance Abuse and Addictive Behaviors
PC653	Statistics and Research Methods
PC654	Career Development
PC655	Group Theory and Practice
PC670	Introduction to Pastoral Counseling
PC674	Human Development
PC675	Helping Relationships
PC676	Counseling Theory and Practice
PC678	Psychopathology
PC681	Family Counseling
PC689	Psychological Testing and Assessment
PC726	Diversity Issues in Counseling
PC778	Treatment of Psychopathology
PC808	Ethical, Legal, and Professional Issues

PC670, PC675, PC676, PC678, and PC808 must be completed with a grade of *B* or better in order for a student to advance into the clinical portion of the program. If a grade of *B* or better is not achieved in each course, additional coursework will be required in the subject area needing remediation before the student will be granted permission to proceed into clinical work. PC674 must be taken prior to or concurrent with the first clinical semester.

Clinical

(12 credits)

PC661	Clinical Case Supervision I: Practicum
PC662	Clinical Case Supervision II
PC663	Clinical Case Supervision III
PC664	Clinical Case Supervision IV

Students are to obtain no less than 800 total hours of clinical experience with no less than 260 hours being client contact hours.

Theology/Spirituality (6 credits)

PC608	Theological Anthropology
PC665	Contemporary Religious Perspectives

These courses must be waived or completed prior to taking PC700.

Integrative

(6 credits)

PC690	Pro-Seminar
PC700	Pastoral Integration Seminar

In addition to the above coursework, students may take PC805 and PC806 for AAPC membership.

MASTER OF ARTS (M.A.) IN SPIRITUAL AND PASTORAL CARE

Invites the student into practical theological reflection in applied ministry settings for the purpose of developing persons who are formed for cutting edge leadership in local congregations, hospitals, prisons, retreat settings, and institutions of social change. Integrating theology and the social sciences, students learn the art of pastoral conversation and develop an awareness of God found in the stories of individuals, institutions, and culture.

Program of Study

Core Courses

(30 credits)

Skills are acquired from the following courses in the areas of bereavement (assistance, guidance, or support), crisis intervention, the pastoral helping relationship, pastoral diagnosis, spiritual formation and guidance, theological reflection, and Praxis:

PC608	Theological Anthropology <i>or</i>
PC665	Contemporary Religious Perspectives
PC625	Loss and Bereavement
PC673	Crisis Intervention
PC674	Human Development
PC679	Pastoral Helping Relationship
PC697	Biblical Spirituality
PC701	Spiritual and Pastoral Care
PC702	Theology of Ministry
PC703	Group Spiritual Formation
PC704	Group Spiritual Guidance

Integration Courses

(6 credits)

The following courses allow for an in-depth look at theology and the social sciences and provide an opportunity for students to prepare a final project that combines creativity with research:

PC695	Pastoral Care Professional Seminar
PC705	Pastoral Care Integration

Specialized Courses/Electives

(9 credits)

Students have the opportunity to choose a track of study and internship experience which lays the foundation for targeted careers or enhanced spiritual leadership in a variety of settings. The following tracks are some of the possibilities:

Spiritual Direction Track

- PC687 Spiritual Direction
 PC706 Spiritual Direction Internship
 Elective

Chaplaincy Track

- PC707 Chaplaincy Internship *or*
 One Clinical Pastoral Education (CPE) Unit
 PC732 Spiritual and Theological Dimensions
 of Suffering
 Elective

Students may satisfy the internship requirement for this track by taking PC707 and seeking alternative internship sites, or by successfully completing one unit of CPE. Once a certificate of completion from an accredited CPE program is provided, three credits will be awarded. Only one unit of CPE will be allowed for credit in this manner, and the unit must be taken concurrently with enrollment in the M.A. program. If a student has previously completed a unit of CPE, the student must take the next level of CPE to meet the track's requirement. Students may take the unit of CPE over the course of a semester or a year, but the three credits will be awarded only upon unit completion. Students wishing to enter a CPE program need to make application to their chosen program in the semester prior to the one in which they will begin the unit. Students may contact the Pastoral Counseling Department for recommendations of CPE-granting institutions in the area. CPE participation does not count toward full-time enrollment status for students receiving financial aid, using veterans benefits, or on international visas.

Pastoral Ministry Track

- PC709 Supervised Ministry Internship
 PC738 Trauma and Religious Institutions
 Elective

The program prepares students to become pastoral care specialists in the American Association of Pastoral Counselors (AAPC). The program also builds a foundation for spiritual direction and chaplaincy certification.

**CERTIFICATE OF ADVANCED STUDY (C.A.S.)
 IN PASTORAL COUNSELING**

Offers advanced-level didactic courses, integrating seminars, intensive in-depth supervisory experiences, and an optional internship experience designed to meet student's career/licensure objectives. 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 1,000 hours. It provides an opportunity to work toward member status in the American Association of Pastoral Counselors (AAPC), certification by the National Academy of Certified Clinical Mental Health Counselors (NACCMHC), certification by the National Board for Certified Counselors (NBCC), and state licensure or certification.

Non-Loyola pastoral counseling M.S. graduates who do not have master's level theology, are required to take the following courses:

- PC608 Theological Anthropology
 PC665 Contemporary Religious Perspectives
 PC700 Pastoral Integration Seminar

To apply for AAPC membership, students must also include PC805 and PC806 to their program of study.

CERTIFICATE IN SPIRITUALITY AND TRAUMA

The postmaster's Certificate in Spirituality and Trauma (C.S.T.) desires to deepen the collective understanding of the role of religion and spirituality in the full range of human experience and to recognize religiously motivated paths that produce healing or that prolong trauma, loss, and violence's ill effects. The C.S.T. aims to reduce misconceptions and enhance knowledge based on science, clinical wisdom, and understanding of religious and spiritual diversity in the recovery process.

The program consists of foundation courses and either a clinical or a general sequence. The clinical sequence requires the successful completion of 18 credits and is for credentialed mental health practitioners (e.g., persons certified or licensed as professional counselors, psychologists, social workers, pastoral counselors, psychiatric nurses) who wish to deepen their clinical skills by presenting trauma cases in a small group supervisory format. The general sequence requires successful completion of 18 credits and is for partici-

pants from the mental health, pastoral counseling, pastoral care and ministry, education, health care, social work, and related helping professions that will enhance and enrich their work through the knowledge base afforded in the courses.

Programs of Study

Foundation Courses (3 credits)

The program requires foundational skills for all students through three, one-credit cognates. The program director may exempt applicants whose academic record or professional experience indicate competency in the cognate areas.

- PC725 Ethical, Legal, and Forensic Issues in Trauma Work
 PC727 Self-Care for Caregivers in Trauma Work
 PC729 Healing Conversations: Skillful Interaction with Trauma and Loss Victims

Clinical Sequence (15 credits)

- PC761 Small Group Clinical Case Conference: Practicum in Spirituality and Trauma I
 PC762 Small Group Clinical Case Conference: Practicum in Spirituality and Trauma II

In addition to the required clinical courses, students select three courses from the general sequence to complete the certificate.

General Sequence (15 credits)

Students select five courses from the following:

- PC730 Phenomenology of Trauma, Grief, and Loss
 PC732 Spiritual and Theological Dimensions of Suffering
 PC733 Social and Cultural Foundations of Religious Violence
 PC734 Dynamics of Violence in Adult Relationships
 PC735 Trauma and Violence in Children
 PC736 Positive Psychology, Trauma, and Spirituality
 PC737 Psychological and Spiritual Aspects of Grieving Related to Trauma, Loss, and Violence
 PC738 Trauma and Religious Institutions
 PC739 The Human Spirit and Trauma in the Arts

Students who successfully complete 18 credits as prescribed receive a certificate, but they are not eligible to participate in the University's Commencement exercises. In addition, students in the C.S.T. program are not permitted to be concurrently enrolled in a master's degree program at Loyola. If a student elects to pursue a master's degree after completing the certificate, advanced standing will be given for successfully completed certificate coursework that is also required for the master's degree.

STATE LICENSURE

The M.S. and M.S.–Ph.D. programs of study integrate the coursework required for Maryland state licensure as a professional counselor. While each state has unique licensure requirements, most states require academic coursework similar to that required in the M.S. and M.S.–Ph.D. programs. Some states do require that academic courses and clinical work be taken in a prescribed order; therefore, students are encouraged to become familiar with their anticipated state of residence's licensure and examination requirements.

A pastoral counseling faculty member is assigned to act as the liaison between the Maryland Board of Professional Counselors and the department. Students may request current licensing information from this person. Information about the licensing requirements of other states is available in the pastoral counseling department office. Further, the University is an approved site for the National Counselors Exam (NCE) administered by the National Board of Certified Counselors (NBCC). The NCE is required for Maryland state licensure. However, surrounding states and the District of Columbia may require different examinations and/or academic requirements. Loyola offers the NCE twice a year, prior to a student's graduation from the program of study.

DOCTORAL PROGRAMS**DOCTOR OF PHILOSOPHY (PH.D.)
IN PASTORAL COUNSELING**

The Ph.D. in Pastoral Counseling is a unique education experience designed for those who wish to further their graduate-level training as clinicians, supervisors, educators, and researchers. By interrelating the theory and techniques of the helping professions with the insights of theology, spirituality, and faith, the program encourages students to develop their own holistic paradigms of professional and personal integration for the purpose of helping others and furthering the counselor education profession.

The doctoral program seeks to prepare graduates to make quantitative and qualitative research contributions to the helping professions through the integration of psycho-theological issues with counselor education's interdisciplinary models which embrace subjects like ethics, prevention, diversity, education, efficacy, and treatment of psychopathology. The program, with its unique emphasis on supervisory training, develops clinical expertise, theological/spiritual/religious understanding, and research acumen while preparing candidates for teaching and supervisory positions in the counselor education field.

Doctoral programs accept as primary obligations:

1. To extend the knowledge base of the counseling profession in a climate of scholarly inquiry.
2. To support faculty and students in publishing and/or presenting the results of scholarly inquiry.
3. To prepare students to contribute to the conversations that inform professional practice by generating new knowledge for the profession through dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.
4. To prepare students to assume positions of leadership in the profession, their area(s) of specialization, or both.

The fulfillment of these obligations take into account the societal changes of the twenty-first century and prepare graduates to be leaders and advocates for change.

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. In keeping with the goals of the program, the Ph.D. curricu-

lar requirements involve five major areas: theory and practice of counseling; statistics and research design; clinical case conferences; training in supervision and education; and spiritual studies and integrative seminars. In addition to traditional academic courses, the Ph.D. program involves a clinical internship experience of no less than 600 hours that includes on-site clinical experience and supervision in one or several agencies. The internship is supplemented by Loyola-based individual supervision, clinical mentoring, clinical case conferences, and supervisory seminars.

The dissertation process at Loyola emphasizes faculty support of the candidate as an emerging peer and colleague in research. Candidates are encouraged to choose a project which is meaningful to them and will enhance their personal preparation for their chosen work after the Ph.D.

Program of Study

The typical program of study consists of four years (eight semesters) of coursework and clinical training. The following coursework is required of all doctoral candidates.

Academic (9 credits)

- PC778 Treatment of Psychopathology
PC808 Ethical, Legal, and Professional Issues

Choose at least one advanced theory and practice course from the following:

- PC800 Adlerian Psychotherapy
PC896 Jungian Theory and Practice
PC921 Cognitive-Behavior Theory
PC922 Psychodynamic Theory of Psychotherapy
PC923 Humanistic Theory of Psychotherapy

Cognates (9 credits)

- PC930 Organizational Systems
PC931 Consultation Theory and Practice
PC932 Group Leadership
PC933 Advanced Treatment in Family Systems
PC934 Educational Technology
PC935 Introduction to Counselor Education and Supervision
PC936 Advanced Career Development Practices
PC937 Advanced Professional, Legal, and Ethical Issues
PC938 Advanced Diversity Issues in Counseling

Research (12 credits)

- PC753 Statistics I
 PC754 Statistics II (Multiple Regression)
 PC914 Research Methods I

Choose one of the following:

- PC915 Research Methods II: Quantitative Design
 PC916 Research Methods II: Qualitative Design

Clinical (6 credits)

- PC901 Doctoral Clinical Case Conference I
 PC902 Doctoral Clinical Case Conference II

Two consecutive semesters of clinical internship at the doctoral level, consisting of no less than 600 hours. Candidates using their work setting as their clinical placement will need to participate in PC941 and PC942.

Integrative (9 credits)

- PC897 Spirituality Themes in Counseling Practice and Integration
 PC898 Religious and Psychological Research
 PC950 Psychospiritual Applications in Clinical Practice

Advanced Curriculum Concentrations (12 credits)

In addition to the core program, doctoral candidates select an area of concentration: clinical, education, supervision or academic. Candidates are required to enroll in a minimum of 12 credits. Course selection is made in consultation with the doctoral mentor and is dependent upon the candidate's academic and career goals.

Clinical, Education, Supervision Concentration

- PC900 Theory and Practice of Counselor Education
 PC903 Doctoral Clinical Case Supervision III*
 PC904 Doctoral Clinical Case Supervision IV*
 PC905 Doctoral Individual Supervision I (recommended for AAPC)
 PC906 Doctoral Individual Supervision II (recommended for AAPC)
 PC907 Doctoral Special Topics in Clinical Supervision
 PC908 Doctoral Special Topics in Counselor Education
 PC912 Counselor Education Doctoral Teaching Internship
 PC952 Theory and Practice of Supervision I
 PC953 Theory and Practice of Supervision II

* Required to obtain at least 500 clinical hours in addition to the 600 clinical hours required at the doctoral level.

Academic Concentration

- PC755 Statistics III (required)
 PC756 Advanced Measurement Theory
 PC856 Structural Equation Modeling
 PC900 Theory and Practice of Counselor Education
 PC905 Doctoral Individual Supervision I (recommended for AAPC)
 PC906 Doctoral Individual Supervision II (recommended for AAPC)
 PC908 Doctoral Special Topics in Counselor Education
 PC909 Doctoral Special Topics in Research
 PC912 Counselor Education Doctoral Teaching Internship
 PC917 Advanced Qualitative Methods

Dissertation

The doctoral program requires that the student's advanced theory course, PC700, PC753, PC754, PC897, PC898, PC901, PC902, PC914, and PC915 or PC916 be completed with a grade of *B* or better prior to taking the qualifying examination. If a grade of *B* or better is not achieved in each of these courses, additional coursework will be required in the subject area needing remediation before a student will be granted permission to take the qualifying exam.

After successful completion of the qualification examination, candidates may begin doctoral dissertation planning and register for Doctoral Research Supervision (PC960). Candidates may be taking other academic/clinical courses during this time. Candidates officially begin work on the dissertation when Dissertation Guidance (PC990) is taken, during which they complete and defend the dissertation proposal, perform data analysis, and prepare a dissertation defense. The earliest a proposal defense can be scheduled is the semester in which all coursework will be completed. Candidates are admitted into All But Dissertation (ABD) status when they have completed all of their academic, clinical, and research courses and have passed the qualifying examination.

M.S.–PH.D. COMBINATION PROGRAM

The M.S.–Ph.D. combination program was developed to address the needs of highly competent candidates who are seeking the opportunity to pursue the Ph.D. without having first obtained a master's degree in counseling. The accelerated program may be completed in four to five years by highly motivated candidates willing to commit at least two days per week including summers. Others may wish to take longer than five years to complete the full program.

Program of Study

The typical program of study consists of five years of full-time coursework and clinical training. The following coursework is required in order to obtain the Master of Science (M.S.) portion of the M.S.–Ph.D.:

Academic (42 credits)

PC650	Substance Abuse and Addictive Behaviors
PC653	Statistics and Research Methods
PC654	Career Development
PC655	Group Theory and Practice
PC670	Introduction to Pastoral Counseling
PC674	Human Development
PC675	Helping Relationships
PC676	Counseling Theory and Practice
PC678	Psychopathology
PC681	Family Counseling
PC689	Psychological Testing and Assessment
PC726	Diversity Issues in Counseling
PC778	Treatment of Psychopathology
PC808	Ethical, Legal, and Professional Issues

PC670, PC675, PC676, PC678, and PC808 must be completed with a grade of *B* or better in order for a student to advance into the clinical portion of the program. If a grade of *B* or better is not achieved in each course, additional coursework will be required in the subject area needing remediation before the student will be granted permission to proceed into clinical work. PC674 must be taken prior to or concurrent with the first clinical semester.

Clinical (12 credits)

PC661	Clinical Case Supervision I: Practicum
PC662	Clinical Case Supervision II
PC901	Doctoral Clinical Case Supervision I
PC902	Doctoral Clinical Case Supervision II

Students are to obtain no less than 800 total hours of clinical experience, with no less than 260 hours being client contact hours prior to master's degree conferment.

Theology/Spirituality (6 credits)

PC608	Theological Anthropology
PC665	Contemporary Religious Perspectives

Upon admission, each student's transcripts are reviewed to determine if theology course waivers are possible. Students applying to the program with a recent graduate degree in theology may be granted a waiver for both PC608 and PC665. Students with prior graduate-level coursework in theology/spirituality may be granted a waiver for PC608 and/or PC665. This waiver is dependent upon the nature of the prior coursework completed, and at the rate of three graduate credits for a three-credit course successfully completed with a *B* or better. PC608 and PC665 must be waived or completed prior to taking PC700.

Integrative (3 credits)

PC700	Pastoral Integration Seminar
-------	------------------------------

Electives (3 credits)

In addition to the above coursework, students may take PC805 and PC806 for AAPC membership.

Transition into the Ph.D. Program

Candidates typically transition into their doctoral coursework prior to conferment of the master's degree. Students should consult with their doctoral program mentor and review the M.S.–Ph.D. typical program guides in order to sequence their courses appropriately. The M.S. is conferred upon successful completion of all required coursework and clinical requirements for the degree. Candidates complete all required coursework for the Ph.D. program as outlined above.

COURSE DESCRIPTIONS

PC608 Theological Anthropology (3.00 cr.)

Overarching and universal themes in religious experience and conversation are considered. Some of these themes are sin, suffering, freedom, conversion, salvation, and grace. The students' objective is to discover the relevance of these themes in their personal experience and the experiences of those with whom they work. Questions are explored that originate in the process of becoming a more fully aware and healthy person; for example: What is the nature of our theological experience? How does theology shape us as individuals? Does theology promote or inhibit human development and well-being? How do we reconcile our theology with the experience of suffering? The course content is designed to promote theological insight and challenges for theological discernment in the existential situation.

PC625 Loss and Bereavement (3.00 cr.)

Prerequisite: PC675 or PC679. Combines didactic and experiential activities in a seminar-style class that deals with the human grief reaction to loss and coping with issues of bereavement, illness, and end-of-life concerns. Personal experiences and readings enhance content that includes the psychology of human grief; bereavement rituals and cultural diversity; supporting grieving people, both generally and clinically; and criteria for identifying the presence of complicated grief reactions. Students are encouraged to explore the bereavement process relative to their own lives by sharing in small groups, readings discussions, and personal writings.

PC650 Substance Abuse and Addictive Behaviors (3.00 cr.)

An overview of substance abuse and addictions with special emphasis on diagnosis and treatment of compulsive and addictive behaviors.

PC653 Statistics and Research Methods (3.00 cr.)

Provides an overview of the philosophy of science and how it applies to research in pastoral counseling. Presents a summary of both quantitative and qualitative research designs, as well as the relevant legal and ethical issues to conducting research. Covers basic univariate statistics—including z , t , and F tests—along with correlation and regression analyses, and examines how these techniques are appropriately applied.

PC654 Career Development (3.00 cr.)

Focuses on testing and data collection as a method of exploration of career choice and lifestyle, of sources of occupational and educational information, and of different approaches to career decision-making. Candidates develop a statement of personal career

and vocational direction. Includes ethical and legal issues, professional identification, and multicultural and social issues related to career.

PC655 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.

PC661 Clinical Case Supervision I: Practicum (3.00 cr.)

Prerequisite: PC670, PC674, PC675, PC676, PC678, PC808. PC674 may be taken concurrently. Thirty hours per semester of clinical supervision in a small group. The student participates in a practicum experience. Written and oral presentations accompanied by audio and video recordings form the basis of the supervisory process. Focuses on the dynamics of the counseling relationship, diagnosis, treatment, and legal/ethical issues. A clinical training fee is charged. (Fall/Spring)

PC662 Clinical Case Supervision II (3.00 cr.)

Prerequisite: PC661, PC674. Thirty hours per semester of clinical supervision in a small group. The student participates in internship experiences each semester. Written and oral presentations accompanied by audio and video recordings form the basis of the supervisory process. Focuses on the dynamics of the counseling relationship, diagnosis, treatment, and legal/ethical issues. A clinical training fee is charged. (Spring/Summer)

PC663 Clinical Case Supervision III (3.00 cr.)

Prerequisite: PC662. A continuation of PC662. A clinical training fee is charged. (Fall only)

PC664 Clinical Case Supervision IV (3.00 cr.)

Prerequisite: PC663. A continuation of PC663. A clinical training fee is charged. (Spring only)

PC665 Contemporary Religious Perspectives (3.00 cr.)

Investigates the foundational spiritual concerns lying at the heart of contemporary faith traditions and how our understanding of these might influence the process of counseling. Videos, guest lectures, and student presentations help to focus on the uniqueness of each faith tradition. Readings and lectures help to develop an intercultural and interpathic approach. (Fall/Spring)

PC670 Introduction to Pastoral Counseling (3.00 cr.)

An introduction to the professional identity, responsibilities, goals, and functions of clinical mental health counselors who are pastoral counselors. This includes the study of needs assessment; program development;

consultation; healthcare and mental health trends; client advocacy; political, social, and cultural issues; and community resources. It also includes an integration of Jesuit values and community commitment as a pastoral counselor. *Must be taken prior to PC661. (Fall/Spring)*

PC673 Crisis Intervention (3.00 cr.)

Prerequisite: PC675 or PC679. Crisis intervention theory, skills, and techniques. Change, crises in different cultures, and the legal implications of crisis intervention are studied. Practice focuses on counselor awareness and understanding.

PC674 Human Development (3.00 cr.)

An overview of the major developmental theories throughout the life span, with an emphasis on evaluating theories as a way to understand human behavior. Aspects of emotional, cognitive, psychosocial, personality, and spiritual development are included. The models of such theorists as Freud, Erikson, Bandura, Ainsworth, Skinner, Piaget, Kohlberg, Fowler, and Gilligan are explored. In addition, an emphasis is placed on diversity and the impact of cultural context (e.g., ethnicity, age, gender) on human development. *Must be taken prior to PC662.*

PC675 Helping Relationships (3.00 cr.)

An introduction to clinical skills which are fundamental to the development and maintenance of the counseling relationship. An experiential class that covers such topics as active listening, being attuned to clients, and building empathy. In addition, focus is placed on the counseling interview and the balance between gathering information and fostering empathy. Finally, the ethical and diversity issues involved in counseling are considered, as well as counselor self-care. Overall, focus is placed on the counselor's development as a professional helper. A personal therapeutic experience is required for the writing of the major paper. *Must be taken before PC661.*

PC676 Counseling Theory and Practice (3.00 cr.)

An introductory course which includes an overview of several theoretical approaches to counseling, a consideration of what is uniquely pastoral or spiritual in each theory, and professional trends including multicultural and ethical issues for each theory.

PC678 Psychopathology (3.00 cr.)

An introduction to the major psychiatric problems included in the *Diagnostic and Statistical Manual of Mental Disorders* (DSM), with an overview of classification, diagnosis, and etiology of mental disorders most likely encountered in pastoral counseling ministry. This also includes mental status exams, ethical and legal issues, professional identification, and multicul-

tural and social justice issues related to this topic. The goal is for the student to develop skills in gathering relevant information from interviews and/or other sources and to diagnose mental disorders on the basis of DSM-IV criteria. *Must be taken prior to PC661.*

PC679 Pastoral Helping Relationship (3.00 cr.)

Designed to enhance the students' self-understanding of the methods and motivations used by caregivers in helping relationships. Introduces M.A. students to basic counseling skills necessary for pastoral care situations. Such interviewing skills as attending, listening, reflecting feelings, and restating ideas are taught. Students are also introduced to the theological underpinnings of the helping relationship. Distinctions between counseling, caregiving, and spiritual direction are examined. *Must be completed in the first year of the M.A. program.*

PC681 Family Counseling (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.

PC687 Spiritual Direction (3.00 cr.)

Prerequisite: PC704. An introduction to the ministry of spiritual direction: the nature and focus of spiritual direction; preparation for and the role of the spiritual director; the relationship of spiritual direction to counseling; current issues in spiritual direction; and the formulation of a personal approach to spiritual direction. *Lecture-discussion-case study format.*

PC689 Psychological Testing and Assessment (3.00 cr.)

Prerequisite: PC653 or PC753. 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, interest and personality inventories, and projective techniques. Reviews the use of the psychological report. The didactic experiential approach is the teaching method used. Includes ethical and legal issues as well as professional identification and orientation as related to this topic. Also discusses multicultural and social issues in relation to this subject.

PC690 Pro-Seminar (3.00 cr.)

Prerequisite: PC654, PC655, PC663, PC689, PC700. Faculty supervision and peer interaction are provided in the development of M.S. candidates' final projects, integrating the students' cumulative educational experience with their spiritual, theoretical, clinical, and personal perspectives. *Course to be taken in last semester. (Pass/Fail)*

PC691 M.A. Thesis I (3.00 cr.)

Prerequisite: Written or electronic permission of the director of the master's program in spiritual and pastoral care. An optional course to PC 695 in cases where a thesis is required to further the student's professional career. The thesis will be written on an area of spiritual and pastoral care under the guidance of a faculty member. (Pass/Fail)

PC692 M.A. Thesis II (3.00 cr.)

Prerequisite: Written or electronic permission of the director of the master's program in spiritual and pastoral care. A continuation of PC691. May be repeated until thesis is complete. (Pass/Fail)

PC694 Special Topics in Pastoral Counseling (1–3.00 cr.)

An opportunity for students to pursue topics of special interest in greater depth. The project requires the direction of a faculty member and the approval of the director of academic operations. *Guidelines for submitting a proposal are available from the Pastoral Counseling Office.*

PC695 Pastoral Care Professional Seminar (3.00 cr.)

Prerequisite: PC608, PC625, PC665, PC673, PC674, PC679, PC687 or PC737 or PC738, PC697, PC701, PC702, PC703, PC704, PC706 or PC707 or PC709. Faculty supervision and peer interaction are provided in the development of M.A. candidate final projects which begin with a ministry situation that is then described, interpreted, and given a response. The project is the culmination of the student's educational experience and integrates the learning from previous courses while providing a foundation for future professional direction. *To be taken in the last semester. (Pass/Fail)*

PC697 Biblical Spirituality (3.00 cr.)

Recommended Prerequisite: PC702. This course focuses on the events of biblical history to uncover the variety of ways in which God and humans relate to one another. After reviewing methods of biblical interpretation, students will examine key texts of the Hebrew and Christian Testaments to learn how these texts serve in a decisive way to reshape contemporary human life. They will practice reflecting upon scripture and learn how biblical spirituality impacts upon human experience and pastoral ministry.

PC700 Pastoral Integration Seminar (3.00 cr.)

Prerequisite: PC608 or PC665, PC661. Prepares students to integrate psychology and spirituality in their own lives and work in pastoral counseling/care. Topics include unlearning; a central pastoral dimension; dragon riding lessons; turning the corner in the spiritual life; overcoming resistance to change; prayer and prayerfulness; theological reflection and discernment,

treatment of abuse as a paradigm for conversion, and the working through phase of psychotherapy; grace, crisis, and faith. *To be taken in the middle or near the end of the program. PC690 may not be taken concurrently.*

PC701 Spiritual and Pastoral Care (3.00 cr.)

A service-learning course that provides students with an experiential understanding of the field of pastoral care. Through readings and case studies, students are encouraged to develop pastoral care perspectives, ones which take into account psychological and theological resources. The service-learning component requires students to perform at least 20 hours of supervised pastoral service.

PC702 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.

PC703 Group Spiritual Formation (3.00 cr.)

Introduces students to classical spiritual practices within a group setting. Students explore disciplines such as discernment of spirits, forgiveness, spiritual reading, contemplative prayer, and testimony. Group exercises allow students to practice these disciplines together and become acquainted with a format for spiritual formation in small groups. Students write a spiritual autobiography for the final paper.

PC704 Group Spiritual Guidance (3.00 cr.)

Prerequisite: PC703. Provides students with an ecumenical overview of spiritual guidance from the perspectives of multiple Christian traditions. Students explore major streams of Christian spirituality and how each conceives of spiritual direction, pastoral care, and pastoral counseling. These topics are explored more deeply within a group setting. Students read and reflect upon classics of Christian spirituality and write a final paper discussing their own views of spiritual guidance and pastoral care.

PC705 Pastoral Care Integration (3.00 cr.)

Prerequisite: PC608, PC625, PC665, PC673, PC674, PC679, PC687 or PC737 or PC738, PC697, PC701, PC702, PC703, PC704, PC706 or PC707 or PC709. Students are prepared to integrate psychology and spirituality in their own lives and in the pastoral conversations of their particular pastoral care work. Topics related to discernment, self care, social justice and creative ministry are presented and discussed. In addition, this course provides a foundation for writing the Pastoral Care Professional Seminar paper. *To be taken near the end of the program and prior to PC695. (Fall only)*

PC706 Spiritual Direction Internship (3.00 cr.)

Prerequisite: PC679, PC687, PC701. Offers students the opportunity to integrate theoretical insights with the practical issues emerging in the practice of spiritual direction, while simultaneously refining their pastoral skills, vocational identities, and the art of theological reflection. The internship experience consists of on-site hours in a spiritual direction praxis determined by a placement setting located in an approved retreat or spiritual direction center, or with a designated collaborative institution. In addition, classroom hours at Loyola for supervision are required.

PC707 Chaplaincy Internship (3.00 cr.)

Prerequisite: PC679, PC701. Offers students the opportunity to integrate theoretical insights with the practical issues emerging in the chaplaincy ministry, while simultaneously refining their pastoral skills, vocational identities, and the art of theological reflection. The internship experience consists of on-site hours in a chaplaincy praxis determined by the placement setting. Classroom and supervision hours are required at the placement site and at Loyola. CPE units may be earned when the student is accepted into a placement setting with a designated collaborative institution.

PC709 Supervised Ministry Internship (3.00 cr.)

Prerequisite: PC679, PC701. Offers students the opportunity to integrate theoretical insights with the practical issues emerging in applied ministry settings, while simultaneously refining their pastoral skills, vocational identities, and the art of theological reflection. The internship experience consists of on-site hours in a ministry praxis determined by the placement setting. Placement settings are chosen by the student in consultation with the academic advisor and may involve campus ministry, youth ministry, parish ministry, or other ministry work. In addition, classroom hours at Loyola for supervision are required.

PC712 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.

PC725 Ethical, Legal, and Forensic Issues in Trauma Work (1.00 cr.)

This course prepares practitioners to understand the legal statutes and ethical principles that are mandatory in working with victims of abuse. In addition, it includes an introduction to testifying in court and other forensic issues practitioners may encounter while being advocates or supporters of trauma victims. Finally, community enforcement resources are explored,

along with methods to protect vulnerable individuals. *(Formerly PC708)*

PC726 Diversity Issues in Counseling (3.00 cr.)

An introduction to diversity issues in counseling emphasizing the cultural, spiritual, religious, social, gender, sexual orientation, and community contributions to human development and mental health. Students explore and challenge their assumptions of their own diverse backgrounds and develop the knowledge and sensitivity to working with those from different backgrounds, attributes, and cultures.

PC727 Self-Care for Caregivers in Trauma Work (1.00 cr.)

Explores the phenomena of vicarious trauma and compassion fatigue, recognizing their impact, and finding ways to minimize or prevent their effects. The potential of religion and spirituality to facilitate this process is examined in detail. *(Formerly PC731)*

PC729 Healing Conversations: Skillful Interaction with Trauma and Loss Victims (1.00 cr.)

Through a mixture of didactic, interactive, and experiential components, this course explores the range of situations in trauma loss requiring specific interpersonal skills. Participants share their own difficulties and successes in these encounters and receive instructor feedback. A general model for a healing way of being is provided so that participants complete the course with greater confidence in their ability to manage such difficult interactions.

PC730 Phenomenology of Trauma, Grief, and Loss (3.00 cr.)

Models of trauma are presented that are relevant to healing. Students become familiar with the concept of evidence-based practices as related to trauma recovery. Diagnostic criteria for post-traumatic stress disorder syndrome and their relevance to grief and loss are presented. The spiritual implications of these experiences are described, along with their potential for healing and as potential barriers to healing. *Exemption with permission of the program directors.*

PC732 Spiritual and Theological Dimensions of Suffering (3.00 cr.)

Prerequisite: PC625 and PC679 required for M.A. students. PC708, PC730, and PC731 required for C.S.T. students. An overview of differing religious worldviews of human pain and suffering. These worldviews are examined in terms of their potential to support healing from physical and emotional suffering, as well as the ways that the worldviews may directly or inadvertently create barriers to healing. Students investigate in depth at least one major religious or spiritual worldview in terms of its implications for facilitating or inhibiting healing.

**PC733 Social and Cultural Foundations
of Religious Violence (3.00 cr.)**

Prerequisite: PC708, PC730, PC731. An introduction to the historical and cultural worldviews intertwined with religious belief that form the context for religious violence. Topics include beliefs about violence across major world religions; the use of religion to justify violent aggressive behavior; how religion and violence often form a commingled pattern that generates civil unrest and personal suffering; and whether different religions are intrinsically violent or provide peace-making paths beyond violence.

**PC734 Dynamics of Violence
in Adult Relationships (3.00 cr.)**

Prerequisite: PC708, PC730, PC731. Examines the many-sided implications of violence in adult relationships, both at the intimacy level and within social groups. Topics include intimate relational and domestic violence; gender and power issues; lingering effects of abuse/violence experienced in childhood; and the place of religion and spirituality as facilitators of abuse or as healing factors. Students explore ways to ameliorate the impact of adult relational violence and establish prevention efforts for their clients or congregations.

PC735 Trauma and Violence in Children (3.00 cr.)

Prerequisite: PC708, PC730, PC731. Students explore the differential acute impact at various developmental stages and the resulting personality transformations that affect the future well-being of the victims. Using a case formulation approach, students identify supportive mechanisms for prevention and healing within their own client or congregational populations, as well as outline implementation strategies for these processes.

**PC736 Positive Psychology, Trauma,
and Spirituality (3.00 cr.)**

Prerequisite: PC708, PC730, PC731. Positive psychology offers several potential pathways to healing trauma and loss, including various components of spirituality and character development. An overview of factors associated with happiness and emotional well-being are presented, as well as models that may account for the devastation of trauma. Positive psychology components that have a direct connections to healing are further emphasized, including strengths assessment, hope, optimism, courage, gratitude, forgiveness, spirituality, and managing negative emotions.

**PC737 Psychological and Spiritual Aspects
of Grieving Related to Trauma,
Loss, and Violence (3.00 cr.)**

Prerequisite: PC708, PC730, PC731. Grieving in relationship to violence and trauma has unique properties from grieving under other circumstances. Both the

common and unique aspects of grief are examined with an emphasis on managing grief under the extreme conditions of trauma and violence. Particular attention is paid to managing grief under conditions of chronic violence and trauma.

PC738 Trauma and Religious Institutions (3.00 cr.)

Prerequisite: PC625; PC679 or equivalent. This course explores the entire role religious institutions can play in healing from any source of trauma. It focuses on mobilizing congregations for healing everyday losses due to dying, divorce, disease, and extraordinary situations. Participants examine institutional practices either as potential supports or barriers to recovery. Practical assignments increase student awareness of community and national resources with the goal of developing liaison skills with mental health and educational support systems. Conflict resolution strategies for healing wounded congregations are examined.

**PC739 The Human Spirit and Trauma
in the Arts (3.00 cr.)**

Prerequisite: PC708, PC730, PC731. Through aesthetic sources, this course examines the highest expression of the human spirit as it copes with limit situations. These artistic expressions serve as a springboard for reflecting on the spiritual nature of human beings in their search for meaning under tragic conditions.

**PC740 Trauma and Spirituality
in Crisis Situations (3.00 cr.)**

Participants examine the special needs of persons experiencing trauma in its immediate and short-term effects and develop skills for reducing the impact of these circumstances. Special attention is paid to supportive spiritual practices and worldviews that qualify as coping resources in crisis. Evidence-based practices are used as the standard for comparing interventions, and discussion of controversies in the field related to immediate debriefing are investigated.

PC753 Statistics I (3.00 cr.)

Prerequisite: College algebra. A survey of elementary techniques of parametric statistics through one-way ANOVA, and an introduction to nonparametric statistics. Basic correlation and regression topics are examined. An introduction to the use of SPSS computer software. An overview of the basic philosophy of science. *An introductory course for M.S.–Ph.D. and Ph.D. students; other students enroll in PC653.*

PC754 Statistics II (Multiple Regression) (3.00 cr.)

Prerequisite: PC753 or written permission of the instructor. Restricted to M.S.–Ph.D. and Ph.D. students (may be waived with written permission of instructor). General considerations in regression analysis; hypothesis testing in regression; multiple, partial, and semi-partial

correlations; confounding variables and interaction effects in regression; regression diagnostics; dummy variables; one-way ANCOVA; use of SPSS for regression analysis.

PC755 Statistics III (3.00 cr.)

Prerequisite: PC753, PC754. *Restricted to M.S.–Ph.D. and Ph.D. students (may be waived with written permission of the instructor).* An introduction to multivariate statistics and analysis including MANOVA, principal components and factor analysis, discriminant analysis, and canonical correlation. Basic psychometric analyses for scales and their development are also covered. Students are expected to use SPSS to conduct analyses and write reports based on data sets that are provided.

PC756 Advanced Measurement Theory (3.00 cr.)

Prerequisite: PC754, PC914. Students are given more in-depth exposure to the concepts of reliability and validity as they pertain to the development and evaluation of assessment devices; assessment tools; theoretical and conceptual issues related to the evaluation of quantitative information; and hands-on experience in evaluating instruments.

PC761 Small Group Clinical Case Conference: Practicum in Spirituality and Trauma I (3.00 cr.)

Prerequisite: PC760 (may be taken concurrently). A small group clinical case conference with an instructor skilled in the treatment of trauma, loss, and violence. Students present audio- or videotaped clinical work samples.

PC762 Small Group Clinical Case Conference: Practicum in Spirituality and Trauma II (3.00 cr.)

Prerequisite: PC761. An advanced small group clinical case conference with an instructor skilled in the treatment of trauma, loss, and violence. Students present audio- or videotaped clinical work samples.

PC778 Treatment of Psychopathology (3.00 cr.)

Prerequisite: PC661 or equivalent (may be taken concurrently), PC674, PC675, PC676, PC678 or equivalent, PC808. Students learn advanced skills in case conceptualization, differential diagnosis, and treatment strategies that are the foci of outpatient and inpatient intervention.

PC788 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.

PC800 Adlerian Psychotherapy (3.00 cr.)

Prerequisite: PC661, PC674, PC675, PC676, PC678. Lecture and demonstrations covering the techniques, basic principles, and methods of Adler's individual psychology theory. Topics include lifestyle, assessment, social interest, goals, ordinal positioning, encouragement, and treatment.

PC805 Advanced Individual Supervision I (3.00 cr.)

Consists of 15 hours each semester of individual supervision which may focus on one client to meet AAPC membership or several clients. Intensive process supervision with special attention to middle phase therapy issues. Weekly tapes are required. A *supervisory fee is charged.*

PC806 Advanced Individual Supervision II (3.00 cr.)

Prerequisite: PC805. A continuation of PC805. A *supervisory fee is charged.*

PC808 Ethical, Legal, and Professional Issues (3.00 cr.)

An examination of the ethical, legal, and professional issues faced by counselors in general, and pastoral counselors in particular. Specific topics include certification, licensure, and membership in professional organizations; confidentiality and privilege (including HIPAA privacy training); documentation and consultation; dual relationships and boundary issues; multicultural awareness; and many risk management and ethical issues that arise in counseling practice. Students become familiar with relevant ethical codes (especially those for the American Counseling Association and the American Association of Pastoral Counselors) and certain laws that govern the practice of counseling. Further, the course provides students with a framework for ethical decision-making within the counseling context. *May be repeated for credit.*

PC824 Sexuality and the Pastoral Counselor (3.00 cr.)

Prerequisite: PC674, PC675. The primary goal of the course is for students to increase their basic knowledge in the area of human sexuality and to develop a thorough self-understanding of their own sexuality and how that impacts the counseling relationship. Learning occurs by using a combination of class lectures and discussions, readings, experiential exercises, videotapes, reflection papers, case studies, and student and guest presentations.

PC856 Structural Equation Modeling (3.00 cr.)

Prerequisite: PC754, PC914. An introduction to structural equation modeling (SEM) covering data modeling and its utility in theory testing. Students learn the computer-based program LISREL for carrying out path and confirmatory analyses. Students apply

concepts to research with spiritual and religious constructs. Strengths and weaknesses are addressed.

PC896 Jungian Theory and Practice (3.00 cr.)

Prerequisite: PC674, PC675, PC676, PC678. Students read a number of Jung's 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.

PC897 Spirituality Themes in Counseling Practice and Integration (3.00 cr.)

Prerequisite: PC662 or PC901, PC700. Examines the basic concepts that define the integration of spirituality into counseling; identifies and explores specific issues that arise within the therapeutic context; provides an overview of the research and practice of spiritual assessment in counseling; reviews examples of spiritual methods in counseling; and explores, through group presentations and class discussion, spiritual strategies in counseling. Students are encouraged to explore the integration of course concepts and class discussions into their pastoral identities and theoretical orientations.

PC898 Religious and Psychological Research (3.00 cr.)

Prerequisite: PC700, PC754, PC915 or PC916. An overview and summary of the science of people's transcendence-seeking through religious and spiritual experience. Two goals include becoming familiar with the methods and topics that comprise the field known as the psychology of religion, and reflecting on the conceptual underpinnings that a faith perspective brings to these topics while exploring the assumptive worlds and implications of these perspectives. Typical topics in the pastoral counseling domain include measuring religious experience; religious coping; forgiveness; hope; prosocial behavior; images of God and attachment; gratitude; meaning-making; and positive and negative aspects of religiosity. Students complete a limited review of the literature on a related topic to aid their integrative reflection. (*Fall/Spring*)

PC900 Theory and Practice of Counselor Education (3.00 cr.)

Prerequisite: PC902, PC935, and written or electronic permission of the instructor. Students receive instruction in education theory and practices, and design their personal theory of education and learning. The course culminates in designing a graduate-level course portfolio. Students actively participate as teaching assistants and as a co-instructor in selected courses. Requirements for being a teaching assistant include videotaping own lectures, grading work products, and evaluating students.

PC901 Doctoral Clinical Case Conference I (3.00 cr.)

Prerequisite: PC700, PC778, and written or electronic permission of the director of academic operations. PC662 also required for M.S.-Ph.D. students. Consists of weekly clinical case conferences in order to facilitate practicum and internship experiences in a small group (five to seven students) and focuses on assessment, diagnosis, and treatment. Weekly presentations involving audio and videotaped counseling sessions, progress notes, and reflections on the supervisory process are presented by the student. Concentrates on the process of long-term psychotherapy.

PC902 Doctoral Clinical Case Conference II (3.00 cr.)

Prerequisite: PC901. A continuation of PC901. (*Spring only*)

PC903 Doctoral Clinical Case Conference III (3.00 cr.)

Prerequisite: PC902. Consists of weekly clinical case conferences (five or six 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. (*Fall only*)

PC904 Doctoral Clinical Case Conference IV (3.00 cr.)

Prerequisite: PC903. A continuation of PC903. (*Fall only*)

PC905 Doctoral Individual Supervision I (3.00 cr.)

Consists of 15 hours each semester of individual supervision which focuses on one client or several clients. Intensive process supervision with special attention to middle phase therapeutic issues. Weekly tapes are required.

PC906 Doctoral Individual Supervision II (3.00 cr.)

Prerequisite: PC905. A continuation of PC905.

PC907 Doctoral Special Topics in Clinical Supervision (3.00 cr.)

Prerequisite: Written or electronic permission of the Ph.D. clinical director. An opportunity for students to pursue specialized study in clinical supervision. The project requires the direction of a faculty member. *May be repeated twice for credit.*

PC908 Doctoral Special Topics in Counselor Education (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. An opportunity for students to pursue specialized study in counselor education. The project requires the direction of a faculty member. *May be repeated for credit.*

**PC909 Doctoral Special Topics
in Research (1–3.00 cr.)**

Prerequisite: Written or electronic permission of the instructor. An opportunity for students to pursue specialized study in an area pertaining to research. The project requires the direction of a faculty member. *May be repeated for credit.*

**PC912 Counselor Education Doctoral
Teaching Internship (1–3.00 cr.)**

Prerequisite: PC900 and written or electronic permission of the instructor. Practical experience in graduate level teaching under supervision. *May be repeated for credit.*

PC914 Research Methods I (3.00 cr.)

Prerequisite: PC753, PC754. Restricted to M.S.–Ph.D. and Ph.D. students. A more extensive overview of the philosophy of science and its application to research. Focuses on diverse types of research design including quantitative designs, qualitative designs, program evaluation, and needs assessment. Topics include constructing hypotheses, significance testing, randomization and sample selection, power, factorial designs, interactions, and quasi-experimentation. Issues of internal and external validity, generalization of research designs, research ethics, and critical analysis of published research also are included. Students are expected to develop a research proposal. *(Fall only)*

**PC915 Research Methods II:
Quantitative Design (3.00 cr.)**

Prerequisite: PC914. Restricted to M.S.–Ph.D. and Ph.D. students. A continuation of PC914. Students conduct an independent research project including data gathering, analysis, and report write-up. The course focuses on measurement theory including scale development techniques and analysis, advanced data management, and statistical analysis. Includes factorial and single-subject design. *(Spring only)*

**PC916 Research Methods II:
Qualitative Design (3.00 cr.)**

Prerequisite: PC914. Restricted to M.S.–Ph.D. and Ph.D. students. A continuation of PC914. Students conduct independent research projects including data gathering, analysis, and report write-up. The focus is on theoretical and practical issues related to designing and proposing qualitative research and procedures to generate data relationships, interpretation, and presentation. Includes grounded theory and ethnographic and phenomenological methodologies.

PC917 Advanced Qualitative Methods (3.00 cr.)

Prerequisite: PC753, PC914, PC916. An advanced-level course examining qualitative research methodologies in counseling, with a focus on design, data collection, analyses, and writing. Advanced exploration of

grounded theory, ethnography, and action research is included.

PC921 Cognitive-Behavior Therapy (3.00 cr.)

An overview of the theoretical foundations of cognitive-behavioral therapy (CBT). Students review CBT's causal assumptions, assessment methodologies, and intervention strategies anchoring them within a social cognitive framework. In addition, through classroom demonstrations, exercises, and a personal growth project, students familiarize themselves with the applied issues that arise in cognitive-behavioral assessment and counseling interventions.

**PC922 Psychodynamic Theory
of Psychotherapy (3.00 cr.)**

Prerequisite: Master's degree and two years of clinical practice, or written or electronic permission of instructor. Surveys psychodynamic theories of human development and therapeutic case conceptualization, including Freud, Adler, Jung, Masterson, Erikson, and Kohut. Following an historical survey of major theorists, the course spans the period from 1895 to present. Emphasizes the applications of the clinical psychodynamic theories in working with clients.

**PC923 Humanistic Theory
of Psychotherapy (3.00 cr.)**

Prerequisite: Master's degree and two years of clinical practice, or written or electronic permission of instructor. 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.

PC930 Organizational Systems (1.00 cr.)

The theory and practice of managing, assessing, and intervening in organization's structures, systems, and procedures. Various organizational schemes are presented and evaluated. *(Pass/Fail)*

PC931 Consultation Theory and Practice (1.00 cr.)

Prerequisite: PC655 or PC682, PC681 or PC821, and PC930. Theory, research, and practical skill development in various types of consultation. *(Pass/Fail)*

PC932 Group Leadership (1.00 cr.)

Prerequisite: PC655 or PC682. Advanced skills in group leadership, group process and dynamics, and structured interventions appropriate to groups in a variety of settings. *(Pass/Fail)*

**PC933 Advanced Treatment
in Family Systems (1.00 cr.)**

Prerequisite: PC681 or PC821. An advanced seminar in the current practices, ethics, and research in family counseling/therapy. (Pass/Fail)

PC934 Educational Technology (1.00 cr.)

An advanced experiential seminar examining current trends in the field of educational technology. *Computer work outside of class is required.* (Pass/Fail)

**PC935 Introduction to Counselor Education
and Supervision (1.00 cr.)**

Prerequisite: PC662, or a master's degree and postmaster's clinical training. A practicum seminar in the theories and practices of counseling supervision and counselor education. Ethics and attention to multicultural issues are covered. (Pass/Fail)

**PC936 Advanced Career Development
Practices (1.00 cr.)**

Prerequisite: PC654, PC662. An examination of research, legislation, and current models of career counseling pertinent to individuals and groups. (Pass/Fail)

**PC937 Advanced Professional, Legal,
and Ethical Issues (1.00 cr.)**

Prerequisite: PC662, PC808. A forum for doctoral students to examine and analyze current issues relevant for counselors, educators, and supervisors. (Pass/Fail)

**PC938 Advanced Diversity Issues
in Counseling (1.00 cr.)**

Prerequisite: PC662, PC726. A seminar in the current research, applications, and dilemmas involving differences (ethnicity, socioeconomic culture, faith beliefs, etc.) in relationships; counseling, education, supervision. Social change theory and advocacy action planning are included. (Pass/Fail)

PC941 Doctoral Mentoring I (3.00 cr.)

Prerequisite: Master's degree in a clinical field and enrollment in the Ph.D. program. Written or electronic permission of the Ph.D. clinical director. The student enters into a mentoring relationship with a Loyola faculty member who supervises and evaluates the student's progress in one specified area: clinical, teaching, or research. The content of this personalized mentorship is documented by the mentor with a letter to the student's file explaining the activities of the course. (Pass/Fail)

PC942 Doctoral Mentoring II (3.00 cr.)

Prerequisite: PC941. A continuation of PC941. (Pass/Fail)

PC943 Doctoral Mentoring III (3.00 cr.)

Prerequisite: PC942. A continuation of PC942. (Pass/Fail)

PC944 Doctoral Mentoring IV (3.00 cr.)

Prerequisite: PC943. A continuation of PC943. (Pass/Fail)

**PC950 Psychospiritual Applications
in Clinical Practice (3.00 cr.)**

Prerequisite: PC700, PC897, PC898, PC902, and written permission of the instructor. An advanced course in clinical and pastoral integration. Students read and reflect on spiritual themes as they emerge in clinical experience. Clinical case presentations focus primarily on spiritual or religious issues and approaches that will assist clients. Students have the opportunity of exploring their pastoral identity and how it enhances their clinical practice.

**PC952 Theory and Practice
of Supervision I (3.00 cr.)**

Prerequisite: PC902, PC930, PC932, PC933, PC935, PC937, PC938, and written or electronic permission of the instructor. An exploration of the supervisory process through case presentation of supervisees in a small group format. Conceptual frameworks of supervision are addressed. Includes a practicum in supervising pastoral counseling students while receiving ongoing group supervision of the supervisory practicum. Specific attention is given to multicultural and ethical issues of supervision. (Fall only)

**PC953 Theory and Practice
of Supervision II (3.00 cr.)**

Prerequisite: PC952. A continuation of PC952. (Spring only)

**PC960 Directed Doctoral Research
Supervision (3.00 cr.)**

Prerequisite: PC914, PC915 or PC916, and written permission of the instructor. Individual supervision on research topics consisting of analysis, critical review, integration, and interpretation of research literature on a topic. Includes a regular appointment with one dissertation committee member. *May be repeated for credit.* (Pass/Fail)

PC990 Dissertation Guidance (3.00 cr.)

Prerequisite: Written or electronic permission of the department. 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. May be repeated for credit.* (Pass/Fail)

Office: Beatty Hall, Room 220
Telephone: 410-617-2696

Chair: Beth A. Kotchick, Associate Professor
Associate Chair and Director of Clinical Training:
Jeffrey M. Lating, Professor

Division Director, Behavioral Health and Assessment Services, The Loyola Clinical Centers: Mary Jo Coiro
Director of Doctoral Field Education: Angelita Yu
Director of Master's Education, Thesis Track:
Martin F. Sherman
Director of Master's Education, Practitioner Track:
Heather Z. Lyons
Director of Master's Field Education:
Deborah G. Haskins
Director of Master's Plus and C.A.S. Programs:
Anthony Parente

Professors: Faith D. Gilroy (emerita); Jeffrey M. Lating; Martin F. Sherman; Amanda McCombs Thomas
Associate Professors: Carolyn McNamara Barry; Gilbert Clapperton (emeritus); David G. Crough; Sharon Green-Hennessy; Matthew W. Kirkhart; Beth A. Kotchick; Charles T. LoPresto; Jen L. Lowry
Assistant Professors: Theresa DiDonato; Rachel L. Grover; Christopher I. Higginson; Adanna Johnson; Heather Z. Lyons; Alison A. Papadakis; Jason Prenoveau; Jeffrey D. Strain
Clinical Faculty: Mary Jo Coiro; Angelita M. Yu
Affiliate Faculty: Jeffrey Barnett; George S. Everly, Jr.; Deborah G. Haskins; Elizabeth E. MacDougall; Anthony Parente

The original graduate program in psychology began in 1967 as a concentration in school psychology within the Education Department and led to the Master of Education (M.Ed.). In 1968 the Psychology Department was created, and the program expanded to offer the Master of Arts (M.A.) in Psychology. In 1971, the department developed a Master of Science (M.S.) in Psychology. In 1996, the Doctor of Psychology (Psy.D.) in Clinical Psychology was introduced. The department currently offers degree programs in the following areas:

M.S. in Clinical Psychology, Thesis Track
M.S. in Clinical Psychology, Practitioner Track
M.S. in Counseling Psychology, Thesis Track
M.S. in Counseling Psychology, Practitioner Track
C.A.S. in Psychology
Master's Plus Program: Licensed Clinical Professional Counselor (LCPC) Courses
Psy.D. in Clinical Psychology

Loyola University's degree programs in clinical and counseling psychology provide training to those who wish to promote mental health in individuals, families, organizations, and communities through careers in direct service, leadership, research, and education. The Psychology Department strives to provide a learning environment that facilitates the development of skills in critical thinking, assessment and intervention, and one that is grounded in an appreciation for both psychological science and human diversity.

The Psychology Department is a member of the Council of Applied Master's Programs in Psychology and a member of the National Council of Schools and Programs of Professional Psychology.

MASTER OF SCIENCE (M.S.) IN CLINICAL OR COUNSELING PSYCHOLOGY

MISSION

The M.S. in Clinical or Counseling Psychology provides training to individuals who wish to promote mental health in individuals, families, organizations, and communities through careers in direct service, leadership, research, and education. The programs strive to provide a learning environment that facilitates the development of skills in critical thinking, assessment, and intervention and one that is grounded in an appreciation for both psychological science and human diversity. Students seeking a master's degree in clinical or counseling psychology may choose to enter either the thesis track or the practitioner track.

The thesis track program prepares students to continue on to a doctoral degree program or establish a career as a research coordinator or program manager in applied or basic social science. Students receive training in psychological theory, assessment, intervention, and research application. An empirical thesis is required for completion of the program. Many thesis track graduates have continued their training in clinical, counseling, developmental, applied social, and industrial/organizational psychology Ph.D. programs.

The practitioner track program prepares students to begin employment in psychology under the supervision of a doctoral trained and licensed psychologist. In addition, some practitioner track students apply to Psy.D. programs of study, since these programs attract students who have a background in practicum and internship experiences, as opposed to research and thesis requirements.

Individuals with a master's degree are not eligible to practice independently as psychologists in Maryland but can function as psychology associates under supervision or continue their studies toward eligibility as a Licensed Clinical Professional Counselor (LCPC). Psychology associates provide services under the supervision of a licensed, doctoral-level psychologist with permission from the Maryland Board of Examiners of Psychologists. In the state of Maryland, the LCPC must meet the criteria set forth by the Maryland Board of Examiners of Professional Counselors and Therapists, including specific coursework as determined by the Board, 60 graduate credit hours, at least two years of supervised postgraduate experience, and successful completion of an exam administered by the Board. The LCPC is eligible to provide services independently in the state of Maryland.

ADMISSION CRITERIA

The student's completed application will be evaluated by the Graduate Admission Committee in Psychology, and a written decision will be forwarded to the student.

Applicants for the M.S. in Clinical or Counseling Psychology should have a strong undergraduate academic background in psychology. Students must have a bachelor's degree in psychology or another field. If the bachelor's degree is in a field other than psychology, the following minimum coursework must have been completed at the undergraduate level: introductory psychology, abnormal psychology, and at least one course relating to the experimental or statistical areas of social science, such as experimental psychology, research methods, psychological statistics, or tests and measurement. All of these courses must have been offered through a social sciences department (e.g., psychology, sociology, etc.).

The applicant's bachelor's degree must be from an accredited college or university with a minimum overall grade point average of 3.000 and a grade point average of 3.000 in psychology courses.

The following materials are required for application to the M.S. program:

- Completed/signed application form with required application fee.
- Official transcripts from **all** post-secondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or an advanced certificate. Students who fail to submit the final degree posted transcript will not be permitted to register.

- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).
- Resume or curriculum vita.
- Three professional/academic letters of recommendation.
- Essay responding to questions on application form.
- Graduate Record Exam (GRE) scores sent directly from the Educational Testing Service. General Test is required unless the applicant holds a graduate degree from an accredited institution; Subject Test is optional. Scores must be from test administrations within the previous five years. Loyola's C.E.E.B. code is 5370.
- TOEFL score report is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. An official TOEFL score report cannot be more than two years old. Official scores must be sent directly from the Educational Testing Service. Loyola's institution code is 5370.

All application materials must be received by the application deadline listed for the semester the student is seeking admission in order to be considered. Applications to the thesis track program are considered for fall admission only. Applications to the practitioner track program are considered for fall and summer admission.

Application Dates

Applications received by the priority deadlines listed below will be reviewed for the upcoming term; those received after these dates will be reviewed on a space-available basis.

Thesis Track Program

Fall Semester (only)	March 15
----------------------	----------

Practitioner Track Program

Summer Sessions	March 15
Fall Semester	March 15

PREREQUISITES

All students must demonstrate competency in the content areas of general psychology. Students whose bachelor's degree is in a field other than psychology must have completed coursework in the following areas: introductory psychology, abnormal psychology, and at least one course relating to the experimental or statistical area, such as experimental psychology, research methods, psychological statistics, or tests and measurement.

PROGRAM REQUIREMENTS

Students who are accepted for admission to the master's program must attend an in-person orientation and registration session prior to the semester in which they first enroll. All new students receive a Student Handbook describing program requirements and departmental policies.

The M.S. in Clinical Psychology and the M.S. in Counseling Psychology practitioner tracks require 48 graduate credits. The M.S. in Clinical Psychology and the M.S. in Counseling Psychology thesis tracks require 45 graduate credits. Students may enroll as full- or part-time students. Full-time students usually complete nine credits per semester (six credits for summer), while part-time students complete six or less credits per semester.

The practice and professions of clinical and counseling psychology are dynamic, evolving, and ever changing. The skills and techniques used are constantly being refined. As our understanding grows, the profession itself changes.

As human service professionals, it is important that Loyola graduates use only the most up-to-date knowledge and skills in clinical and counseling psychology. For these reasons, master's students must complete all requirements for their particular program within six years, including courses, the thesis track thesis, the practitioner and thesis track externships, and comprehensive exams. Additionally, it is expected that graduates will maintain and update their knowledge and skills through ongoing professional development and continuing education activities.

MASTER'S COMPREHENSIVE EXAMINATION

Information on the specific courses deemed necessary to sit for the comprehensive exam for each of the degree programs (and their respective tracks) is described in the Master's Student Handbook, which is distributed by the department at new student orientation. Students must complete these courses before they are eligible to apply for the comprehensive exam. Students are

not permitted to take the exam prior to completion of these courses.

The primary function of the comprehensive exam is to ensure that students have the competency and knowledge base to be independent practitioners of psychology. Students who have clearly demonstrated that competency in their classroom performance may be waived from taking the comprehensive exam. In order to qualify for a waiver from **all** sections of the exam, the courses must meet certain requirements, and students must meet **both** of the following criteria:

1. Have a cumulative GPA of *B+* (3.300) or better in the courses required by their track for comprehensive exams. (Note: This is **not** the overall GPA for all courses they have taken in the master's program.)
2. Have a grade of *B* (3.000) or better in **all** courses required by their track for comprehensive exams.

Students who fail to meet the first criteria will be required to take and pass all sections of the comprehensive exam. Students who meet the first criteria, but fail to meet the second criteria, will be required to take and pass only the comprehensive exam section(s) associated with the courses in which they did not receive a *B* (3.000) or better.

The exam is given three times a year. Students must complete an Application for Comprehensive Examination available in the Psychology Department. The dates for the exam, as well as the deadline for application, are listed in the graduate course schedule each semester. Students who are applying for a waiver must still complete an application, which will be reviewed to determine whether or not they meet the stated criteria for a waiver, and/or the sections of the exam they will be required to take and pass.

The exam consists of three sections given over a two-day period. Exam scoring may vary according to the particular concentration. Students are required to pass the exam within the six-year time limit allowed to complete the degree. Students failing to pass any section on the third attempt will be dismissed from the program. More detailed information on the comprehensive exam process is available in the Master's Student Handbook.

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 practi-

cal training and experience under the supervision of a mental health worker, clinician, or researcher in a community-based facility, hospital or other mental health setting.

The department maintains an extensive list of approved externship sites which meet the training requirements of the program. Students work with the director of field education and their advisor 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 300-hour externship is required for practitioner track students. Clinical practitioner students may not register for externships until they have completed the following:

- PY601 Psychodiagnostics I: Introduction to Cognitive Assessment
- PY602 Psychodiagnostics II: Introduction to Personality Assessment
- PY620 Theories of Counseling and Psychotherapy
- PY621 Principles and Practices in Psychotherapy with Lab
- PY720 Practicum in Testing

Counseling practitioner students may not register for externships until they have completed PY620 and PY621. All practitioner track students need the written permission of the director of field education and to have completed a minimum of 18 credits.

Thesis track students are required to take a 150-hour research externship. All thesis track students need the written permission of the director of master's education, thesis track.

Transfer credits for practicums or externships are not accepted. Students may complete a maximum of four externships for credit toward their degree requirements for the practitioner tracks. Thesis track students may complete a maximum of three externships toward their degree requirements.

MASTER'S THESIS

The thesis required for all clinical and counseling thesis track students is a scientific investigation of publishable quality which demonstrates the scholarship, logical consistency, creativity, and comprehensiveness which are associated with genuine research. The idea for the master's thesis is initiated and developed by the student while enrolled in Research Methods in Psychology I and II (PY746, PY747). All thesis track students

must enroll in PY746 and PY747 during the fall and spring semesters of their first year. After the first year, students have an opportunity to enroll in a research externship at an off-site facility. The research externship is a 10- to 12-hour per week applied research experience, and it enhances the students' doctoral application portfolios and job seeking opportunities.

Each thesis track student is responsible for seeking out a member of the faculty to serve as major reader for the thesis, as well as two other faculty members who will serve as readers on the Thesis Committee. A list of faculty members who serve as major readers is available from the department.

Registration for Thesis Guidance

Thesis Guidance I–IV (PY761, PY762, PY763, PY764) are taken with the three required research courses (PY746, PY747, PY791). *A fee is charged each semester.* During this time, students work closely with their major readers in the development of the thesis proposal, the collection and analysis of data, and preparation of the final thesis. If the thesis is not completed by the end of the second year in the program, students must enroll in Thesis Guidance: Continuation (PY765) each semester (excluding summer sessions) until the thesis is completed. *A fee is charged each semester.*

It is anticipated that the major reader will work closely with the student during collection and analysis of data, and the student will incorporate the professor's suggestions in the completed thesis. Three copies of the final master's thesis, each signed by the committee members, are submitted to the department chair and the Dean of Loyola College 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

University-wide academic standards can be found in the section on Academic Standards and Dismissal under Academic Regulations and Policies.

In addition, 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 retake and successfully complete the course and are encouraged to meet with their advisor to discuss this issue. Both the original and retake grades remain on the student's transcript and will be calculated into the cumulative quality point average (QPA).

Students receiving a grade of less than *B* in an elective course must meet with their advisor 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.

It is the student's responsibility to make certain that the minimum QPA requirement of 3.000, which is a *B* average, is maintained. Students who fall below this level of achievement will be placed on academic probation for one semester, and must meet with their advisor to discuss their progress. Failure to raise the cumulative QPA to 3.000 in the following semester will result in dismissal from the program. Moreover, either the receipt of one *F* (0.000) or the accumulation of two grades of *C+* (2.330) or lower also will result in dismissal from the program.

Academic dismissal may also result from excessive course withdrawal, academic dishonesty, or other unethical unprofessional conduct reflecting upon a student's ability to enter into the academic or professional field in which the degree is being offered. 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 or dismissal.

DEGREE PROGRAMS

Students may view the Psychology Department website for suggested full- and part-time programs of study for the practitioner and research tracks.

M.S. in Clinical Psychology, Thesis Track

Excellent preparation for students planning to pursue a Ph.D. The focus of the degree is on research training and skills; however, the student also receives master's-level assessment and psychotherapy training with an emphasis on assessment. The degree consists of 45 graduate credit hours, successfully passed comprehensive examinations, and a completed and approved master's thesis. The following courses are required for graduation:

PY601	Psychodiagnostics I: Introduction to Cognitive Assessment
PY602	Psychodiagnostics II: Introduction to Personality Assessment
PY615	Advanced Abnormal Psychology
PY620	Theories of Counseling and Psychotherapy
PY621	Principles and Practices in Psychotherapy with Lab

PY700	Research Externship
PY705	Ethics and Legal Issues in Clinical and Counseling Psychology
PY710	Diversity Issues in Psychology
PY746	Research Methods in Psychology I
PY747	Research Methods in Psychology II
PY761	Thesis Guidance I (1 credit)
PY762	Thesis Guidance II (1 credit)
PY763	Thesis Guidance III (2 credits)
PY764	Thesis Guidance IV (2 credits)
PY791	Computer Analysis of Psychological Data
	Elective
	Elective

M.S. in Counseling Psychology, Thesis Track

Excellent preparation for students planning to pursue a Ph.D. The focus of the degree is on research training and skills; however, the student also receives master's-level assessment and psychotherapy training with an emphasis on psychotherapy. The degree consists of 45 graduate credit hours, successfully passed comprehensive examinations, and a completed and approved master's thesis. The following courses are required:

PY615	Advanced Abnormal Psychology
PY620	Theories of Counseling and Psychotherapy
PY621	Principles and Practices in Psychotherapy with Lab
PY635	Use of Tests in Counseling
PY700	Research Externship
PY705	Ethics and Legal Issues in Clinical and Counseling Psychology
PY710	Diversity Issues in Psychology
PY746	Research Methods in Psychology I
PY747	Research Methods in Psychology II
PY761	Thesis Guidance I (1 credit)
PY762	Thesis Guidance II (1 credit)
PY763	Thesis Guidance III (2 credits)
PY764	Thesis Guidance IV (2 credits)
PY791	Computer Analysis of Psychological Data
	Counseling Elective
	Elective
	Elective

M.S. in Clinical Psychology, Practitioner Track

Prepares the student for mental health provider positions in public and private settings. The student receives master's-level training in assessment and psychotherapy with a focus on assessment. Additionally, the program may provide for preparation for certification or licensure as a mental health counselor or entrance into a Psy.D. program. The degree consists of 48 graduate credit hours, successfully passed comprehensive examinations, and a supervised externship. The following courses are required:

PY601	Psychodiagnostics I: Introduction to Cognitive Assessment
PY602	Psychodiagnostics II: Introduction to Personality Assessment
PY615	Advanced Abnormal Psychology
PY620	Theories of Counseling and Psychotherapy
PY621	Principles and Practices in Psychotherapy with Lab
PY702	Externship in Clinical Psychology I
PY703	Externship in Clinical Psychology II
PY705	Ethics and Legal Issues in Clinical and Counseling Psychology
PY710	Diversity Issues in Psychology
PY720	Practicum in Testing
PY746	Research Methods in Psychology I
	Elective
	Elective
	Elective
	Elective

M.S. in Counseling Psychology, Practitioner Track

Prepares the student for mental health provider positions in public or private settings. The program may also provide for preparation for certification or licensure as a mental health counselor. The degree consists of 48 graduate credit hours, successfully passed comprehensive examinations, and a supervised externship. The following courses are required:

PY615	Advanced Abnormal Psychology
PY618	Group Therapy
PY620	Theories of Counseling and Psychotherapy
PY621	Principles and Practices in Psychotherapy with Lab
PY622	Advanced Techniques of Counseling and Psychotherapy
PY635	Use of Tests in Counseling
PY639	Alcoholism and Other Drug Dependence: Diagnosis, Treatment, and Prevention
PY657	Lifestyle and Career Development
PY664	Advanced Developmental Psychology: Life Span
PY705	Ethics and Legal Issues in Clinical and Counseling Psychology
PY710	Diversity Issues in Psychology
PY731	Externship in Counseling Psychology I
PY732	Externship in Counseling Psychology II
PY746	Research Methods in Psychology I
	Elective
	Elective

Students completing the practitioner track of the counseling program satisfy all of the counseling content areas for LCPC licensure from the Maryland Board of Examiners of Professional Counselors and Therapists.

Students then have 12 credits remaining to satisfy the 60-credit, LCPC educational requirements, and they may satisfy the additional 12 credits of counseling electives through enrollment in the Master's Plus or C.A.S. programs. Students are also eligible to request information from and apply to the Board for LCPC-G (Graduate) status after completing the 60 credits. Requirements vary by state.

Clinical/ Counseling Options

The department offers a nine-hour clinical option for qualified counseling students and a nine-hour counseling option for qualified clinical students. These options must be taken in **addition** to the hours for the degree and may not serve in lieu of other elective courses.

After completing 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.

After completion of the master's degree requirements, students may also consider applying for the Certificate of Advanced Study (C.A.S.) and complete the clinical/ counseling option while taking this program.

Clinical Option (9 credits)

PY601	Psychodiagnostics I: Introduction to Cognitive Assessment
PY602	Psychodiagnostics II: Introduction to Personality Assessment
PY720	Practicum in Testing

Counseling Option (9 credits)

PY622	Advanced Techniques of Counseling and Psychotherapy
	Counseling Elective (<i>add. counseling techniques course</i>)
	Counseling Elective (<i>add. counseling techniques course</i>)

Clinical students desiring a counseling externship 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 advisor to arrange for a sequencing of courses to meet their needs. In the past, students have pursued the program to meet credentialing requirements in the areas of family treatment, clinical mental health counselor, school psychology, etc. Current course offerings include many of those which are required by the Maryland Board of Examiners of Professional Counselors and Therapists to become a Licensed Clinical Professional Counselor (LCPC).

The certificate consists of 30 graduate credits beyond the master's degree. No more than 6 credits may be taken outside of the Psychology Department. The student is not required to take comprehensive examinations or write a thesis. C.A.S. applicants do not need to submit Graduate Record Exam (GRE) scores.

MASTER'S PLUS PROGRAM

Students who possess a master's degree from Loyola University Maryland or another accredited institution may take the specific courses required by the Maryland Board of Examiners of Professional Counselors and Therapists to become a Licensed Clinical Professional Counselor (LCPC). Students must be officially admitted to the program before they will be allowed to register for courses. Advising and course approval are provided by departmental faculty and the director of clinical and counseling field education. No more than 6 credits may be taken outside of the Psychology Department. Master's Plus students are not required to take comprehensive examinations or write a thesis. Master's Plus applicants do not need to submit Graduate Record Exam (GRE) scores.

**DOCTOR OF PSYCHOLOGY (PSY.D.)
IN CLINICAL PSYCHOLOGY****MISSION**

The Psychology Department is committed to the professional training and development of doctoral level psychologists in the Ignatian tradition of *cura personalis*, which challenges students to serve and lead others in service.

The goals and objectives of the Psy.D. program exist within the larger context of professional psychology, the principles of the American Psychological Association, and the mission of Loyola University. The development of these goals and objectives was guided by the six original competencies adopted by the National Council of Schools and Programs in Professional Psychology (NCSPP, 1986–87 Mission Bay Conference); the recently adopted diversity competency (NCSPP, 2002 Chicago Conference); the Jesuit tradition of leadership and service; and the department's own mission and philosophy of training. The NCSPP competencies of relationship, assessment, and intervention form the basis for the first three goals. The NCSPP competency of research, the "scholar" dimension of the "scholar-professional" model of training, and the department's own commitment to scholarly inquiry across all activities in professional psychology form the basis for the fourth goal. Finally, the NCSPP competencies of diversity, management/education, and consultation/supervision guided the development of the last goal. This goal is also based on the department's commitment to training students to adapt to the diverse and changing needs in professional psychology, its recognition that psychologists will increasingly function outside of their traditional roles, and its model of training in which students are encouraged to develop unique professional identities.

The program's philosophy, educational model, and curriculum plan are consistent with the mission of Loyola University and the graduate division. They are also consistent with the following principles of the discipline:

- Psychological practice is based on the science of psychology which, in turn, is influenced by the practice of professional psychology.
- Training is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training.

Philosophy of Training

The members of the Psychology Department are committed to providing students with a strong background in clinical psychology and to training students to understand and adapt to the diverse and changing needs in professional psychology. Training will combine a foundation of knowledge of the field with the skills necessary for a systematic approach to answering questions, resolving problems, and enhancing the development of individuals and groups, as well as promotion of the values and attitudes consistent with the practice of professional psychology. This training is built upon excellence in didactic and experiential methods of teaching and supportive mentoring relationships.

Model of Professional Training

The Psy.D. program endorses the “scholar-professional model” which is designed to train autonomous practitioners of professional psychology who will deliver mental health services and lead others in service to the general public in diverse settings. In addition, the program is designed to train psychologists who will critically evaluate and use the available literature in the field and who will use a scholarly approach, often in collaboration with others, to solving problems and answering questions at the local level.

The Psy.D. program is committed to a professional development model of training in which each student is encouraged to develop a unique professional identity consistent with the individual’s own values, style, and philosophy. Within this framework, the program promotes the integration of theoretical and empirical literature in all types of professional decision-making. Investigation of varying theoretical models, interaction with diverse role models within the profession, and supervised experience in a broad range of models are encouraged.

The program is committed to training students in a generalist model. As suggested in the philosophy of training, the faculty believe it is essential that all graduates possess a strong base in the foundations (i.e., both content and methods) of clinical psychology regardless of the extent to which they choose to specialize within the field. To support that base, each student receives training in a minimum of two conceptual models. The majority of faculty members espouse either a cognitive-behavioral or psychodynamic model and, thus, most students receive training in these areas; however, the program is also able to provide training in other models such as family systems and interpersonal psychotherapies. All students receive training in empirically validated therapies. In addition, students pursue training in a variety of clinical settings with populations who

vary in age, ethnic and racial identity, sexual orientation, and socioeconomic status.

GOALS

The goals that specify the competencies expected of graduates of the Psy.D. program are as follows:

Goal 1

As service providers, colleagues, and leaders, students will form and maintain professional relationships with individuals with diverse identities and backgrounds (i.e., race, ethnicity, sexual identity, gender, age, socioeconomic status).

Goal 2

Students will competently use a variety of professional assessment strategies. Competent use of these strategies will include an understanding of their value, psychometric properties, and limitations, as well as an appreciation for the role of individual diversity in the assessment process.

Goal 3

Students will effectively use a variety of intervention strategies.

Goal 4

Students will employ a scholarly, scientific approach to generating knowledge, resolving problems, and enhancing the development of individuals and groups.

Goal 5

In response to the diverse and changing needs in professional psychology, students will effectively perform in emerging and/or nontraditional roles in clinical psychology.

ACCREDITATION

The Psy.D. program is accredited by the American Psychological Association (APA).

ADMISSION CRITERIA

Admission to the Psy.D. in Clinical Psychology is limited to a highly select group of students who have a proven competency in psychology through a strong academic background. The successful applicant will have received either a bachelor’s or master’s degree from an accredited institution and obtained at least an overall 3.000 grade point average (out of 4.000) over the last two years of undergraduate study or an overall 3.200 (out of 4.000) grade point average at the graduate level of study.

Students who are accepted for the Psy.D. in Clinical Psychology and have only completed a bachelor's degree in psychology will be expected to complete four years of full-time study plus an additional full-time internship year. Students who have completed a master's degree in clinical psychology may only be required to complete three years of full-time academic study plus an additional full-time internship year.

Applications are considered for fall admission only. The student's completed application will be reviewed and evaluated by teams of psychology faculty members, and a written decision will be forwarded to the student. The following materials are required for application to the Psy.D. program:

- Completed/signed application form with required application fee.
- Official transcripts from **all** post-secondary colleges or universities attended. This includes transcripts from part-time study and from institutions that have awarded the applicant a bachelor's, master's, or doctoral degree or an advanced certificate. Students who fail to submit the final degree posted transcript will not be permitted to register.
- Applicants who hold degrees or have earned credits from non-U.S. institutions must have a course-by-course evaluation of their academic records done by a recognized evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).
- Resume or curriculum vita.
- Personal essay.
- Three professional/academic letters of recommendation.
- Graduate Record Exam (GRE) General Test scores. Official score report must be sent directly from the Educational Testing Service. Scores must be from test administrations within the previous five years. Loyola's C.E.E.B. code is 5370.
- TOEFL score report is required only if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. An official TOEFL score report cannot be more than two years old. Official scores must be sent directly from the Educational Testing Service. Loyola's institution code is 5370.

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 Admission by the deadline of **December 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 typically not offer any explanation to the student regarding the student's failure to be accepted for admission.

PREREQUISITES

All applicants to the Psy.D. program must have a minimum of a bachelor's degree in psychology or another field. Applicants must have competence in the following areas of psychology: general psychology, social psychology, abnormal psychology, personality theory, statistics and/or research methods, tests and measurements, and learning theory or cognitive psychology. Students who apply with a bachelor's degree should have completed coursework in each of these areas, whether their degree is in Psychology or another field. Students entering the program with a master's degree may be eligible to begin the program at the second year of the curriculum, if they have completed graduate coursework that is equivalent to the required curriculum listed for the first year of the program.

The above mentioned prerequisite courses are not only essential for readiness for doctoral study, but it is important to note that an outcome goal of the program is to adequately prepare the student for success in passing the National Licensure Examination in Psychology. A solid preparation in the breadth of psychology is essential for assisting the student in meeting this goal.

CREDITS REQUIRED

The doctoral program requires the completion of 126 credits for those students entering the first year of the curriculum and 90 credits for those students entering the second year of the curriculum (with a master's degree in clinical psychology), including credits earned for coursework, field placements, professional supervision, and dissertation. Students are also required to complete a full-time internship in the fifth year of the program. All requirements for the Psy.D. program, including the dissertation and internship, must be completed within seven years of enrollment in the program. This necessitates that students apply for the internship no later than the fall of their sixth academic year.

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

University-wide academic standards can be found in the section on Academic Standards and Dismissal under Academic Regulations and Policies.

In addition, 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 retake and successfully complete the course, and are encouraged to meet with their advisor to discuss this issue. Both the original and retake grades remain on the student's transcript and will be calculated into the cumulative quality point average (QPA).

Students receiving a grade of less than *B-* in an elective course must meet with the advisor 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 QPA.

It is the student's responsibility to make certain that the minimum QPA requirement of 3.000, which is a *B* average, is maintained. Students who fall below this level of achievement will be placed on academic probation for one semester, and must meet with their advisor to discuss their progress. Failure to raise the cumulative QPA to 3.000 in the following semester will result in dismissal from the program. Moreover, either the receipt of one *F* (0.000) or the accumulation of two grades of *C+* (2.330) or lower also will result in dismissal from the program.

Academic dismissal may also result from excessive course withdrawal, academic dishonesty, or other unethical unprofessional conduct reflecting upon a student's ability to enter into the academic or professional field in which the degree is being offered. 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 or dismissal.

Evaluation and Review

Each semester, the Psychology Department conducts a Summative Semester Evaluation (SSE) 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 SSE. If significant concerns are raised about a student's professional development, the director of clinical training may appoint a Professional Assessment Review (PAR) Committee to meet with the student to discuss those concerns and provide recommendations for remediation.

Comprehensive Examinations

In order to remain in the program, students are given three attempts to pass two comprehensive exams. The written comprehensive exam assesses knowledge and integration of material relevant to clinical psychology. The clinical competency exam assesses case conceptualization and oral presentation skills.

Dissertation

The doctoral dissertation requires the student to demonstrate a sound understanding of an area of professional interest and provide a scholarly contribution that may be of an applied nature. It is expected that the dissertation be of publishable quality and that an extensive review of theory and previous research serve as a foundation. An oral presentation of the proposal and an oral presentation and defense of the finished dissertation are required. The doctoral dissertation may consist of:

- The implementation and evaluation of a clinical intervention or training program, or evaluation of a 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. Students are supervised on-site by licensed psychologists. Field placement facilities have been carefully chosen by the department for the quality of their training experiences and supervision. Students also participate in group supervision on campus.

A minimum of 1,560 field placement hours are completed in the first four years of the program; students who enter the program in the second year of the curriculum complete a minimum of 1,260 hours in their second through fourth years. In either case, one-half of the total placement hours involves direct client contact/intervention. The fifth year of the curriculum is a full-time internship, for which a student applies during the fourth year. The internship year may or may not be spent in the local area.

The Loyola Clinical Centers is the training clinic for the Psychology Department. Under the divisions of Behavioral Health and Assessment Service and the Multidisciplinary Assessment Center, doctoral students have a wide range of training opportunities: child, adolescent, and adult therapy; individual, couples, family, and group therapy; and assessment. Located at Belvedere Square (approximately one mile from the Baltimore Campus), The Loyola Clinical Centers is a multispecialty clinic offering a wide range of services to the Baltimore community.

COLLOQUIUM

Each semester, a time period is designated for the scheduling of presentations by community professionals, faculty, or other students on varying topics relevant to professional psychology. Students also attend group meetings each semester with the director of doctoral education or other faculty to discuss their progress and needs in the program.

PROGRAM OF STUDY

Students entering the program with a master's degree in psychology may be eligible to begin their studies at the second year of the curriculum. The following course schedule applies to those students entering the program Fall 2004 or later. Students entering the program prior to this time should refer to the curriculum schedule for their particular class.

First Year*Fall Term*

- PY601 Psychodiagnostics I: Introduction to Cognitive Assessment
- PY615 Advanced Abnormal Psychology
- PY620 Theories of Counseling and Psychotherapy
- PY707 Introduction to Clinical Experiences: Adult Intake Rotation *or*
- PY708 Introduction to Clinical Experiences: Child and Adolescent Rotation
- PY810 Psychological Measurement
- PY912 Colloquium (0 credits)
- PY918 Professional Consultation and Development (2 credits)
- PY925 Clinical Applications Assessment (1 credit)

Spring Term

- PY602 Psychodiagnostics III: Introduction to Personality Assessment
- PY621 Principles and Practices in Psychotherapy with Lab
- PY707 Introduction to Clinical Experiences: Adult Intake Rotation *or*
- PY708 Introduction to Clinical Experiences: Child and Adolescent Rotation
- PY819 Historical and Philosophical Bases of Psychology
- PY832 Research Methods in Clinical Psychology I
- PY890 Dissertation Preparation (0 credits)
- PY912 Colloquium (0 credits)
- PY918 Professional Consultation and Development (2 credits)
- PY925 Clinical Applications Assessment (1 credit)

Second Year*Fall Term*

- PY800 Professional, Legal, and Ethical Issues
- PY801 Principles of Objective Personality and Suicide Assessment
- PY870 Diversity Seminar
- PY886 Advanced Topics in Professional Psychology #1
- PY891 Introduction to Dissertation I (0 credits)
- PY912 Colloquium (0 credits)
- PY918 Professional Consultation and Development (2 credits)
- PY920 Clinical Placement I (2 credits)
- PY925 Clinical Applications Assessment (1 credit)

Spring Term

- PY802 Principles and Methods of Assessment
- PY814 Biological Bases of Behavior *or*
- PY815 Psychopathology Seminar
- PY833 Research Methods in Clinical Psychology II
- PY891 Introduction to Dissertation I (0 credits)

- PY912 Colloquium (0 credits)
 PY918 Professional Consultation and
 Development (2 credits)
 PY920 Clinical Placement I (2 credits)
 PY925 Clinical Applications Assessment (1 credit)

Third Year

Fall Term

- PY818 Psychopharmacology
 PY820 Cognitive and Learning Theory
 PY841 Business Issues in Professional Practice *or*
 PY860 Data Management for Professional
 Psychologists
 PY892 Introduction to Dissertation II
 PY912 Colloquium (0 credits)
 PY918 Professional Consultation and
 Development (2 credits)
 PY921 Clinical Placement II

Spring Term

- PY813 Seminar on Social and Cultural Bases
 of Behavior
 PY842 Supervision Theory and Practice
 PY845 Models of Psychotherapy #1
 PY892 Introduction to Dissertation II (0 credits)
 PY912 Colloquium (0 credits)
 PY918 Professional Consultation and
 Development (2 credits)
 PY921 Clinical Placement II

Fourth Year

Fall Term

- PY816 Life Span Development
 PY886 Advanced Topics in Professional
 Psychology #2
 PY902 Clinical Dissertation I
 PY912 Colloquium (0 credits)
 PY918 Professional Consultation and
 Development (2 credits)
 PY922 Clinical Placement III

Spring Term

- PY845 Models of Psychotherapy #2
 PY886 Advanced Topics in Professional
 Psychology #3
 PY903 Clinical Dissertation II
 PY912 Colloquium (0 credits)
 PY918 Professional Consultation and
 Development (2 credits)
 PY922 Clinical Placement III

Fifth Year

Fall Term

- PY950 Clinical Internship I (0 credits)

Spring Term

- PY951 Clinical Internship II (0 credits)

LAB FACILITIES

Departmental facilities are available for research and clinical training experience. The Psychology Department also maintains a behavioral medicine laboratory for research and training. Additionally, computers are available for student research, with helpful tools such as SPSS, PsycINFO, and Internet access.

ASSISTANTSHIPS

The Psychology Department has a limited number of teaching and/or research assistantships available for qualified graduate students. These assistantships typically include partial tuition remission and a stipend. Psychology assistantships are usually not available to students during their first semester of enrollment in the master's program or the first year of the Psy.D. curriculum. Students who are interested in such opportunities after their first semester may complete an application, available from the department secretary. Students who are interested in assistantships or employment in other departments on campus may contact the Human Resources Office for further information.

COURSE DESCRIPTIONS

Courses at the 600- and 700-level are open to all graduate students meeting the specified prerequisites; 800- and 900-level courses are restricted to Psy.D. students.

PY601 Psychodiagnostics I: Introduction to Cognitive Assessment (3.00 cr.)

Students are instructed on the rationale, theory, and standardization of individual cognitive tests. Emphasis is placed on intellectual assessment (WISC-IV, WAIS-III), achievement assessment (Woodcock-Johnson Tests of Achievement), and screening measures of perceptual motor functioning. Issues related to assessing mental retardation and learning disabilities are addressed. Students also learn basic interviewing skills, administration and scoring of cognitive tests, and rudimentary interpretation and report writing skills. Ethical and diversity issues, in accordance with the current version of the APA Ethics Code, are also addressed. Students are trained to assist in performing psychological evaluations under the supervision of licensed psychologists. *Restricted to M.S. clinical and Psy.D. students in clinical psychology. A lab fee is charged. (Fall/Summer)*

PY602 Psychodiagnostics II: Introduction to Personality Assessment (3.00 cr.)

Prerequisite: PY601. Students are instructed in the most recent developments and current status of the assessment of personality using objective and projective personality measures. The focus is on the theoretical basis, administration, scoring, and rudimentary interpretation and report writing skills regarding projective (Rorschach-Exner system, Thematic Apperception Test, projective drawings, and incomplete sentences) and objective (Minnesota Multiphasic Personality Inventory-2) personality assessment measures. Ethical and diversity issues, in accordance with the current version of the APA Ethics Code, are also addressed. Students are trained to assist in performing psychological evaluations under the supervision of licensed psychologists. *A lab fee is charged. (Spring/Summer)*

PY605 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.

PY606 Assessment in Clinical Geropsychology (3.00 cr.)

Prerequisite: PY601. Provides students with an understanding of the psychometric properties and applications of commonly used measures of assessment with older adults. Students are required to administer, interpret, and complete written reports with older adult testing cases. An emphasis is placed on the assessment of dementia. *A lab fee is charged.*

PY607 Assessment: Diagnostic Clinical Methods with Children (3.00 cr.)

Prerequisite: PY601. Provides students with an understanding of the psychometric properties and applications of commonly used measures of assessment with children and adolescents. Students are required to administer, interpret, and complete written reports with child testing cases. An emphasis is placed on the Bayley-II, WPPSI-R, WIAT, MMPI-A, VMI, and CBCL. The manner in which projective measures need to be adapted to meet the developmental needs of this population is also discussed. *Typically offered biannually. A lab fee is charged.*

PY609 Crisis Intervention (3.00 cr.)

Students receive formal training in the principles and practices of psychological crisis intervention and emergency mental health. Upon completion, students are in an improved position to take advantage of the professional opportunities available to those trained within this field.

PY613 Advanced Personality Theory and Research (3.00 cr.)

An in-depth survey of selected personality theories and current models of personality research. *Typically offered semiannually.*

PY614 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.

PY615 Advanced Abnormal Psychology (3.00 cr.)

Familiarizes students with the different diagnoses, etiologies, and treatments of major forms of psychopathology. Uses the DSM-IV-TR classification system. Emphasizes the role of current research findings in understanding psychiatric disorders, ethical issues, and cultural diversity.

PY618 Group Therapy (3.00 cr.)

Prerequisite: PY621. Provides a general understanding of various psychotherapy group intervention techniques through extensive readings and class materials. Students are provided examples and demonstrations of group intervention techniques through video and in-vivo classroom activities. Specific information on how to conduct groups using Yalom's model for inpatient and outpatient groups is demonstrated and discussed.

PY620 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.

PY621 Principles and Practices in Psychotherapy with Lab (3.00 cr.)

Prerequisite: PY620. Focuses on the effective use of counseling techniques and strategies, employing both didactic and experiential learning approaches. Familiarizes students with basic helping skills, specific models of intervention, treatment planning, and establishment and maintenance of the therapeutic relationship. *A lab fee is charged. (Spring only)*

PY622 Advanced Techniques of Counseling and Psychotherapy (3.00 cr.)

Prerequisite: PY621. 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, interpersonal therapy, behavioral therapy, cognitive psychotherapy, and others.

PY624 Marriage and Family Therapy (3.00 cr.)

Prerequisite: PY620, PY621. An introduction to family therapy with coverage of the less extant literature that focuses on couples counseling. Course objectives include learning the major theoretical family therapy approaches; developing facility with systems-based conceptualizations; developing an understanding of the ethics involved in working with families; and appreciating the role that diversity has in family systems.

PY635 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.*

PY639 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.

PY642 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 nonchemical 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.

PY643 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.*

PY645 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.

PY657 Lifestyle and Career Development (3.00 cr.)

A review of vocational/career/lifestyle theories and models; life span development stages and career identity; vocational/career assessments; career decision-making models; and special topics including cultural influences, organizational settings, and boundaries between mental health and vocational counseling. *A lab fee is charged.*

PY658 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.*

PY664 Advanced Developmental Psychology: Life Span (3.00 cr.)

An exploration of typical human development, including infancy, childhood, adolescence, adulthood, and later adulthood. Social, emotional, and cognitive development are emphasized. Students are asked to apply an understanding of developmental issues in their professional/work activities.

PY667 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.

PY700 Research Externship (3.00 cr.)

Prerequisite: Written or electronic permission of the director of master's education, thesis track. By arrangement with a selected research setting, students engage in a supervised research experience. *An externship fee is charged.*

**PY701 Research Externship
Continuation (3.00 cr.)**

Prerequisite: Written or electronic permission of the director of master's education, thesis track. For students who wish to receive more than three credits for the research externship. An externship fee is charged.

**PY702 Externship in Clinical
Psychology I (3.00 cr.)**

Prerequisite: PY621, PY720, 18 graduate hours, and written or electronic permission of the director of field education. M.S. students must have completed PY621 and PY720. 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.

**PY703 Externship in Clinical
Psychology II (3.00 cr.)**

Prerequisite: PY702 and written or electronic permission of the director of field education. A continuation of PY702. On-campus group meetings are also included. An externship fee is charged.

**PY704 Special Topics in Clinical
Psychology (1–3.00 cr.)**

An opportunity for students to work on an individual library or experimental project. It is the student's responsibility to secure permission, prior to registration, from the faculty member who will direct the project.

**PY705 Ethics and Legal Issues in Clinical
and Counseling Psychology (3.00 cr.)**

A seminar covering professional ethics in psychology and legal issues as they relate to the profession of psychology. Students learn a model of ethical decision-making; research and write a term paper on one topic relevant to legal and ethics issues in psychology; and learn to effectively use the 1992 versions of the APA Ethics Code and relevant State law.

**PY706 Introduction to Clinical Experiences:
Social Skills Rotation (2.00 cr.)**

Students engage in supervised clinical intake procedures with children in need of social skills training and their parents. Students also co-lead a school-based social skills group. Training includes completion of a multimodal structured intake assessment and report, as well as development and implementation of a social skills training session.

**PY707 Introduction to Clinical Experiences:
Adult Intake Rotation (2–3.00 cr.)**

Students engage in supervised clinical intake procedures with adult clients in need of therapy and/or assessment services. Training includes completion of a multimodal structured intake assessment and report, as well as initial diagnostic impressions and recommendation for referral, including multidisciplinary services needs. (Fall/Spring)

**PY708 Introduction to Clinical Experiences:
Child and Adolescent Rotation (2–3.00 cr.)**

Students engage in supervised clinical intake procedures with children, adolescents, and their families who are in need of therapy and/or assessment services. Training includes completion of a multimodal structured intake assessment and report, as well as initial diagnostic impressions and recommendations for referral, including multidisciplinary services needs. (Fall/Spring)

PY710 Diversity Issues in Psychology (3.00 cr.)

An overview of the nature of human diversity in psychology. Students develop sensitivity to issues in research and professional practice that may be influenced by factors such as age, ethnicity, race, religion and spirituality, gender, socioeconomic class, sexual orientation, national origin, disability, and other cultural diversity topics.

PY720 Practicum in Testing (3.00 cr.)

Prerequisite: PY601, PY602. This practicum experience requires students to demonstrate competency in performing psychological evaluations with adults and children using the current versions of psychological tests.

**PY731 Externship in Counseling
Psychology I (3.00 cr.)**

Prerequisite: PY620, PY621, 18 graduate hours, and written or electronic permission of the director of field education. 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.

**PY732 Externship in Counseling
Psychology II (3.00 cr.)**

Prerequisite: PY731, 18 graduate hours, and written or electronic permission of the director of field education. A continuation of PY731. On-campus group meetings are also included. An externship fee is charged.

PY733 Externship: Continuation (3.00 cr.)

Prerequisite: PY703 or PY732 and written or electronic permission of the director of field education. For students who

wish to receive more than six credits for the externship. *PY733–738 may be taken concurrently, but they must be taken in order. An externship fee is charged.*

PY734 Externship: Continuation I (3.00 cr.)

Prerequisite: PY733. For students who are enrolled in a three-credit clinical or counseling externship which involves 150 externship hours. *PY733–738 may be taken concurrently, but they must be taken in order. An externship fee is charged.*

PY735 Externship: Continuation II (3.00 cr.)

Prerequisite: PY734. For students who are enrolled in a three-credit clinical or counseling externship which involves 150 externship hours. *PY733–738 may be taken concurrently, but they must be taken in order. An externship fee is charged.*

PY736 Externship: Continuation III (3.00 cr.)

Prerequisite: PY735. For students who are enrolled in a three-credit clinical or counseling externship which involves 150 externship hours. *PY733–738 may be taken concurrently, but they must be taken in order. An externship fee is charged.*

PY737 Externship: Continuation IV (3.00 cr.)

Prerequisite: PY736. For students who are enrolled in a three-credit clinical or counseling externship which involves 150 externship hours. *PY733–738 may be taken concurrently, but they must be taken in order. An externship fee is charged.*

PY738 Externship: Continuation V (3.00 cr.)

Prerequisite: PY737. For students who are enrolled in a three-credit clinical or counseling externship which involves 150 externship hours. *PY733–738 may be taken concurrently, but they must be taken in order. An externship fee is charged.*

PY739 Research Externship: Continuation (3.00 cr.)

Prerequisite: PY700, PY701, and written permission of the director of master's program, thesis track. For students who wish to receive more than six credits for the externship. *An externship fee is charged.*

PY740 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.

PY746 Research Methods in Psychology I (3.00 cr.)

Covers the goals and limitations of behavioral research which include both experimental and nonexperimen-

tal designs; the process of formulating research questions and hypotheses; the concepts of variance and control; internal and external validity; the primary methods of describing data; the process of measurement in psychology; sampling; and the goals and techniques of inferential statistics to test hypotheses. In addition, current trends in research methodology and statistics are examined.

PY747 Research Methods in Psychology II (3.00 cr.)

Prerequisite: PY746. A continuation of PY746. An introduction to inferential statistics covering such topics as regression, correlation, independent and dependent t-tests, and one- and two-way analysis of variance. Topics also include current trends in parametric and nonparametric statistics, power, and effect size. Prepares students to complete the methods section of a thesis proposal.

PY758 Comprehensive Examination Guidance (0.00 cr.)

After a second failure of the comprehensive exam, a student must register for this course each semester (excluding summer term) until the exam is passed. *An exam guidance fee is charged. (Satisfactory/Unsatisfactory)*

PY760 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.

PY761 Thesis Guidance I (1.00 cr.)

Corequisite: PY746. Students identify a faculty member who has agreed to serve as their major reader and begin working on their thesis project. *To be taken during the first year, fall semester of the Master of Arts program. A thesis guidance fee is charged. (Pass/Fail)*

PY762 Thesis Guidance II (1.00 cr.)

Prerequisite: PY761. Corequisite: PY747. Students work with their major readers to develop the method and data analysis chapters of their thesis proposals. *To be taken during the first year, spring semester of the Master of Arts program. A thesis guidance fee is charged. (Pass/Fail)*

PY763 Thesis Guidance III (2.00 cr.)

Prerequisite: PY762. Corequisite: PY791. Students work with their major readers toward completion of their thesis proposals and/or data collection and the final draft of their thesis. *A thesis guidance fee is charged. (Pass/Fail)*

PY764 Thesis Guidance IV (2.00 cr.)

Prerequisite: PY763. Students work with their major readers toward completion of their thesis. *A thesis guidance fee is charged. (Pass/Fail)*

PY765 Thesis Guidance: Continuation (0.00 cr.)

Prerequisite: PY764. Students work with their major readers toward completion of their thesis. *If thesis is not completed by the end of the second year in the program, students must enroll in this course each semester (excluding summer) until thesis is completed. Students may request a leave of absence if no work will be done on thesis. A thesis guidance fee is charged for each semester. (Pass/Fail)*

PY791 Computer Analysis of Psychological Data (3.00 cr.)

Prerequisite: PY746 or written permission of the instructor. *Corequisite:* PY763. Students learn to use the latest version of Predictive Analytics Software (PASW, formerly SPSS) to perform some of the most currently preferred parametric and nonparametric statistical procedures (e.g., chi-squared, t-test, correlation, ANOVA). Coverage includes an examination of the various assumptions for each statistical test. In addition, students learn how to properly present research findings in written form (using the latest APA format). *(Fall/Spring)*

PY800 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.*

PY801 Principles of Objective Personality and Suicide Assessment (3.00 cr.)

Prerequisite: PY601 and PY602 or equivalent. *Restricted to Psy.D. students.* Provides an in-depth study of current methods of assessment with emphasis on measures of personality and suicidology. Familiarizes students with the current use of standardized instruments and intervention strategies in practice and research settings. *(Fall only)*

PY802 Principles and Methods of Assessment (3.00 cr.)

Prerequisite: PY801. *Restricted to Psy.D. students.* Focuses on case conceptualization, interpretation, and integration of information from multiple sources such as psychological testing, background history, and theoretical knowledge. *(Spring only)*

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.*

PY813 Seminar on Social and Cultural Bases of Behavior (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.*

PY814 Biological Bases of Behavior (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 are explored. *Restricted to Psy.D. students.*

PY816 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.*

PY818 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.*

PY819 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.*

PY820 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.*

PY832 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.*

PY833 Research Methods in Clinical**Psychology II****(3.00 cr.)**

Prerequisite: PY832. *Restricted to Psy.D. students.* A continuation of PY832.

PY841 Business Issues in**Professional Practice****(3.00 cr.)**

Provides students with understanding of healthcare insurance regarding inpatient/outpatient issues and managed care. Also covers issues related to recent changes in models of practice, developing a successful practice, and business issues of practice such as financial and operational issues, quality management, risk management, advocacy, and moral and ethical issues related to participating or not participating with insurance companies. *Restricted to Psy.D. students.*

PY842 Supervision Theory and Practice (3.00 cr.)

Provides a review of theory, research, and professional standards relevant to the practice of clinical supervision. Includes a practicum component that offers students an opportunity to apply classroom knowledge and develop supervision skills. *Restricted to third and fourth year Psy.D. students.*

PY845 Models of Psychotherapy (3.00 cr.)

An in-depth focus on the current theory and application of a specific therapeutic model. Each offering focuses on a different model, such as cognitive, behavioral, psychodynamic, interpersonal, family systems, object relations, etc. One offering covering an empirically-validated treatment approach is required of all students. Other models are offered on a rotating basis. *Restricted to Psy.D. students. May be repeated for credit.*

PY860 Data Management for Professional**Psychologists****(3.00 cr.)**

Prerequisite: PY833. *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.

PY870 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.*

PY886 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.*

PY890 Dissertation Preparation (0.00 cr.)

Students are exposed to the dissertation process and go through the matching process to select a major reader. *Restricted to Psy.D. students. (Pass/Fail; Spring only)*

PY891 Introduction to Dissertation I (0.00 cr.)

Prerequisite: PY890. Students arrange meetings with the dissertation committee to select and refine a topic and begin the writing process. *Restricted to Psy.D. students. May be repeated twice for credit. (Pass/Fail)*

PY892 Introduction to Dissertation II (0.00 cr.)

Prerequisite: PY891. Students arrange meetings with the dissertation committee in preparation for the dissertation proposal defense. *Restricted to Psy.D. students. May be repeated twice for credit. (Pass/Fail)*

PY899 Independent Study (1–3.00 cr.)

Prerequisite: Written permission of the instructor. *Restricted to Psy.D. students.* Students may undertake supervised study or tutorial arrangements as a means of conducting in-depth, up-to-date investigation of a subject or for studying an area not covered by, but related to, the regular curriculum.

PY902 Clinical Dissertation I (3.00 cr.)

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. *Restricted to Psy.D. students. (Pass/Fail)*

PY903 Clinical Dissertation II (3.00 cr.)

Prerequisite: PY902. *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)*

PY904 Clinical Dissertation (3.00 cr.)

Prerequisite: PY903. *Restricted to Psy.D. students.* Students work with their major readers toward completion of their dissertation. *Designated for students who have not met all requirements for graduation and who are not enrolled in other courses. Required for the first semester that students meet the above criteria. (Fall only)*

PY905 Clinical Dissertation: Continuation (3.00 cr.)

Prerequisite: PY904. Restricted to Psy.D. students. Students work with their major readers toward completion of their dissertation. *Designated for students who have not met all requirements for graduation and who are not enrolled in other courses. Required for subsequent semesters where the above criteria are met. (Spring only)*

PY906 Dissertation Continuation I (0.00 cr.)

Prerequisite: PY950, PY951. Restricted to Psy.D. students. Students work with their major readers toward completion of their dissertation. *Designated for students who have completed their clinical internship but have not completed their dissertation and are not enrolled in other courses. A dissertation fee is charged.*

PY907 Dissertation Continuation II (0.00 cr.)

Prerequisite: PY906. Restricted to Psy.D. students. Students work with their major readers toward completion of their dissertation. *Designated for students who have completed their clinical internship but have not completed their dissertation and are not enrolled in other courses. A dissertation fee is charged.*

PY912 Colloquium (0.00 cr.)

Each semester students and faculty attend a series of required doctoral meetings. Topics include guest lecturers and discussions of current issues relating to the development of professional psychologists. *Restricted to Psy.D. students. May be repeated. (Pass/Fail)*

PY918 Professional Consultation 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)*

PY920 Clinical Placement I (2.00 cr.)

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. *Restricted to Psy.D. students. May be repeated once for credit.*

PY921 Clinical Placement II (3.00 cr.)

Students are placed in a clinical setting in the community for 16 hours per week. Supervision is provided on-site. *Restricted to Psy.D. students. May be repeated once for credit.*

PY922 Clinical Placement III (3.00 cr.)

Students are placed in a clinical setting in the community for 16 hours per week. Supervision is provided on-site. *Restricted to Psy.D. students. May be repeated for once for credit.*

PY925 Clinical Applications Assessment (1.00 cr.)

Students perform psychological assessments as part of the comprehensive, supervised training at the Loyola Clinical Centers. Assessments will be through the BHAS and MAC. *Restricted to first and second year Psy.D. students. May be repeated four times for credit.*

PY930 Clinical Placement Summer (0.00 cr.)

Prerequisite: PY702, PY920. Restricted to Psy.D. students. A clinical placement through the summer sessions. Supervision is provided on-site. *May be repeated three times for credit. (Summer only)*

PY931 Clinical Applications Assessment Summer (0.00 cr.)

Prerequisite: PY925. Restricted to Psy.D. students. A summer assessment placement at the Loyola Clinical Centers. *May be repeated three times for credit. (Summer only)*

PY950 Clinical Internship I (0.00 cr.)

A full-time, 2,000-hour internship experience arranged in consultation with the director of field education. *Restricted to Psy.D. students. A registration fee is charged. (Pass/Fail)*

PY951 Clinical Internship II (0.00 cr.)

Prerequisite: PY950. Restricted to Psy.D. students. A continuation of PY950 to complete the internship. *A registration fee is charged. (Pass/Fail)*

Office: Columbia Campus

Telephone: 410-617-7650

Website: www.loyola.edu/speechpathology

Chair: Kathleen Siren, Assistant Professor

Master's Program Director: Janet Preis

Division Directors: Carin Feldman, Mina Goodman, Kathleen Ward

Clinical Externships Director: Danielle Matrangola

Professors: Libby Kumin; Lisa Schoenbrodt

Associate Professors: Marie Kerins; Janet Preis

Assistant Professors: Claudia A. Morelli; Kathleen Siren

Affiliate Faculty: Cheryl Council; Carin Feldman; Sally Gallena; Mina Goodman; Lisa A. Jones; Danielle Matrangola; Michele Miller; Barbara Ness; Donna Pitts; Erin Stauder; Lura Vogelmann; Kathleen Ward

The major purpose of the graduate program in speech-language pathology/audiology is education and development of superior professionals for careers as speech-language pathologists. The master's program in speech-language pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The curriculum challenges preprofessionals academically, clinically, and personally. The program consists of integrated academic and clinical training in the assessment and treatment of infants, children, and adults who have communication disorders. The academic program provides the knowledge base for understanding the complex area of human communication systems and disorders.

Students who have completed the undergraduate major have begun with coursework in normal communication systems and development. Likewise, students completing the postbaccalaureate course sequence have a foundation in speech, language, and hearing systems and development. At the graduate level, they advance to coursework 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; and the Loyola Clinical Centers,

including the Margaret A. McManus Speech, Language and Hearing Clinic and the Columbia Speech and Language Center. The speech and hearing clinics also provide interdisciplinary opportunities with the Departments of Pastoral Counseling, Psychology, and Teacher Education.

ADMISSION CRITERIA

The Committee on Admission reviews all applications on a rolling basis. 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 is required. Confidential recommendations are also reviewed. Applicants must submit official scores from the Graduate Record Examination (GRE).

There are a limited number of slots in the master's program, and admission is selective. Since the committee reviews completed applications and extends offers of admission on a rolling basis, students are encouraged to apply early. The program is a two-year (five-semester), full-time program. **All applications must be received by February 15.**

FOUNDATION PROGRAM

Loyola offers a postbaccalaureate foundation course sequence: a set of prerequisite courses that can be completed in one year of full-time enrollment. The foundation program option is designed for career changers or those who have not obtained a baccalaureate degree in speech-language pathology, communication disorders, or a related field. Upon successful completion of the foundation phase, students are eligible to begin the clinical master's degree course sequence.

ADVANCEMENT TO CANDIDACY

All students admitted to the foundation course sequence must maintain a 3.500 GPA and demonstrate competency in the "essential functions" provided in the graduate handbook. Progress is monitored by the graduate and the foundation program directors throughout the prerequisite period. Students not meeting the academic standards will not be allowed to continue in the graduate program. A formal review of the student's records will occur prior to entry into the two-year graduate program.

CREDITS REQUIRED

The degree requirements for the Master of Science (M.S.) in Speech-Language Pathology are a minimum of 75 credits, when combined with undergraduate classes in speech-language pathology and audiology classes. 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

Successful completion of the required coursework (3.000 GPA), 400 documented clinical practicum hours, and a passing score on the Praxis are required for graduation. In addition, students may plan, write, and defend a thesis under the direction of a faculty committee.

Students completing the master's program will have fulfilled the academic and clinical practice requirements for ASHA certification and Maryland state licensure. In order to qualify for professional certification, students must have also completed basic courses in physical, biological, mathematical, and social sciences at the undergraduate level. Students who have not completed these 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, and they must be completed prior to graduation.

ACADEMIC COURSEWORK

Classes are held on Mondays at the Columbia Campus in specially designed executive classrooms. Clinical practicums are scheduled Tuesday through Friday at various internship and externship sites.

PRAXIS EXAM

As part of the degree requirement, all students must submit a passing score on the Praxis II: Subject Assessments exam two weeks prior to graduation.

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 GPA 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 advisor and two additional faculty members who will serve as readers on the committee. The student must meet with the thesis advisor who will work closely with the student through the data collection and analysis phases of the project. The student will be required to defend the thesis before a selected faculty committee. The final copy of the master's thesis must be accompanied by an approval form signed by the members of the thesis committee. It must be submitted at least four weeks prior to the student's expected graduation date.

ACADEMIC REQUIREMENTS

All students must meet the following requirements:

Language

- SP601 Language Disorders: Adult
- SP602 Language Disorders: Infancy through Early Childhood
- SP610 Literacy for the Speech-Language Pathologist
- SP624 Language Disorders in School-Age Children
- SP704 Cognitive-Communication Disorders: Adult

Speech

- SP600 Neurological Disorders of Speech
- SP604 Voice Disorders
- SP613 Advanced Phonology
- SP617 Fluency Disorders
- SP666 Dysphagia: Evaluation and Management

Other required professional coursework:

- SP612 Aural Rehabilitation: Child and Adult
- SP625 Research Methods and Design
- SP641 Counseling in Communication Disorders
- SP643 Assessment and Intervention for Children and Adolescents with Autism Spectrum Disorders
- SP650 Augmentative and Alternative Communication
- SP656 Ethics and Professional Practice

Electives

- SP620 Cleft Palate and Craniofacial Anomalies
- SP643 Assessment and Intervention for Children and Adolescents with Autism Spectrum Disorders

- SP644 Pediatric Dysphagia
 SP700 Head and Neck Cancer

Clinical Practicum

- SP626 Clinical Audiology Internship
 SP632 Clinical Practicum in the Schools
 Internship
 SP633 Graduate Clinical Skills Practicum
 SP634 Clinical Speech-Language Pathology
 Internship
 SP635 Clinical Speech-Language Pathology
 Externship
 SP636 Advanced Clinical Practicum:
 Specialty Clinical Programs
 SP637 Clinical Speech-Language Pathology
 Externship in the Schools
 SP638 Adult Neurogenic Clinical Practicum

All programs are designed to comply with the certification and licensing standards of the Maryland State Departments of Health and Education and the certification requirements of ASHA. ASHA has five major requirements for awarding the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP):

1. Prescribed minimal coursework on the undergraduate and graduate levels.
2. A minimum of 400 clock hours of clinical practice.
3. Passing a written examination required by ASHA.
4. ASHA Membership.
5. Written evidence of completion of the Clinical Fellowship Year (CFY) following the degree. The CFY is the first year of professional employment where students have a supervisor/mentor to help them as they begin their professional life.

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

Loyola University Maryland is known for the excellence of its clinical intern- and externship programs. All students are required to successfully complete the program of clinical training. This requires a minimum of 400 practicum hours, with a requirement of one summer internship placement generally taken 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. Stu-

dents begin their clinical practice experience within the Loyola University clinical settings and are supervised by the clinical/academic faculty. Student progress is reviewed each semester by the clinical faculty to assess readiness to advance to different types of clinical experiences. Students receive pass/fail grades during their clinical internship year as they rotate through different clinical sites. Students enroll in one or more of the following clinical courses each semester:

- SP626 Clinical Audiology Internship
 SP632 Clinical Practicum in the Schools
 Internship
 SP633 Graduate Clinical Skills Practicum
 SP634 Clinical Speech-Language Pathology
 Internship
 SP638 Adult Neurogenic Clinical Practicum

During the second year, students advance to placements in and around the Baltimore metropolitan area to further develop their clinical skills. Externship supervisors meet with students each term to review placement applications and advise students to register for one of the following clinical practicum courses:

- SP635 Clinical Speech-Language Pathology
 Externship
 SP636 Advanced Clinical Practicum: Specialty
 Clinical Programs
 SP637 Clinical Speech-Language Pathology
 Externship in the Schools

ACADEMIC STANDARDS

University-wide academic standards can be found in the section on Academic Standards and Dismissal under Academic Regulations and Policies.

In addition, students must maintain a *B* (3.000) average to graduate from the speech-language pathology program. A student who receives one grade below *B* (2.670) in an academic or clinical course will be placed on academic probation for one semester. All students placed on probation are required to meet with the chair (or designated department head) and members of the Academic Progress Committee prior to the beginning of the subsequent semester. At that time, an individual plan of action will be formed to help the student progress academically and clinically. Individual action plans may include additional clinical observation, additional clinical experience, peer tutoring, and/or a reduced coursework load. In addition, the student on probation will be assigned a designated faculty mentor. Students on probation also may be asked to meet with the Academic Progress Committee when there are academic and/or clinical concerns during the term. The student

will be removed from probation if no grades below *B-* are received in the semester of probation.

A student experiencing medical or personal problems may request a withdrawal from academic and clinical courses. If a student withdraws from clinical practicum courses and has been performing at a satisfactory level, the student may count all clinical hours earned during the semester up to the point of withdrawal. If the student has been performing at an unsatisfactory level, the student will not be allowed to count any clinical hours earned during the semester.

SPEECH-LANGUAGE-HEARING CENTERS

In conjunction with the professional training programs in speech-language pathology/audiology, the two clinical sites of the Loyola Clinical Centers—the Margaret A. McManus Speech, Language and Hearing Clinic and the Columbia Speech and Language Center—offer a wide range of services to children and adults with speech, language, and/or clinical hearing impairments. Services at these facilities include diagnostic evaluations for speech, language, oral motor skills; hearing, habilitative, and rehabilitative speech-language-hearing therapy; and counseling provided on an individual or group basis, depending on the client's problems and needs. Clients have a wide range of disorders including articulation, language, fluency, voice, autism/pervasive developmental disability, Down syndrome, neurological, closed head injury, and aphasia.

The **Margaret A. McManus Speech, Language and Hearing Clinic**, a division of the Loyola Clinical Centers, is a comprehensive clinic offering diagnostic and therapeutic services to children and adults with a wide range of communication difficulties. Pediatric assessment and treatment services are offered in the following areas: articulation disorders, oral motor skills/myofunctional skills, language delays, language disorders, fluency disorders, and pragmatic language disorders. Housed within the clinic is the adult neurogenic communication disorders lab, providing assessment and treatment to adults with aphasia, cognitive-communication disorders, apraxia, and dysarthria. In addition, audiology services are housed at this location and include audiometric testing, central auditory processing assessment, and advanced hearing aid fitting/repair.

The **Columbia Speech and Language Center**, located in Howard County, serves families in the greater Baltimore and Washington areas, including children as young as 10–12 months with developmental delays, toddlers through adolescents with a variety of communication disorders, and adolescents and adults with voice disorders. Housed within the Columbia Center is a specialized voice clinic for individuals with habit

cough and vocal cord dysfunction as well as the **Center for Excellence in Down Syndrome**, a special language intervention program for children with Down syndrome. Treatment includes speech, language, oral motor, and pragmatic therapy. On-site parent training and supplementary workshops also are provided.

The **Multidisciplinary Assessment Clinic (MAC)** at Belvedere Square provides graduate students with the unique opportunity to work with other disciplines assessing children and young adults with previously diagnosed or suspected learning disorders, ADHD, and developmental speech and language disorders. Graduate clinicians from speech-language pathology/audiology, psychology, and education assess clients. They meet weekly at case conference to present clients and arrive at an interdisciplinary diagnosis and recommendation.

Loyola University has professional affiliations with many outstanding schools, hospitals and rehabilitation centers in the Baltimore area. Clinical affiliations for externship experiences include, but are not limited to, the following facilities:

Schools

Baltimore City Schools
 Maryland County Schools
 Maryland Association of Nonpublic Special Education Facilities (MANSEF)
 The Lab School
 The Odyssey School

Clinical Facilities

Hearing and Speech Agency of Metropolitan Baltimore
 Kennedy Krieger Institute
 Scottish Rite Center for Childhood Language Disorders

Hospitals

Anne Arundel Medical Center
 Baltimore Washington Medical Center
 Franklin Square Hospital
 Good Samaritan Hospital
 Greater Baltimore Medical Center
 Howard County General Hospital
 Johns Hopkins Hospital
 Kernan Hospital
 Laurel Regional Hospital
 Maryland General Hospital
 Mercy Medical Center
 Mt. Washington Pediatric Hospital
 National Rehabilitation Center
 Peninsula Regional Medical Center
 Prince George's County Hospital
 Shore Health System
 St. Agnes Hospital

Sinai Hospital
 Union Memorial Hospital
 University of Maryland Medical System
 University Specialty Hospital
 Washington County Health Systems

Subacute Nursing Facilities

Aegis Therapies
 Future Care
 Genesis Rehabilitation Services
 Levindale Hebrew Geriatric Center
 Lorien Nursing and Rehabilitation Centers
 Manor Health Services
 Oak Crest Village
 Select Medical
 Sun Dance Rehabilitation

All clinical supervisors hold the Certificate of Clinical Competence (CCC) awarded by the American Speech-Language-Hearing Association.

FELLOWSHIPS AND TRAINEESHIPS

Some advanced clinical training sites provide financial aid in the form of traineeships for students at their placement sites. Fellowships are available through the Scottish Rite Center of the Hearing and Speech Agency.

A limited number of departmental graduate assistantships and merit scholarships are available. Some scholarship awards are made by local service organizations to qualified students. For an application and further information, students should send a resume and cover letter indicating their interest to Dr. Libby Kumin, Financial Aid Committee.

COURSE DESCRIPTIONS

SP500 Speech and Voice Science (3.00 cr.)
 Students learn advanced physiology and acoustics of speech and voice production, as well as current research and theory regarding speech perception. Technological advances in the measurement of the parameters of both normal and disordered speech and voice production are introduced. Laboratory sessions during which students analyze the acoustic properties of speech are included. *Restricted to foundation program students. Courses at the 500-level are prerequisites for postbaccalaureate students. Credits do not count toward the graduate degree.*

SP501 Anatomy and Physiology: Speech and Voice (3.00 cr.)
 The study of the structures and functions that support the processes of normal speech and voice production. The speech systems of respiration, phonation, and articulation are studied in depth. There is an introduction to neuroanatomy as it relates to human com-

munication. *Restricted to foundation program students. Courses at the 500-level are prerequisites for postbaccalaureate students. Credits do not count toward the graduate degree.*

SP503 Articulation and Phonology (3.00 cr.)
 A study of the anatomical, physiological, neurological, and acoustic bases of articulation and phonological systems. Current theories and practices in assessment and intervention are discussed as well as oral motor and dialectal variation. *Restricted to foundation program students. Courses at the 500-level are prerequisites for postbaccalaureate students. Credits do not count toward the graduate degree.*

SP505 Phonetics (3.00 cr.)
 Students learn the principles of speech sound production and the use of the International Phonetic Alphabet for phonetic transcription. Normal rule-based variations in sound production are discussed, specifically as related to different dialects and idiolects. Students also learn auditory discrimination of speech sound productions with reference to diagnosing and treating speech disorders. *Restricted to foundation program students. Courses at the 500-level are prerequisites for postbaccalaureate students. Credits do not count toward the graduate degree.*

SP506 Observation Methods and Techniques in Speech-Language Pathology/Audiology (3.00 cr.)
 Students gain knowledge and experience in clinical observation of children and adults with a variety of speech, language, and hearing problems. In addition to scheduled lecture periods, students observe in the Loyola Speech and Hearing Clinic and a minimum of two off-campus settings which maintain clinical affiliations with the program. Upon satisfactory completion of this course, students will have fulfilled the observation requirements of the American Speech-Language-Hearing Association for professional certification. *Restricted to foundation program students. Courses at the 500-level are prerequisites for postbaccalaureate students. Credits do not count toward the graduate degree.*

SP507 Speech and Language Development (3.00 cr.)
 A study of normal processes of speech and language development. Theoretical constructs and application of theory are discussed. *Restricted to foundation program students. Courses at the 500-level are prerequisites for postbaccalaureate students. Credits do not count toward the graduate degree.*

SP508 Professional and Technical Writing in Speech-Language Pathology (3.00 cr.)
 Students gain knowledge and experience in the area of professional writing for the field of speech-language pathology/audiology. Students develop skills for writ-

ing goals and objectives, individualized educational plans, and diagnostic reports. Students also learn the process for writing technical papers and are required to research and write a professional literature review. *Restricted to foundation program students. Courses at the 500-level are prerequisite for postbaccalaureate students. Credits do not count toward the graduate degree.*

SP516 Independent Study in Speech-Language Pathology/Audiology (2–3.00 cr.)

Students pursue advanced study on topics of individual interest under faculty supervision. *Restricted to foundation program students. Courses at the 500-level are prerequisites for postbaccalaureate students. Credits do not count toward the graduate degree.*

SP540 Clinical Audiology (3.00 cr.)

A study of the assessment of the auditory and balance systems. Differential diagnosis of hearing disorders in children and adults, middle ear analysis. Speech audiometric procedures, site of lesion, electrophysiological auditory assessments, and behavioral auditory assessments are addressed. *Restricted to foundation program students. Courses at the 500-level are prerequisites for postbaccalaureate students. Credits do not count toward the graduate degree.*

SP541 Hearing and Speech Science (4.00 cr.)

An introduction to acoustics and psychoacoustics as they apply to hearing and communication process. Students learn the physiology and acoustics of speech and voice production, as well as current research and theory regarding speech perception and audition. Technological advances in the measurement of the parameters of both normal and disordered speech and voice production are introduced. Laboratory sessions during which students analyze the acoustic properties of speech are included. *Restricted to foundation program students. Courses at the 500-level are prerequisites for postbaccalaureate students. Credits do not count toward the graduate degree.*

SP542 Fundamentals of Audiology (4.00 cr.)

An introduction to acoustics and psychoacoustics as they apply to hearing and the communication process. Detailed information of the anatomy and physiology of the human peripheral and central auditory mechanisms, as well as the balance mechanism is provided. An in-depth study of the pathological conditions that can/may affect those mechanisms is also presented. Differential diagnosis of these hearing disorders in children and adults is determined through use of assessment techniques, including behavioral auditory assessments, middle ear analysis, speech audiometric procedures, and central auditory processing. Additionally, site of lesion and electrophysiological measures are explored. Students participate in lab exercises, and clinical report writing is utilized to

reinforce the lectures regarding the diagnostic procedures. *(Spring only)*

SP600 Neurological Disorders of Speech (3.00 cr.)

Corequisite: SP638 (taken one time only with either SP600 or SP601, as assigned by the department). Normal neuroanatomical and physiological bases of speech production. Neuropathologies of speech production in adults and children. Assessment and treatment of motor speech disorders.

SP601 Language Disorders: Adult (3.00 cr.)

Prerequisite: SP600. Corequisite: SP638 (taken one time only with either SP600 or SP601, as assigned by the department). Theoretical bases of acquired language disorders in the adult population. Diagnostic tools and treatment approaches based on theories of the nature of aphasia. Current trends in aphasia treatment in response to changes in the health care environment. *Required as a prerequisite for advanced adult clinical placements.*

SP602 Language Disorders: Infancy through Early Childhood (2–3.00 cr.)

Language assessment and treatment for children with developmental disabilities from birth to age five, including information on legislation impacting early intervention (birth to age two) and programs for three- to five-year-olds; clinical symptom complexes; diagnostic criteria; and speech, oral motor, and language evaluation and treatment resources. Focuses on infants and young children with language and speech delays and disorders, with an emphasis on the special needs populations with Autism spectrum disorders, fetal alcohol syndrome, drug exposure, Fragile X syndrome, and Down syndrome.

SP604 Voice Disorders (3.00 cr.)

Topics include the diagnosis and treatment of laryngeal, respiratory, and resonance disorders across the life span through application of normal neuroanatomy and physiology, problem-based learning, and evidence-based practice.

SP605 Graduate Seminar (3.00 cr.)

Selected topics relevant to clinical and/or research aspects of disorders of human communication.

SP610 Literacy for the Speech-Language Pathologist (2–3.00 cr.)

Roles and responsibilities of the speech-language pathologist surrounding literacy issues are explored in light of the language expertise afforded by trained clinicians. The assessment and treatment of individuals with language-based learning disabilities is explored, with the focus on phonological processes implicated in the learning process. Current strategies for comprehension and writing are also targeted and discussed.

SP612 Aural Habilitation:**Child and Adult****(2.00 cr.)**

The effects of early hearing loss on the development of a child, as well as its impact on linguistic, cognitive, psychological, and social development. Also discusses educational options as well as assessment and intervention methods for aural habilitation. Considers the effects of late onset hearing loss on the adult and geriatric population. Discusses assessment, counseling, intervention strategies, hearing aids, cochlear implants, and assistive listening technology.

SP613 Advanced Phonology**(1.00 cr.)**

Focuses on normal and disordered phonological development both from a theoretical and a practical basis. Students use both formal and informal assessment procedures, with an emphasis on phonological process analysis. Students discuss various intervention philosophies and approaches.

SP615 Independent Study**in Language Pathology****(1–3.00 cr.)**

Independent, in-depth study concentrated on a specific topic in language pathology to be approved by the instructor. *The student must be sponsored by a faculty member who will guide the study. Students who choose the thesis option should register for SP615 or SP616. May be repeated three times for credit.*

SP616 Independent Study**in Speech Pathology****(3.00 cr.)**

Independent, in-depth study concentrated on a specific topic in speech pathology to be approved by the instructor. *The student must be sponsored by a faculty member who will guide the study. Students who choose the thesis option should register for SP615 or SP616. May be repeated three times for credit.*

SP617 Fluency Disorders**(2.00 cr.)**

A review of the major theories of stuttering which serves as a framework for the development of assessment and treatment protocols for individuals who stutter. The competencies and guidelines for assessment and treatment of stuttering developed by the American Speech-Language-Hearing Association are utilized to evaluate commercial/contemporary fluency programs. Students also evaluate current research to develop the skills necessary to apply the principles of evidence-based practice to their treatment planning and intervention.

SP620 Cleft Palate and Craniofacial**Anomalies****(1.00 cr.)**

The course focuses on learning about the various facts of cleft palate and related anomalies. Students learn about the anatomical and physiological components, types of clefts, surgical interventions, and associated

problems. In addition, time is spent learning about resonance and resonance disorders, discussing the perceptual diagnostic process, identifying velopharyngeal incompetence, and learning intervention methods and techniques.

SP624 Language Disorders**in School-Age Children****(3.00 cr.)**

Prerequisite: SP602. Clinical symptoms, assessment, and intervention for school-aged children (ages five to 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, mental retardation, attention deficit disorder, acquired brain injury, and other populations.

SP625 Research Methods and Design**(3.00 cr.)**

Students are exposed to various research design methodologies and techniques used in the field of speech-language pathology. Students gain a basic understanding of research design by developing and implementing an original research project. Students apply learned principles to evaluate interventions and professional research.

SP626 Clinical Audiology Internship**(1–2.00 cr.)**

Audiometric screening, screening tympanometry, screening otoscopy, as well as diagnostic and aural rehabilitation procedures including air and bone conduction assessments, speech audiology, immittance testing, and audiogram interpretation. Students also may be involved in auditory processing assessments and interpretation, including ramifications and interdisciplinary interactions. Students gain exposure to amplification and aural rehabilitation devices and techniques in both the on- and off-site locations. Clinical practice takes place under the supervision of department faculty in the Loyola Clinical Centers and at off-site screening and aural habilitation locations. *Admission by application to the Graduate Clinical Placement Committee. May be repeated for credit. (Pass/Fail)*

SP632 Clinical Practicum**in the Schools Internship****(2.00 cr.)**

Introduces students to the professional practice of speech-language pathology/audiology, as well as the diverse populations and challenges found in urban Catholic schools (i.e., English language learners/bilingual students and/or students that are materially poor). 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) as well as individual and group clinical service delivery. Graduate clinicians participate in the

development and implementation of assessment, treatment, counseling, and evaluation protocols with the clinical supervisor.

SP633 Graduate Clinical Skills Practicum (1–4.00 cr.)

Introduces students to the professional practice of speech-language pathology and audiology. Placement targets specific skill development in the professional domain. Areas covered include observation, data collection, equipment operation/maintenance, report writing, case development, and case management. Graduate clinicians participate in the development and implementation of assessment, treatment, counseling, and evaluation protocols with the clinical supervisor. *May be repeated for credit. (Pass/Fail)*

SP634 Clinical Speech-Language Pathology Internship (1–4.00 cr.)

Provides students with an opportunity to gain experience with specific communication disorders, and diverse client populations. Emphasis is placed 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. May be repeated twice for credit. (Pass/Fail)*

SP635 Clinical Speech-Language Pathology Externship (3.00 cr.)

Prerequisite: SP633, SP634. Provides students with speech-language pathology experiences in selected clinical settings such as rehabilitation centers and hospitals. Students are assigned to the facility two to three days per week. *Admission by application to the Graduate Clinical Placement Committee.*

SP636 Advanced Clinical Practicum: Specialty Clinical Programs (4.00 cr.)

Prerequisite: SP633, SP634. Advanced clinical placements providing experience with challenging client populations in **four full-day per week** hospital and clinical settings. *Admission by application to the Graduate Clinical Placement Committee. May be repeated for credit.*

SP637 Clinical Speech-Language Pathology Externship in the Schools (3.00 cr.)

Prerequisite: SP633, SP634. Provides students with comprehensive speech-language pathology experiences in school settings from birth to 21 years. Placements may include public and private, regular education, special education, day, and/or residential settings. Focus is on current assessment and treatment models and methods in the schools. *Admission by application to the Graduate Clinical Placement Committee. May be repeated for credit.*

SP638 Adult Neurogenic Clinical Practicum (1–2.00 cr.)

Corequisite: SP600 or SP601 (Fall/Spring only). Provides students with an opportunity to gain clinical experience with adults presenting with neurogenic disorders including aphasia, apraxia, dysarthria, and cognitive-communication deficits. Emphasis is on the development and delivery of effective evaluation and treatment programs based on the application of academic coursework to clinical service delivery. Clinical practice takes place in the Loyola College Clinical Centers. *Practicum is taken one time only with either SP600 or SP601, as assigned by the department. May be repeated for credit.*

SP641 Counseling in Communication Disorders (2.00 cr.)

Focuses on counseling children and adults with communication disorders and their caregivers. Contemporary theories and techniques of counseling are explored with emphasis on their application for speech-language pathologists. Family systems, interviewing, individual and group support, the role of counseling in assessment and intervention, and diversity considerations are discussed. Case studies and simulations are used.

SP643 Assessment and Intervention for Children and Adolescents with Autism Spectrum Disorders (1.00 cr.)

Addresses the unique challenge that clients with autism present to speech-language pathologists. Topics include evaluation, program development, and implementation of services for children and adolescents on the spectrum, as specifically related to communication, socialization, and behavior. A variety of interventions are addressed, including specific strategies related to the core deficits of the disorder, across varying ages and developmental profiles.

SP644 Pediatric Dysphagia (1.00 cr.)

Assessment and management of feeding and swallowing deficits in infants and children, from the premature infant through the early school-aged child. Understanding of multiple-system interactions on feeding behaviors, including respiratory/airway, gastrointestinal, and neurological and behavioral components.

SP650 Augmentative and Alternative Communication (2.00 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.

SP656 Ethics and Professional Practice (2–3.00 cr.)
Offered to advanced students to familiarize them with ethical issues and decision-making strategies related to the professional practice of audiology and speech-language pathology. A variety of professional issues as well as advocacy, supervision, reimbursement, professional organizations, and professional credentialing are covered.

SP657 Thesis Seminar (3.00 cr.)
Prerequisite: Restricted to students completing a master's thesis. Students complete a proposal and/or thesis research as part of this course.

SP666 Dysphagia: Evaluation and Management (3.00 cr.)
Prerequisite: SP600. Development of clinical skills for assessment and treatment of swallowing disorders in pediatric through adult populations for varying etiologies. Interpretation of swallowing studies and development of treatment plans.

SP700 Head and Neck Cancer (1.00 cr.)
A concentrated five-week study in disorders affecting breathing, voice, and swallowing requiring medical, surgical, behavioral, or combined interventions taught by a multidisciplinary team.

SP701 Advanced Topics: Cochlear Implants (1.00 cr.)
Addresses the candidacy requirements for cochlear implants, as well as basic surgical procedures necessary for successful implantation. Advantages and disadvantages of each individual cochlear implant system and bilateral cochlear implants are reviewed. Mapping/programming of implants is examined, along with strategies for developing an intervention and rehabilitation plan for implanted clients of all ages. (*Spring only*)

SP702 Trach and Vent (1.00 cr.)
An intensive study of tracheostomy procedure, effects on communication and swallowing, and the role of the medical speech-language pathologist in management of trach and vent dependent patients. (*Spring only*)

SP703 Advanced Dysphagia (1.00 cr.)
Prerequisite: SP666. Expands on the clinical skills previously developed in SP666 for the assessment and treatment of swallowing disorders. Emphasis is placed on higher level interpretation of swallowing studies, evaluation and treatment of complex populations, and advanced instrumentation. (*Spring only*)

SP704 Cognitive-Communication Disorders: Adult (3.00 cr.)
Prerequisite: SP600, SP601. 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.

SCHOOL OF EDUCATION

Office: Beatty Hall

Telephone: 410-617-5094/5095

Website: www.loyola.edu/education

Dean: Peter C. Murrell, Jr., Professor

Interim Associate Dean: L. Mickey Fenzel, Professor

Graduate Program Chairs

Education Specialties: Peter L. Rennert-Ariev

Montessori Education: Sharon L. Dubble

Teacher Education: Wendy M. Smith

Graduate Program Directors

Curriculum and Instruction: Stephanie Flores-Koulish

Educational Leadership: Peter R. Litchka

Educational Technology: David Marcovitz

Kodály Music Education: Anthony D. Villa

Literacy: Afra A. Hersi

School Counseling: Cheryl Moore-Thomas;

Jennifer Watkinson

Special Education: Elana Rock

Teacher Education Programs: L. Mickey Fenzel

Washington Montessori Institute at Loyola College

Director of AMI Training (Elementary Level):

Kay Baker

Director of AMI Training (Primary Level):

Janet R. McDonell

Internship Coordinators

Professional Development Schools: Deborah

Anthony; Christopher Barnes; Barbara Livermon;

Kathleen A. Sears; Stacy Williams; James Wolgamott

School Counseling: Lynn Linde, Jennifer Watkinson

Special Education: Cathy A. Rosensteel

Professors: Victor R. Delclos; Bradley T. Erford;

L. Mickey Fenzel; Peter C. Murrell, Jr.; Donald J. Reitz

(emeritus); Lee J. Richmond; Beatrice E. Sarlos (emerita)

Associate Professors: Marie Celeste; Debby Deal;

David Marcovitz; Cheryl Moore-Thomas; Michael L.

O'Neal; Joseph Procaccini; Peter L. Rennert-Ariev;

Elana E. Rock; Wendy M. Smith

Assistant Professors: Kay Baker; Catherine Castellan;

Sharon L. Dubble; Stephanie A. Flores-Koulish;

Afra A. Hersi; Lynn Linde; Peter R. Litchka;

Jennifer Watkinson

Instructors: Deborah Anthony; Christopher J.

Barnes; Eleanor Kaufman; Lisa M. Lewis; Barbara

J. Livermon; Janet R. McDonell; Kathleen A. Sears;

Stacy A. Williams; James R. Wolgamott

Affiliate Faculty: S. Craig Bass; Joen Bettmann; Lisa Boarman; Kathleen A. Burgess; Wayne Carmean; Caitlin Cross-Barnet; Silvia Dubovoy; Margaret Dumler; Morton M. Esterson; Karyn M. Felder; Nancy E. Gant; Karen Gladden; Annette M. Haines; Debra R. Henninger; Carol Hicks; Nicholas G. Hobar; Bette M. Hobner; Amy B. Huggins; Sharon G. Kachur; Mary Keene; Marcia R. Lathroum; Robin B. Levien; Claudia N. McBrien; Donald E. McBrien; Gordon A. Michalowski; John D. Mojzisek; Silvia Montanaro; Herbert E. Muse, Jr.; Judith A. Orion; Molly E. O'Shaughnessy; Patricia R. Ourand; Monica Phelps; Sam Polack; Phyllis Pottish-Lewis; Richard Prodey; Maryanne Ralls; Dana M. Reinhardt; Mary L. Roby; Gail Sackett; Richard T. Satterlee; James Snow; Christopher Sny; Allyn S. Travis; Patricia Wallner; Rita S. Zener

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

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

MISSION AND EDUCATIONAL OBJECTIVES

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

The School of Education offers programs leading to a Master of Arts (M.A.), Master of Arts in Teaching (M.A.T.), Master of Education (M.Ed.), the Certificate of Advanced Study in School Management (C.S.M.), and the Certificate of Advanced Study in Education (CASE). These programs are designed to advance the study of education as an academic discipline and to further the professional development of teachers, administrators, and other educational personnel in public and independent schools.

Graduate programs are committed to the following university-wide graduate learning goals that embrace the core values and principles inherent in the mission of the University:

Master Knowledge and Skills

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

Think Critically

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

Manifest Leadership and Social Responsibility in the Workplace and Community

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

ADMISSION CRITERIA

The School of Education seeks graduates from accredited institutions of higher learning who demonstrate significant academic ability. A minimum QPA of 3.000 in undergraduate work or a master's degree from an accredited institution is required for full acceptance. Provisional acceptance may be granted for students with a QPA between 2.750 and 3.000. Letters of recommendation, standardized tests, or a personal interview may be required. Applicants for teacher certification in elementary, secondary, or special education are required to submit evidence of a passing composite score (based on the Maryland cutoff level) on the Praxis I: Pre-Professional Skills Tests. Consistent with new regulations for teacher certification set forth by the state of Maryland, qualifying scores on the SAT, ACT, or GRE may be substituted for Praxis I performance for the Master of Arts in Teaching (M.A.T.) program (contact the department for specific information). In addition, applicants to the M.A.T. program must have an undergraduate degree with a major or significant coursework in the desired certification area. A passing score on the Praxis II content knowledge exams or two ACTFL exams (Oral Proficiency Interview and Writing Proficiency Test) for Spanish students is required of all applicants for teacher certification in elementary or secondary education. Applicants may be offered provisional acceptance to take classes for one semester prior to passing the Praxis II content knowledge or ACTFL exam(s).

Many of the field, practicum, and internship sites now require students placed in their facilities to submit fingerprints and criminal background checks before they are allowed to begin their placement. The School of Education will assist students in meeting this requirement before they begin their field placements. Any student not cleared by this process will not be eligible to complete a certification program.

Detailed admission information (application procedures, required documents, etc.) may be found in the Admission chapter.

APPLICATION DEADLINES**M.A./M.A.T./M.Ed./C.A.S.E.****(excluding Kodály Music/Montessori)**

Fall Semester	June 15
Spring Semester	November 1
Summer Sessions	March 15

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

M.Ed. Kodály Music Education

Multi-Summer Format May 1

M.Ed./CASE Montessori Education**Academic Year Programs**

Offered fall semester only with applications accepted on a rolling basis.

Affiliated AMI Institutes

October 1

Multi-Summer Format Programs

Offered selected summers with applications accepted on a rolling basis.

See Admission under Montessori Education for additional requirements.

CREDITS REQUIRED

Requirements for each degree and program are specified within the description for that program.

MASTER OF ARTS (M.A.)

This option is designed for individuals who wish to undertake a significant scholarly project as part of their degree program. This option is especially appropriate for those who plan to pursue an advanced degree beyond the master's level. For all programs except curriculum and instruction, students complete a six-credit thesis project under the guidance of an advisor in place of six general elective credits. Guidelines for the development and completion of the proposal and thesis are available from departmental advisors. In the curriculum and instruction program, students begin the thesis project in ED670 and complete it in ED800; guidelines for the development and completion of this thesis are provided in the associated courses.

WAIVERS

Any specific course requirement may be waived by a student's advisor based upon prior completion of graduate coursework in the same content area. The student must request a waiver in writing. The advisor's written approval will be sent to the student and the Records Office. In the event a course requirement is waived, an elective course must be substituted in its place. No more than three courses may be waived in any graduate program.

SPECIAL STUDENTS

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

ACCREDITATION

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

COURSE DESCRIPTIONS

EDUCATIONAL LEADERSHIP

AD662 Leadership, Supervision and Professional Development (3.00 cr.)

Examines the essential role that the educational leader plays in the development and implementation of relevant and appropriate professional development and effective supervision of instructional staff in order to improve student achievement. The foundation for this course is the Maryland Instructional Leadership Framework, the National Standards for Educational Leaders, and the National Standards for Staff Development.

AD668 The Law, the Courts, and the School (3.00 cr.)

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

AD669 Constitutional Law and the Schools (3.00 cr.)

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

AD670 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.

AD671 Leading and Managing Athletics in Schools (3.00 cr.)

Examines the historical development of school sports as a context for understanding and managing school-based athletic programs. Focuses on development of a comprehensive plan for integrating sport into the overall instructional program. Emphasizes the development of character and ethics through athletics.

AD674 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.

AD676 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.

AD677 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.

AD679 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.

AD680 Leadership Seminar (3.00 cr.)

An introduction to the educational leadership 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. Reviews a relationship between concepts presented in the seminar course and concepts presented in the internship program.

AD681 Organizational Development in Education (3.00 cr.)

An examination of contemporary models for designing, developing, and managing the complexities of education as a social organization. Particular attention is placed on structure, interaction, climate, change, dynamics, and the critical role of leadership, as they relate to contemporary educational organizations.

AD682 Technology for School Leaders (3.00 cr.)

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

AD683 Leadership: Theories and Practices (3.00 cr.)

Examines educational leadership within an historical and conceptual framework which focuses on the implications of educational leadership theory, practice, and application for school leadership. Special emphasis is placed on student knowledge and understanding of the Standards for School Leaders (Interstate School Leaders Licensure Consortium), Standards for Advanced Programs in Educational Leadership (Education Leadership Constituent Council), and the Maryland Instructional Leadership Framework (MILF/Maryland State Department of Education). Topics relevant to contemporary educational leadership include visionary leadership, instructional leadership, collaborative leadership, ethical leadership, and political/social/economic/legal/cultural leadership. The instructional leadership component focuses primarily on MILF outcomes of aligning all aspects of school culture to student and adult learning (MILF 2.0); monitoring the alignment of curriculum, instruction, and assessment (MILF 3.0); and engaging all community stakeholders (MILF 8.0).

AD684 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.

AD686 The Instructional Leader and Assessing Student Learning (3.00 cr.)

Emphasizes the critical role of instructional leadership in the role of the assessment process and its contribution to school improvement and increasing student achievement. Participants are encouraged to analyze, synthesize, and evaluate various theories and applications of assessing student learning in the contemporary educational realm. Special attention is given to the Maryland Instructional Leadership Framework (MILF) throughout the course, with emphasis on aligning all aspects of school culture to student and adult learning (MILF 2.0); monitoring the alignment of curriculum, instruction, and assessment (MILF 3.0); improving instructional practices through purposeful observation and evaluation of teachers (MILF 4.0); ensuring the regular integration of appropriate assessments into daily classroom instruction (MILF 5.0); using

technology and multiple sources of data to improve classroom instruction (MILF 6.0); and engaging all community stakeholders (MILF 8.0).

AD687 Internship in Educational Leadership (3.00 cr.)

Prerequisite: M.Ed. students must have 36 credits completed. Certification students must have 15 credits completed. The purpose of internships is twofold: to provide an opportunity for students to apply and develop their conceptual knowledge of educational administration/supervision in the field under the guidance of an experienced administrator/supervisor, and to provide an opportunity to assess and evaluate the performance of graduate students in a real administrative/supervisory situation. In addition to hands-on leadership experience, interns are asked to reflect on the total picture or gestalt of leadership behavior. Interns are assisted in learning how to make a systematic appraisal of how the building-level (or central office) leader functions in leading an organization. A portfolio of achievement is developed. *AD687 constitutes a single internship that will start in the fall and continue through the spring. One final grade is given at the end of the second semester.*

AD690 Field Study in School Management (3.00 cr.)

Under the guidance of a departmental 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.

AD691 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.

AD775 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.

AD776 Theory and Research on Educational Leadership (3.00 cr.)

Introduces students to recent developments in the field of research as it relates to teaching and leadership in education. 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

it relates to teaching, learning and leadership in education. Assignments include papers, exams, in-class discussions, authentic research, case studies, and a significant amount of outside reading.

EDUCATION

ED600 Foundations of Research in Education (3.00 cr.)

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

ED601 Philosophical Foundations of Diversity and Social Justice in Education (3.00 cr.)

Students focus on the intersection of diversity, social justice, and educational practices. Framed within current educational controversies, students are encouraged to develop an initial articulation of their personal philosophy of education. Readings help provoke critical reflection around these benefits and assumptions that will inform a further elaboration of student's philosophy of education.

ED608 Educational Innovations (3.00 cr.)

Students systematically examine innovation in schools, including the philosophical and psychological assumptions that underlie departures from traditional schooling. Students develop an historical perspective to understand how current and future innovations can impact educational processes with an emphasis on promising practices for social justice education and equity.

ED611 History of Education in the United States (3.00 cr.)

Students focus on pivotal moments in American history and their influence upon the development of educational thought and practice. Students gain a greater understanding of the contemporary condition of schools and educational policies and determine to what extent schools have been successful in fulfilling a democratic idea or complicit in maintaining the status quo.

ED618 Special Topics in Classroom Instruction (3–6.00 cr.)

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

ED623 Independent Study in Education (1–3.00 cr.)

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

ED625 Advanced Study in Education (3.00 cr.)

Prerequisite: Written permission of the advisor is required. An independent study in the culminating experience for the Montessori M.Ed. program. Topics are approved on an individual basis. The student reviews and analyzes relevant research and submits a final paper.

ED627 Advanced Research Project in Montessori Education (3.00 cr.)

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

ED634 Qualitative Approaches to Urban Education (3.00 cr.)

Examines various qualitative approaches to urban education including participant observation, informal interviews, life history, and archival research. Encourages learning about the contributions and limitations of qualitative inquiry through a series of assignments based upon firsthand experiences completed in the local Baltimore community. Student completion of a major project and submission of a project paper required.

ED650 Curriculum Theories and Practices (3.00 cr.)

The course is intended to support educator's skills in developing curricula and assessments. Students focus on both the goal of curriculum design work, producing a coherent design with clear alignment among instructional and assessment components, and the process of curriculum development, using a set of design standards and a peer review process.

ED652 Evaluation and Assessment Policies and Practices (3.00 cr.)

Students engage in critical analysis of evaluation and assessment policies and practices. They also examine the extent to which mandatory assessments align with curricular aims and/or current learning theories. Course content includes an historical look at assessment policies in the United States as well as terminology, laws, court cases, and other contextual issues that have contributed to the current policies.

**ED659 Race, Class, and Gender Studies
in Education (3.00 cr.)**

Students explore structural theories of race, class, and gender in an effort to understand how these discourses impact unequal educational experiences and outcomes. Students unpack how schools operate as a mechanism for reproducing a racialized, gendered, and classed social order. Through this conversation students can begin the journey of working toward schools that challenge the status quo.

ED670 Teacher Research and Inquiry (3.00 cr.)

Investigates aspects of action research including choosing a topic to study, examining ethical issues, planning and implementing methodologies, conducting a literature review, becoming a reflective practitioner, and analyzing data.

**ED687 Professional Seminar
in Mathematics (6.00 cr.)**

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

**ED700 Earth Science I
(Elementary/Middle) (3.00 cr.)**

Students examine the “fluid” earth and the earth’s place in space through an exploration of basic concepts in astronomy, meteorology and physical oceanography. Major topics include the structure and circulation of the atmosphere; weather patterns; monitoring and prediction; hydrologic cycle; structure and circulation of the oceans; effects of atmosphere and oceans on global climate; observation relations of earth, moon and sun; celestial motion; solar system formation; and stellar and galactic evolution. *Weekend field trips required.*

**ED702 Earth Science II
(Elementary/Middle) (3.00 cr.)**

Students explore the processes that have shaped the surface of the earth in a physical and historical geologic context. Emphasis on factors influencing the development and continued modification of life, climate, landforms and their resultant environments. Major topics include the structure of the earth, minerals and rocks, plate tectonics, volcanism and seismic activity, weathering, erosion and sediment transport, geologic time, geologic dating methods, life through

time, climate through time, and current environmental systems. *Weekend field trips required.*

ED703 Life Science (Elementary/Middle) (3.00 cr.)

Students explore basic concepts of the life sciences, such as living versus nonliving systems, sources of energy for life and the relationship of organisms to their environment. Major topics include organization and classification, cell structure and function, metabolic pathways, human systems, biotechnology, and ecology. *Weekend field trips required.*

**ED704 Physical Science I
(Elementary/Middle) (3.00 cr.)**

Students investigate concepts in physics, with both qualitative and quantitative applications, related to common every day experiences. Major topics include motion, mechanical advantage, simple machines, light, sound, magnetism, electricity, and basic electronics/technology.

**ED705 Physical Science II
(Elementary/Middle) (3.00 cr.)**

Students explore fundamental concepts in chemistry and investigate the use of observational strategies to build upon theoretical constructs. The use of common substance in familiar situations is stressed. Major topics include volume and density, heat, temperature and pressure, physical properties of solids, liquids and gases, physical changes versus chemical changes, chemical interactions, solutions, acids and bases, and atomic structure.

ED706 Environmental Field Study (3.00 cr.)

Students participate in field-based, cooperative group projects using original research to synthesize and integrate scientific and educational principles covered in the graduate program. Students draw from science course content and methodologies to design and implement exploratory and evaluative environmental assessment projects suitable for use in the elementary/middle school classroom. The course culminates with the development of a practical environmental science curriculum unit for use at the participants’ school. Possible project parameters include water pollution sources, water quality assessment, water quality standards and testing, land use practices and impacts, land use management/assessment, hydrologic investigations, map use and mapping, soil characteristics, and biologic environmental indicators. *Field trips required.*

**ED720 Assessment and Evaluation
in Mathematics Instruction (3.00 cr.)**

Examines current thinking in the assessment and evaluation of mathematics instruction. The Assessment Standards of the National Council of Teachers of Mathematics provide a framework for the course. Both the Mary-

land State Assessment and Maryland State High School Assessment programs are discussed in detail. Practical opportunities for the development of assessment instruments are included.

ED728 Geometry (3.00 cr.)

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

ED729 Topics in Number Theory and Discrete Mathematics (3.00 cr.)

A study of logic, Boolean Algebra, set theory, equivalence relations, divisibility, Euclid's algorithm, Diophantine equations, modular systems, groups, and proof.

ED750 Thesis Seminar I (3.00 cr.)

Prerequisite: Written permission of the advisor. 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 advisors provide an opportunity for critical discussion of planned research. Participants receive credit upon successful completion of the thesis. *Topic must be approved by the advisor prior to enrollment.*

ED751 Thesis Seminar II (3.00 cr.)

Prerequisite: ED750 and written permission of the advisor. Restricted to M.A. students. The culmination of work begun in ED750. Students register for this course during the last semester of thesis work. Participants receive credit upon successful completion of the thesis.

ED800 Thesis Seminar (3.000 cr.)

Students analyze data from research projects begun in ED670. Students use and apply the lenses gained during the initial course sequence to examine the educational implications of their research. As a summative assessment, students complete an original empirical research thesis based on a conceptual or historical educational issue. *Should be taken as the final course in the curriculum and instruction program.*

ED805 Capstone Seminar (3.00 cr.)

Students analyze data from research projects begun in ED670. Students use and apply the lenses gained during the initial course sequence to examine the educational implications of their research. As a summative assessment, students complete an original empirical research study based on a conceptual or historical educational issue. *Should be taken as the final course in the curriculum and instruction program.*

ED900 Advanced Study in Music Education (3.00 cr.)

An independent study is the culminating experience for the Kodály music program. Topics are approved on an individual basis. Students review and analyze relevant research and submit a final paper.

EDUCATIONAL TECHNOLOGY

ET605 Introduction to Educational Technology (1–3.00 cr.)

Examines applications of traditional and emerging technology to the curriculum with an emphasis on the use of technology as an instructional tool to enhance the quality of classroom instruction and facilitate the work of the teacher. Includes hands-on experience with a variety of technology as well as discussions of the place of technology in school reform. This laboratory-based course provides hands-on computer experience in class and requires extensive computer work outside of class. *M.A.T. program students may opt to take this course for one credit. Completing this course for one credit does not fulfill any non-elective or prerequisite requirement outside of the M.A.T. program.*

ET610 Curricular Applications of Technology (3.00 cr.)

Prerequisite: ET605 or written permission of the instructor. Studies applications of technology to the curriculum in a variety of disciplines. Reviews software and technology projects to enhance science, mathematics, social studies, and language arts. Criteria for evaluating software and technology projects are discussed, and technological resources in each curricular area are presented.

ET620 Multimedia Design in the Classroom (3.00 cr.)

Prerequisite: ET605 or written permission of the instructor. An introduction to design, development, and evaluation of multimedia projects with an emphasis on multimedia production in the K–12 classroom. Students use multimedia authoring tools to produce courseware for classroom use and learn how to incorporate multimedia design projects into their curricula. Emphasis is on the use of multimedia design to teach K–12 students to be critical consumers of information. This laboratory-based course provides hands-on computer experience in class and requires extensive computer work outside of class.

ET630 Telecommunications in the Classroom (3.00 cr.)

Prerequisite: ET605 or written permission of the instructor. Examines the technical and curricular aspects of telecommunications in schools. Introduces telecommunications software and hardware such as World Wide Web browsers and servers, electronic mail systems, networks, and modems. Explores curricular implica-

tions 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.

ET631 Distance Education (3.00 cr.)

Prerequisite: ET605 or written permission of the instructor: An introduction to the different methods of delivering instruction at a distance, including asynchronous learning networks and two-way interactive video. Discusses the pedagogical obstacles that distance imposes and why educators might or might not choose to teach at a distance. Provides hands-on practical experience with designing instruction for use over the Internet and in Loyola's state-of-the-art distance learning classroom.

ET640 Adaptive/Assistive Technology for Education (3.00 cr.)

Prerequisite: ET605 or written permission of the instructor: Examines adaptive/assistive technologies for helping special needs students in the classroom.

ET680 The Role of the Technology Leader (3.00 cr.)

Prerequisite: ET605 or written permission of the instructor: Analyzes the role of the technology specialist in the school, including practical issues for managing the school's technology infrastructure, balancing a teaching load with technology specialist responsibilities, and the technology specialist as a catalyst for change.

ET690 Educational Technology Seminar (3.00 cr.)

Prerequisite: ET605, ED600 or ED670, or written permission of the instructor: Examines current trends in the field of educational technology. *May be repeated for credit with written permission of advisor.*

ET691 Educational Technology Internship (3.00 cr.)

Prerequisite: 24 credits completed. Students engage in a major educational technology leadership project in a school or school-district setting. At meetings with the advisor, 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 conclusion of the internship, students complete a portfolio linking the internship to program standards.

ET699 Thesis Seminar (6.00 cr.)

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

SCHOOL COUNSELING

GC600 Research and Evaluation in Counseling (3.00 cr.)

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

GC606 Tests and Measurements (3.00 cr.)

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

GC622 School Counseling at the Secondary Level (3.00 cr.)

Prerequisite: GC700, GC701, GC704. Focuses on skills that school counselors need at the secondary level. Programs, activities, and techniques specific to adolescents and experienced at the secondary level are studied. Participants gain an understanding of the secondary school culture, driven by content, high stakes testing, student achievement, and social and emotional health.

GC623 Counseling Special Education Students and Families (3.00 cr.)

A practical course presenting innovative, well-planned methods and techniques for counseling all levels of special education students and their families. The counseling needs of AD/HD, learning disabled, retarded, physically disabled, and other handicapped students are reviewed. Former counseling training is not required, as this course is designed to familiarize all educators working with handicapped populations.

GC624 Stress and Stress Management (3.00 cr.)

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

GC627 Working Ahead: Global Career Development Facilitator Instructor Training (3.00 cr.)

The "Working Ahead GCDF" curriculum provides front-line counselors with the skills needed to operate in a public or private one-stop career center, educational training, or job service environment. The education

content is based on theory and research and focuses on current Workforce Investment Act legislative policies, Internet use, ethical issues, and assessment. Successful completion of the course results in a listing in the Rutgers Heldrick Center International Registry and eligibility for national certification as a GCDF instructor.

GC700 Introduction to School Counseling (3.00 cr.)

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

GC701 Techniques of Counseling (3.00 cr.)

Prerequisite: GC704 (may be taken concurrently). Focuses on the helping relationship including: interviewing, application of counseling and consultation skills, and basic change strategies. Considers verbal and nonverbal behaviors and characteristics in both client and counselor. Discusses diversity and ethical considerations.

GC703 Lifestyle and Career Development and Decision-Making (3.00 cr.)

Prerequisite: GC700, GC701, GC704. 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.

GC704 Theories of Counseling (3.00 cr.)

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

GC706 Group Counseling in Schools (3.00 cr.)

Prerequisite: GC700, GC701, GC704. An introduction to the theories and techniques of group procedures in school counseling. Emphasizes the understanding of concepts, as well as the development of group leadership skills for effective school counseling in a cultural context. Presents research in the field of group counseling and its methods. The roles of group lead-

ers and group members are clearly delineated as are selection criteria.

GC708 Cross Cultural Counseling (3.00 cr.)

Prerequisite: GC700, GC701, GC704. An exploration of ethnic groups and subcultures. Emphasizes effective cross cultural communication between the counselor and client. Presents ethical dilemmas related to cross cultural counseling.

GC709 Counseling in the Elementary School (3.00 cr.)

Prerequisite: GC700, GC701, GC704. 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.

GC712 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.

GC720 Independent Study in School Counseling (1-3.00 cr.)

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

GC721 Advanced Study in School Counseling (1-3.00 cr.)

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

GC722 Internship in School Counseling I (3.00 cr.)

Prerequisite: GC791. 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. GC722 and GC723 constitute one 600-hour internship in a school setting under the supervision of a certified school counselor. Of the total, 240 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 1.5 hours per week of group supervision. *A field study fee is charged.*

GC723 Internship in School Counseling II (3.00 cr.)

Prerequisite: GC791. 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. GC722 and GC723 constitute one 600-hour internship in a school setting under the supervision of a certified school counselor. Of the total, 240 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 1.5 hours per week of group supervision. *A field study fee is charged.*

GC728 Internship in School Counseling I and II (6.00 cr.)

Prerequisite: GC791. 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. GC728 constitutes one 600-hour internship in a school setting under the supervision of a certified school counselor. Of the total, 240 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 1.5 hours per week of group supervision. *Fulfills the same requirement as GC722 and GC723 combined. A field study fee is charged.*

GC730 Internship in School Counseling Year I (3.00 cr.)

Prerequisite: GC791. 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. GC730 constitutes the first year (300 hours, fall to spring) of a 600-hour internship in a school setting under the supervision of a certified school counselor. Of the total, 240 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 1.5 hours per week of group supervision. GC730 is intended to be a yearlong internship and must be taken over two semesters. It may not be compacted into one semester. One final grade is given at the end of the second semester. *A field study fee is charged.*

GC731 Internship in School Counseling Year II (3.00 cr.)

Prerequisite: GC791. 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. GC731 constitutes the second year (300 hours,

fall to spring) of a 600-hour internship in a school setting under the supervision of a certified school counselor. Of the total, 240 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 1.5 hours per week of group supervision. GC731 is intended to be a yearlong internship and must be taken over two semesters. It may not be compacted into one semester. One final grade is given at the end of the second semester. *A field study fee is charged.*

GC744 Instructional Strategies for School Counselors (3.00 cr.)

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

GC755 Marriage and Family Counseling (3.00 cr.)

Prerequisite: GC701. 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.

GC773 Diagnosis of Mental and Emotional Disorders (3.00 cr.)

Prerequisite: GC701. Students are expected to understand the use of diagnostic and multi-axial 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.

GC774 Advanced Counseling Techniques and Treatment (3.00 cr.)

Prerequisite: GC701. Focuses on the design and implementation of advanced treatment strategies relative to diverse psychological disorder. Emphasizes the building of advanced counseling skills case studies. Demonstrations of treatment methods based on various theoretical positions are included.

GC784 Alcohol and Drug Counseling (3.00 cr.)

Prerequisite: GC701. 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 assess student learning in school. A case study approach is implemented.

GC791 School Counseling Practicum (3.00 cr.)

Prerequisite: GC700, GC701, GC704, GC706, GC792. GC706 and GC792 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 GC700, GC701, GC704, and GC706 are practiced. *A field study fee is charged.*

GC792 Professional Issues and Ethics in Counseling (3.00 cr.)

A seminar related to all aspects of professional life, including the professional association for counselors and their functions; issues of credentialing and licensure; professional development; ethics; and hot topics in counseling. Particular emphasis is placed on the Code of Ethics of the American Counseling Association, the Code of Ethics of the American School Counselors Association, and legal issues pertaining to school counseling.

GC793 Psychoeducational Assessment I (3.00 cr.)

Prerequisite: GC606. An introduction to the administration, scoring, and interpretation of psychological and educational tests commonly used with school aged youth. Covers intelligence, aptitude, and achievement tests. *A lab fee is charged.*

GC794 Psychoeducational Assessment II (3.00 cr.)

Prerequisite: GC606 and written permission of the instructor: An introduction to the administration, scoring, and interpretation of psychological and educational tests commonly used with school aged youth. Covers perceptual, behavioral, and personality tests. *A lab fee is charged.*

GC795 Thesis Seminar (6.00 cr.)

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

GC800 Introduction to College Counseling I (3.00 cr.)

Studies the specialized knowledge and skills requisite to college counseling, including its history and philosophy and the role of the professional school counselor. Introduces contextual dimensions of ethical college counseling relevant to the professional practice of school counseling in secondary school settings, as well as systematic, programmatic approaches to practice aligned with the guidelines and standards of the American School Counselor Association and the American Counseling Association. Implications of FERPA and the special needs of student athletes are considered.

GC801 Introduction to College Counseling II (3.00 cr.)

Provides an overview of colleges, college culture, and admissions practices through in-depth tours of private and public colleges and universities in Maryland and the surrounding region. Reflection and advocacy are integral as students work individually and in groups applying the concepts of Introduction to College Counseling I (GC800) to the practical experience of this course.

GC802 College and Career Counseling (3.00 cr.)

Reviews theories of career development and the counseling techniques appropriate for use with adolescents planning beyond high school. Discusses ethical counseling in these contexts and acquaints students with various educational and occupational information sources. Emphasis is given to technology and computer based systems, as well as the needs of special student populations.

GC803 Financing Higher Education: Theory and Practice (3.00 cr.)

Introduces the historical factors, theories, and economic policies which inform current financial aid practices. Studies the various types and sources of student financial aid, eligibility, application processes, and timelines. Guidelines for professional school counselors working with students and families through these complex processes, as well as those used for interpreting the financial aid package are discussed.

GC804 Access and Equity in Higher Education (3.00 cr.)

Studies the historical and current issues regarding access and equity in higher education for traditionally underrepresented populations including English language learners, students with special needs, and undocumented students. Introduces key research and trends of the field. Emphasizes advocacy and asset-based, solution-focused counseling approaches to the issues of access, equity, and diversity relevant to the work of secondary school counselors.

GC805 College Testing and Assessment (3.00 cr.)

Provides an in-depth exploration of the assessments and inventories used in the college planning process. Major concepts including validity, reliability, bias, and ethical use of testing are discussed. Emphasis is on those aspects important to the secondary school counselor as a consumer and administrator of testing information.

GC806 College Counseling Field Experience I (3.00 cr.)

Students implement a college access counseling program while working under the supervision of a professional school counselor. All programs are fully integrated with the school site's comprehensive school counseling program; aligned with the ASCA national model; and include appropriate consideration of delivery, management, and accountability systems. Students are engaged in a minimum of 32 hours of college counseling service per week. *GC806 and GC807 constitute the full field experience required.*

GC807 College Counseling Field Experience II (3.00 cr.)

Students implement a college access counseling program while working under the supervision of a professional school counselor. All programs are fully integrated with the school site's comprehensive school counseling program; aligned with the ASCA national model; and include appropriate consideration of delivery, management, and accountability systems. Students are engaged in a minimum of 32 hours of college counseling service per week. *GC806 and GC807 constitute the full field experience required.*

GC808 Research in College Access Counseling I (3.00 cr.)

Individual projects geared to specific needs or interests of students. Specific requirements related to each independent study will be approved on an individual basis. *GC808 and GC809 constitute the full research component required.*

GC809 Research in College Access Counseling II (3.00 cr.)

Individual projects geared to specific needs or interests of students. Specific requirements related to each independent study will be approved on an individual basis. *GC808 and GC809 constitute the full research component required.*

KODÁLY MUSIC EDUCATION**KM852 Kodály Methodology, Level I (1–3.00 cr.)**

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

KM853 Kodály Materials, Level I (1–3.00 cr.)

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

KM856 Choral Studies for the Music Educator, Level I (1–3.00 cr.)

Music educators begin the process of preparing to be effective teachers and conductors in a choral setting. Participants develop their choral singing skills and receive instruction and practice in score study, conducting gestures, and rehearsal techniques as they lead portions of the rehearsals. A performance of the works rehearsed is given during the concluding concert of the course.

KM860 Solfa: Sight Singing and Ear Training, Level I (1–3.00 cr.)

The Kodály philosophy requires that every music teacher be the best musician he or she can be. To that end, this course focuses on the development of musical skills for the teacher—ear training, sight singing, improvisation, dictation, musical memory, transposition, part singing, and form. Students learn a variety of activities and strategies to develop these skills in the areas of rhythm, melody, and harmony. The movable-do system of solfa, a German system for absolute note name singing, and a rhythm language are used.

KM952 Kodály Methodology, Level II (1–3.00 cr.)

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

KM953 Kodály Materials, Level II (1–3.00 cr.)

Participants research, collect, and learn American rhymes, folk songs, and singing games that support Kodály methodology for grades three to four. They apply the principles of folk song analysis to expand their retrieval systems to include repertoire for the intermediate grades and organize their materials for the sequential teaching of vocal, melodic, rhythmic, formal, and part-singing skills. They also learn basic principles of accompanying children's singing with folk instruments, with an emphasis on playing the folk guitar.

KM956 Choral Studies for the Music Educator, Level II (1–3.00 cr.)

Music educators continue the process of preparing to be effective teachers and conductors in a choral setting. Participants develop their choral singing skills and receive instruction and practice in score study, conducting gestures, and rehearsal techniques as they lead portions of the rehearsals. A performance of the works rehearsed is given during the concluding concert of the course.

KM957 Conducting I (1–3.00 cr.)

Participants begin the process of acquiring the knowledge and skills that will enable them to be effective teachers and conductors in a choral setting. Participants study and practice basic score analysis/preparation and conducting techniques, with an emphasis on selection, study, preparation, teaching, and conducting of music especially appropriate for children's choirs at the elementary school level.

KM960 Solfa: Sight Singing and Ear Training, Level II (1–3.00 cr.)

The Kodály philosophy requires that every music teacher be the best musician he or she can be. To that end, this course focuses on the development of musical skills for the teacher—ear training, sight singing, improvisation, dictation, musical memory, transposi-

tion, part singing, and form. Students learn a variety of activities and strategies to develop these skills in the areas of rhythm, melody, and harmony. The movable-do system of solfa, a German system for absolute note name singing, and a rhythm language are used.

KM990 Solfa Fundamentals (1.00 cr.)

Focuses on the development of musical skills for the teacher: sight singing, ear training, inner hearing, dictation, musical memory, transposition, improvisation, part work, and form. Participants learn a variety of activities and strategies to develop these skills in the areas of rhythm, melody, and harmony. The movable-do system of solfa, a German system for absolute note name singing, and a rhythm language are used. Skills are presented in a sequence compatible with Kodály methodology in order to prepare teachers to develop music literacy skills in their students.

KM992 Choral Studies for the Music Educator, Level III (2.00 cr.)

Participants continue beyond the work done in Levels I and II in the development of their personal choral singing skills and mastery of the knowledge and skills required to be effective teachers and conductors in a choral setting. During the choir segment, participants continue the study and practice of vocal production, principles of choral singing, interpretation, musical style, and application of solfege in learning music. The choral literature studied is performed for an audience during the concluding concert of the program. During the conducting segment, participants study and practice advanced level score analysis/preparation and conducting techniques, including such topics as the International Phonetic Alphabet, teaching strategies for presenting new choral music to children, the rehearsal flow chart, and rehearsal techniques. Opportunity is given to practice advanced conducting techniques, with an emphasis on selection, study, preparation, teaching, and conducting of music especially appropriate for children's choirs at the high school level.

KM993 Kodály Materials, Level III (3.00 cr.)

Participants collect and learn American folk songs and singing games that support Kodály methodology for grades five and six. They continue the study begun in Levels I and II of the principles of folk song analysis and add upper level materials to the retrieval systems they created to organize their materials for the teaching of vocal, expressive, rhythmic, melodic, formal, and harmonic skills. They also learn basic principles of accompanying children's singing with folk instruments, with an emphasis on five-string banjo. Participants prepare songs to sing and play on the banjo for a group demonstration/performance at the end of the course. This course also reviews and expands upon the singing game, play party, and folk

dance skills mastered in Levels I and II, adding new repertoire suitable for grades five and six.

KM994 Kodály Methodology, Level III (2.00 cr.)

A sequential, child-developmental approach to vocal music pedagogy for American children in grades five and six is presented. Participants continue the study begun in Levels I and II of the philosophy and practices inspired by Zoltan Kodály, as well as the principles of music learning theory developed through the research of Dr. Edwin Gordon, as applied to students on the intermediate level. They learn to plan and teach a curriculum, based largely on the use of American folk songs, which leads children to musicianship and musical literacy. Teachers learn techniques for continuing the development in their upper grade students of good vocal production, in-tune singing, expressive performance, aural discrimination, rhythm skills, skills in the use of solfa and rhythm syllables, part-singing skills, skills in analysis and labeling of various musical forms, and intermediate skills in music notation and reading.

KM995 Solfa: Sight Singing and Ear Training, Level III (2.00 cr.)

Focuses on the development of musical skills for the teacher on a more challenging level than that of Levels I and II in the areas of sight singing, ear training, inner hearing, dictation, musical memory, transposition, improvisation, part work, and form. Participants learn a variety of activities and strategies to develop these skills in the areas of rhythm, melody, and harmony. The movable-do system of solfa, a German system for absolute note name singing, and a rhythm method are used.

MONTESSORI EDUCATION

MO599 Montessori Elementary Preparatory Course (3.00 cr.)

The prerequisite course gives the prospective elementary student an overview of the content of the primary course. Montessori's theory of human development during the first six years of life is given extensive treatment. All basic elements of the activities offered to the child in a primary class are touched upon but are not fully developed. *A fee is charged. (Pass/Fail)*

MO628 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.

MO630 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).

MO631 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.

MO632 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.

MO633 Creative Activities (Music, Art, Movement, and Drama) (3.00 cr.)

To focus on developing potentials 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.

MO634 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.

MO635 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.

MO636 Teaching Strategies and Social Development (3.00 cr.)

To research teacher-learner interaction, analyze planning techniques and learning environments, general classroom management, interpersonal relationships.

MO637 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.

MO638 Child Growth and Development I (3.00 cr.)

Focuses on the psychological, physical, social, and cognitive development of children from conception through one year.

MO639 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.

MO640 Creating Healthy, Safe Environments for Infants (3.00 cr.)

Focuses on how to assist caregivers in creating environments which support optimal development in infants.

MO641 Creating Healthy, Safe Environments for Toddlers (3.00 cr.)

Focuses on how to assist caregivers in creating environments which support optimal development in toddlers.

MO642 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.

MO643 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.

MO644 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.

MO645 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.

MO646 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.

MO647 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.

MO648 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.

MO649 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.

MO650 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.

MO651 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.

MO652 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.

**MO653 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.

**MO654 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.

MO655 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.

LITERACY

RE510 Foundations of Reading Instruction (3.00 cr.)

Students analyze and explore topics including various theories, processes, and models of reading; definitions of literacy; knowledge of language and cueing systems, metacognition, vocabulary, and comprehension; formal and informal assessment; and multiple instructional strategies adapted to the specific needs and interests of literacy learners K–12.

RE523 Emergent Literacy Development (3.00 cr.)

Explores the major theories of language development, phonological processing, cognition, and learning as related to emergent literacy learners. A field experience including both instruction and assessment of an emergent literacy learner is a central part of the course.

RE531 Youth and Adolescent Literacy (3.00 cr.)

Investigates the situated and multi-layered conceptualizing of adolescent literacy with an eye toward practical implications for teaching and learning inside and outside the classroom contexts.

RE601 Media Literacy Education (3.00 cr.)

Prerequisite: RE510, RE523, RE531. Introduces media literacy education, its curriculum and pedagogy. Media literacy education is the ability to access, analyze, evalu-

ate, and communicate media in a variety of forms. It expands notions of "reading" beyond traditional print texts to acknowledge various twenty-first century multiple literacies and consider perspective and difference. It can be integrated into a variety of subjects.

RE609 Content Area Literacy (3.00 cr.)

Prerequisite: RE510, RE523, RE531. Introduces the research and application that addresses literacy as a tool for learning content area material. Students explore a wide range of strategies related to reading, writing, speaking, listening, and viewing. Particular attention is given to vocabulary, comprehension, study skills, and writing strategies for all learners, including struggling readers and English language learners.

**RE622 Children's and Adolescent
Literature (3.00 cr.)**

Prerequisite: RE510, RE523, RE531. Explores the world of children's and adolescent literature and its effective use across the curriculum. It examines various genres—embedding literature across the curriculum—and illustrates how to evaluate and design literacy curriculum materials.

RE670 Teacher Research and Inquiry (3.00 cr.)

Prerequisite: RE510, RE523, RE531. Investigates aspects of action research including choosing a topic to study, examining ethical issues, planning and implementing methodologies, conducting a literature review, becoming a reflective practitioner, and analyzing data.

RE725 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.

**RE733 Teaching Reading
in the Content Area I (3.00 cr.)**

Introduces a wide variety of strategies which use reading, writing, speaking, listening, and viewing to support content learning. Particular attention is given to the development of vocabulary, comprehension, study skills, and writing strategies for all learners including struggling readers and English Language Learners. *The Maryland State Department of Education has approved this course for the required Reading in the Content Area I course.*

**RE737 Literacy Assessments
in Group Contexts (3.00 cr.)**

Prerequisite: RE510, RE523, RE531, RE601, RE609, RE622, RE670. Focuses on group assessment measures of literacy. Emphasis is placed on the reading specialist's role in understanding, using, and interpreting standardized tests and their scores in reading. Strategies for standardized test preparation reflecting a variety

of formats compatible with best practices in literacy instruction are examined.

RE739 Literacy Assessments of Individuals (3.00 cr.)

Prerequisite: RE510, RE523, RE531, RE601, RE609, RE622, RE670. Focuses on a variety of reading assessment techniques, processes and instruments to collect data and how to use that data to make instructional decisions and effectively communicate with parents and others. Specifically examines the sensitive and accurate assessment of the often idiosyncratic literacy development of the struggling reader.

RE740 Role of the Reading Specialist (3.00 cr.)

Prerequisite: RE510, RE523, RE531, RE601, RE609, RE622, RE670. Examines the role of the reading specialist as a literacy leader as it relates to students, parents, staff, and other stakeholders. Analyzes current trends as they affect the role of the reading specialist.

RE744 Teaching Reading in the Content Area II (3.00 cr.)

Prerequisite: RE733. The second of two courses relating to the research and application that addresses literacy as a tool for negotiating and comprehending content area material. Students revisit and add to a wide range of strategies related to reading, writing, speaking, listening, and viewing in the content areas. Particular attention is given to the instruction/assessment cycle, uses of technology, and supporting diverse learners. A 20-hour field experience in a school setting is included. *The Maryland State Department of Education has approved this course for the required Reading in the Content Area II course.*

RE756 School Year Practicum in Literacy I (3.00 cr.)

Prerequisite: RE510, RE523, RE531, RE601, RE609, RE622, RE670, RE737, RE739. The culminating experience of the reading specialist program. Participants assess and instruct two “school-year scholars” (K–12 students) in all aspects of literacy. Reading and writing strategy work is a major focus. *RE756 and RE757 constitute the full internship required.*

RE757 School Year Practicum in Literacy II (3.00 cr.)

Prerequisite: RE510, RE523, RE531, RE601, RE609, RE622, RE670, RE737, RE739, RE756. The culminating experience of the reading specialist program. Participants assess and instruct two “school-year scholars” (K–12 students) in all aspects of literacy. Reading and writing strategy work is a major focus. *RE756 and RE757 constitute the full internship required.*

RE758 Summer Practicum in Literacy (3–6.00 cr.)

Prerequisite: RE510, RE523, RE531, RE601, RE609, RE622, RE670, RE737, RE739. The culminating experience of the reading specialist program. Participants assess and instruct two “summer scholars” (K–12 students) in all aspects of literacy. Reading and writing strategy work is a major focus.

RE760 Processes and Acquisition of Literacy (3.00 cr.)

Assists students in understanding the reading acquisition process. Course content is organized around current, accepted, research-based theoretical models that account for individual differences in reading. *The Maryland State Department of Education has approved this course for the Processes and Acquisition requirement.*

RE761 Materials for Teaching Reading (3.00 cr.)

Prerequisite: RE760. Addresses selection and evaluation of print and electronic texts and identification of strategies used when teaching reading at children’s instructional and developmental levels. *The Maryland State Department of Education has approved this course for the Materials for Teaching Reading requirement.*

RE762 Assessment and Instruction in Reading I (3.00 cr.)

Prerequisite: RE760, RE761. Students learn a comprehensive array of instructional and assessment techniques and strategies for emergent and developing readers. A 20-hour field experience in a school setting is included. *The Maryland State Department of Education has approved this course for the required Instruction of Reading course.*

RE763 Assessment and Instruction in Reading II (3.00 cr.)

Prerequisite: RE760, RE761, RE762. Students learn a comprehensive array of instructional and assessment techniques and strategies for independent readers. *The Maryland State Department of Education has approved this course for the required Assessment of Reading course.*

RE770 Literacy Education Seminar (3.00 cr.)

Prerequisite: RE510, RE523, RE531, RE601, RE609, RE622, RE670. Students explore current issues in literacy education using a seminar approach and complete individual action research projects initiated in RE670. Emphasizes effective written and oral communication skills and the ability to collect, interpret, organize, and report research.

SPECIAL EDUCATION

SE720 Child and Adolescent 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.

SE761 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.

SE769 Teaching Students with Special Needs in the Regular Classroom (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 general education setting.

SE780 Practicum for Students with Special Needs (Infant/Toddler) (3.00 cr.)

Prerequisite: All coursework completed. 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. *Additional paperwork and eligibility of status is required for registration. A field study fee is charged.*

SE781 Practicum for Students with Special Needs (Preschool) (3.00 cr.)

Prerequisite: All coursework completed. An application course requiring students to diagnose and program for young children with mild to severe disabilities. Emphasizes appropriate assessment, instructional strategies, and parent education, focusing on the specific needs of the learner at the preschool level. *Additional paperwork and eligibility of status is required for registration. A field study fee is charged.*

SE800 Teaching Students with Special Needs in the Music Class (3.00 cr.)

Strategies and materials for teaching exceptional students in the regular music classroom. Emphasis on recognizing learning and behavioral characteristics, and meeting those challenges in the mainstream of the elementary or middle school.

SE900 Observation and Participation in Special Education (3.00 cr.)

Provides practical in-classroom experience with children in various special education placements. *Additional paperwork and eligibility of status is required for registration.*

SE905 Characteristics of Learners with Mild and Moderate Disabilities (3.00 cr.)

Prerequisite: SE761 or equivalent or written permission of the instructor. Students demonstrate knowledge of high incidence disorders typically resulting in mild or moderate disabilities. Topics include in-depth study of characteristics and course of atypical growth and development patterns, similarities and differences among and between disabilities, and the lifelong impact of these disabilities. Educational, social, behavioral, and other issues specific to LD, MR, and E/BD are covered in detail, including overlapping disabilities and associated problems.

SE907 Developmental, Remedial, and Corrective Mathematics (3.00 cr.)

Prerequisite: SE761 or equivalent or written permission of the program director. 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.

SE908 Comprehensive Language Development: Methods and Resources for Teaching Students with Special Needs (3.00 cr.)

Prerequisite: SE761 or equivalent or written permission of the advisor. 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.

SE909 Instruction in Elementary Content Areas for Students with Mild and Moderate Disabilities (3.00 cr.)

Prerequisite: SE761 or equivalent or written permission of the instructor. Students review the instructional scope and sequence and core learning goals in the areas of science and social studies as currently taught in elementary schools. Students review methodologies typical to regular educational settings and explore the role of the special educator in preparing and using curricular modifications and adaptations for content instruction in both team-taught and self-contained settings. Development of lesson plans incorporating adaptations, accommodations, and universal design principles is required. Methods to promote reading and writing across the curriculum are demonstrated.

SE911 Assessment, Diagnosis, and Evaluation of Learning and Behavior Problems (3.00 cr.)

Prerequisite: SE761 or equivalent or written permission of the instructor. Students demonstrate a thorough understanding of the role of the assessment process in education. The content addresses the principles and ethics related to test selection, formulation of diagnoses, and development of appropriate educational programs. Students become familiar with a variety of informal and formal assessment techniques (norm-referenced, criterion-referenced, curriculum-based, and authentic measures). Opportunities to administer, score, and interpret such measures, as well as to demonstrate awareness of the ethical and legal requirements, roles of professionals, and the implications of culture and diversity in the assessment process.

SE912 Instructional Planning, Adaptations, and Learning Strategies for Students with Special Needs (3.00 cr.)

Prerequisite: SE761, SE911 or written permission of the instructor. Students demonstrate knowledge of IEP development including measurement, maintenance, and revision. Students construct goals and objectives using assessment information and input from parents and other professionals. Students select and/or modify curriculum and materials and design instructional programs to include appropriate adaptations and accommodations to meet the unique needs of individuals. Students describe the importance of learning environments (e.g., grouping techniques), learning styles, and individual differences and design instruc-

tion 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.

SE913 Comprehensive Classroom Management for Teachers of Students with Special Needs (3.00 cr.)

Prerequisite: SE761 or equivalent or written permission of the instructor. Students demonstrate knowledge and understanding of the various models, theories, and principles of behavior management. Students recognize the impact of student cultural background, classroom environment, and instruction on classroom behavior as well as the importance of effective rules, routines, and logical consequences. Social skill development and instruction are modeled. Students create behavioral intervention plans using skills such as selecting target behaviors, measurement and recording techniques, strategies for increasing or decreasing behavior, and evaluating plan effectiveness.

SE914 Communication, Collaboration, and Consultation with Parents and Professionals Serving Students with Disabilities (3.00 cr.)

Prerequisite: SE761 or equivalent or written permission of the instructor. Students become familiar with parents' needs and concerns and demonstrate the ability to communicate with parents, as well as assist and encourage them to become active participants in the educational process. Students demonstrate understanding of parent rights, ethical concerns, and professional practices. Students explain the various roles and responsibilities of special and regular educators, other professionals, and parents. Students demonstrate the principles and techniques of collaboration and consultation necessary to work effectively with interdisciplinary teams and the ability to use various models of service delivery including inclusive education, resource services, team teaching, consultation, and itinerant programming.

SE916 Promoting Successful Transitions to Postsecondary Settings for Students with Mild and Moderate Disabilities (3.00 cr.)

Prerequisite: SE761 or equivalent or written permission of the program director. 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.

**SE917 Instruction in Secondary Content Areas
for Students with Mild
and Moderate Disabilities (3.00 cr.)**

Prerequisite: SE761 or equivalent or written permission of the program director. Students review the instructional scope and sequence and core learning goals in the areas of science and social studies as currently taught in secondary schools. Students review teaching methodologies typical to regular educational settings and explore the role of the special educator in preparing and using curricular modifications and adaptations for content instruction in both team-taught and self-contained settings. Development of lesson plans incorporating adaptations, accommodations, and universal design principles is required. Methods to promote reading and writing across the curriculum are demonstrated.

**SE918 Practicum I: Teaching Students
with Special Needs (3.00 cr.)**

Prerequisite: All coursework completed. 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. *Additional paperwork and eligibility of status is required for registration. A field study fee is charged.*

**SE919 Practicum II: Teaching Students
with Special Needs (3.00 cr.)**

Prerequisite: All coursework completed. 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. *Additional paperwork and eligibility of status is required for registration. A field study fee is charged.*

**SE921 Autism: Characteristics, Research,
and Interventions (3.00 cr.)**

Prerequisite: SE761 or equivalent or written permission of the program director. An overview of autism and the variety of autism spectrum disorders. Students become familiar with common characteristics, symptoms, and differential diagnostic criteria of autism, Asperger's syndrome, Fragile X, and other pervasive developmental disorders. Current research findings related to etiology and increase in prevalence rates are examined.

Students learn research-supported interventions for children with autism, including behavior modification, communication development strategies, social skill training, applied behavior analysis, discrete trial methods, and functional communication training. Special emphasis is placed on the educational implications for the student with autism and the professionals and paraprofessionals who serve them.

**SE922 Medical Aspects of Developmental
Disabilities (3.00 cr.)**

Prerequisite: SE761 or equivalent or written permission of the instructor. An overview of neurodevelopmental disabilities in infancy and early childhood, with a focus on neurologically-related disorders. Students examine aspects of medical care for premature, low birth weight, and other medically fragile babies and describe methods to care for technologically dependent children. Students examine atypical development of young children, with special attention given to motor domain. Educational and therapeutic interventions for infants and young children with physical and sensory disabilities, positioning techniques, and other effective ways to promote IFSP outcomes are demonstrated.

**SE923 Assessment and Intervention
for Young Children with Special Needs:
Birth through Age 2 (3.00 cr.)**

Prerequisite: SE761 or equivalent or written permission of the instructor. Focuses on the major philosophies, theories, and legislation in early childhood special education specific to children from birth through age two and their families. Topics include state and federal laws and regulations governing delivery of services to infants and toddlers and their families; collaboration strategies, family systems theory, cultural and linguistic diversity; and implications of both legislation and family needs on service delivery. Students learn assessment procedures related to screening, diagnosis, eligibility, program planning, and program evaluation and examine therapeutic models of intervention, including current curricula and materials for infants and toddlers.

**SE924 Assessment and Intervention
for Young Children with Special Needs
(Focus: Ages 3–5) (3.00 cr.)**

Prerequisite: SE761 or equivalent or written permission of the advisor. Focuses on collaboration strategies, assessment procedures, curricula, and "best practice" intervention strategies specific to children from ages three to five. Topics include collaboration of special educators, related service personnel, and parents; implications for service delivery; assessment procedures related to screening, diagnosis/eligibility, program planning and evaluation; conceptual and models of intervention, and curricula as well as strategies to facilitate transition to school-age services.

**SE925 Assessment and Intervention
for Young Children with Special Needs
(Focus: Ages 5–8) (3.00 cr.)**

Prerequisite: SE761 or equivalent or written permission of the instructor. Focuses on the major theories and practices of assessment and intervention in early childhood special education specific to children from ages five to eight. Students examine existing models of special education services delivery, including methods of collaboration with parents, general educators, paraprofessionals, and related service providers; curriculum-based, performance-based, and informal assessment of learning and behavior; assessment for and the use of assistive technology; as well as the implementation and modification of research-validated curricula and materials to meet the needs of all children.

**SE926 Communication Development and Early
Literacy: Materials, Resources,
and Instructional Strategies
(Focus: Birth to Age 5) (3.00 cr.)**

Prerequisite: RE760 and SE761 or written permission of the program director. An in-depth examination of communication and literacy development in early childhood. Students learn methods for assessing communication, prereading, and prewriting skills in young children. In addition, students explore strategies for promoting growth in speech, language, and communication skills; prereading and prewriting skills; phonological development; phonemic awareness; visual decoding skills; and graphomotor development. Specific attention is focused on identifying, evaluating, and modifying resources and materials which promote the early literacy and communication development of young children for both classroom and home use. A case study requires that students work with an infant or young child with communication related difficulties and the child's family.

**SE930 Induction Internship
in Special Education (3.00 cr.)**

Through observation and reflective practice, students recognize and develop the fundamental skills needed to become competent, conscientious, and compassionate special educators. Based on the CEC Standards for All Beginning Special Educators, interns build skills in the areas of observation, data collection, and assessment; adaptation of curriculum and materials; instructional planning and delivery; classroom management; and collaboration, consultation, and communication with parents, teachers, and other professionals. Students are expected to exhibit an awareness of the various ethical, legal, and interpersonal concerns, including cultural issues, and to practice within the CEC Code of Ethics and Standards for Professional Practice.

**SE931 Culmination Internship
in Special Education (3.00 cr.)**

Prerequisite: SE930. Through participation, observation, and reflective practice, students continue to develop the fundamental skills needed to become competent, conscientious, and compassionate special educators. Based on the CEC Standards for All Beginning Special Educators, students build skills in the areas of observation, data collection, and assessment; adaptation of curriculum and materials; instructional planning and delivery; classroom management; and collaboration, consultation, and communication with parents, teachers, and other professionals. While delivering services in the role of a special educator, students respond to the various ethical, legal, cultural, and interpersonal concerns presented and adhere to the CEC Code of Ethics and Standards for Professional Practice.

TEACHER EDUCATION

TE601 Child and Adolescent Development (3.00 cr.)

A thorough review of theories and issues involving the growth and development of human beings from conception through adolescence, through the examination of developmental theories incorporating the perspectives of biology, learning, psychoanalysis, motivation, and cognition. Also addressed are issues regarding meeting the needs of diverse students, particularly in the urban setting, and classroom management approaches. The course provides students with a strong theoretical background but also emphasizes the application of theory to the classroom and school environments. Students who are not working in a school setting will be required to arrange a 20-hour field experience in a school setting.

TE602 Educational Psychology (3.00 cr.)

A thorough review of theories and issues with respect to learning throughout the school years. The course also addresses the instructional assessment process and its contribution to school improvement and student achievement. Also addressed are issues regarding meeting the needs of diverse students, classroom management, and social justice in education, particularly in the urban context. The course provides students with a strong theoretical background but also emphasizes the application of theory to the classroom and school environments.

**TE604 Methods of Teaching English
(Secondary Level) (3.00 cr.)**

Presents the general theory of education as applied to the teaching of English. Consideration is given to the selection and organization of content, as well as the methods and techniques associated with national and state standards for English instruction. *One of the*

methods courses is required for secondary school teachers by the Maryland State Department of Education.

TE605 Methods of Teaching Social Studies (Secondary Level) (3.00 cr.)

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

TE606 Methods of Teaching Science (Secondary Level) (3.00 cr.)

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

TE607 Methods of Teaching Mathematics (Secondary Level) (3.00 cr.)

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

TE608 Methods of Teaching Spanish (Secondary Level) (3.00 cr.)

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

TE612 Secondary Methods of Teaching (3.00 cr.)

Introduces students to the general concepts required for teaching at the secondary level. Includes objectives of secondary education, unit and lesson planning, varied instructional techniques, dealing with individual differences, classroom management, and assessment.

TE631 Elementary Mathematics Methods (3.00 cr.)

Explores the acquisition of both procedural and conceptual knowledge for teaching and learning elementary mathematics. Consideration is given to methods and techniques associated with state and national principles and standards of school mathematics, the use of

technology, meeting the needs of diverse learners, and differentiating instruction.

TE632 Elementary Science Methods (2.00 cr.)

Explores the acquisition of knowledge for teaching and learning science using a variety of methods. Consideration is given to the selection and organization of content, as well as the methods and the techniques associated with national and state standards for science education at the elementary level, the use of technology, meeting the needs of diverse learners, and differentiating instruction.

TE633 Elementary Social Studies Methods (2.00 cr.)

Explores the acquisition of knowledge for teaching and learning science. Consideration is given to the selection and organization of content, as well as the methods and techniques associated with national and state standards for science instruction, the use of technology, meeting the needs of diverse learners, and differentiating instruction.

TE641 Internship II Seminar: Elementary/Middle/Secondary (1–2.00 cr.)

Corequisite: TE653 or TE654 or TE655 or TE656 or TE657 or TE680. Provides support and a forum for discussing concerns during the student teaching experience. In addition, topics of importance to the preservice teacher are presented. These include classroom management techniques, dimensions of learning, alternate forms of assessment, interviewing techniques, resume writing, job application, and the process for applying for certification. *(Pass/Fail)*

TE648 Internship I: Spanish (Secondary) (1.00 cr.)

Prerequisite: Written permission of the advisor. The first phase of the 100-day internship required for the state of Maryland takes place in a PDS one full day (or two half days) per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola University PDS coordinator. *(Pass/Fail)*

TE649 Internship I: English (Secondary) (1.00 cr.)

Prerequisite: Written permission of the advisor. This first phase of the 100-day internship required by the state of Maryland takes place in a PDS one full day (or two half days) per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola University PDS coordinator. *(Pass/Fail)*

TE650 Internship I: Social Studies (Secondary) (1.00 cr.)

Prerequisite: Written permission of the advisor. This first phase of the 100-day internship required by the state of Maryland takes place in a PDS one full day (or two half days) per week for approximately 16 weeks under

the supervision of a mentor teacher and a Loyola University PDS coordinator. *(Pass/Fail)*

TE651 Internship I: Science (Secondary) (1.00 cr.)

Prerequisite: Written permission of the advisor. This first phase of the 100-day internship required by the state of Maryland takes place in a PDS one full day (or two half days) per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola University PDS coordinator. *(Pass/Fail)*

TE652 Internship I: Mathematics (Secondary) (1.00 cr.)

Prerequisite: Written permission of the advisor. This first phase of the 100-day internship required by the state of Maryland takes place in a PDS one full day (or two half days) per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola University PDS coordinator. *(Pass/Fail)*

TE653 Internship II: English (Secondary) (5–8.00 cr.)

Prerequisite: TE649 and written permission of the advisor. *Corequisite: TE641.* The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school PDS placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. *A field study fee is charged. (Pass/Fail)*

TE654 Internship II: Social Studies (Secondary) (5–8.00 cr.)

Prerequisite: TE650 and written permission of the advisor. *Corequisite: TE641.* The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school PDS placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. *A field study fee is charged. (Pass/Fail)*

TE655 Internship II: Science (Secondary) (5–8.00 cr.)

Prerequisite: TE651 and written permission of the advisor. *Corequisite: TE641.* The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school PDS placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. *A field study fee is charged. (Pass/Fail)*

TE656 Internship II: Mathematics (Secondary) (5–8.00 cr.)

Prerequisite: TE652 and written permission of the advisor. *Corequisite: TE641.* The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school PDS placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. *A field study fee is charged. (Pass/Fail)*

TE657 Internship II: Spanish (Secondary) (5.00 cr.)

Prerequisite: TE648 and written permission of the advisor. *Corequisite: TE641.* The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school PDS placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. *A field study fee is charged. (Pass/Fail)*

TE670 Teacher Research and Inquiry (3.00 cr.)

Investigates aspects of action research including choosing a topic to study, examining ethical issues, planning and implementing methodologies, conducting a literature review, becoming a reflective practitioner, and analyzing data.

TE679 Internship I: Elementary (1.00 cr.)

Prerequisite: Written permission of the advisor. This first phase of the 100-day internship required by the state of Maryland takes place in a PDS one full day per week for approximately 16 weeks under the supervision of a mentor teacher and a Loyola University PDS coordinator. *(Pass/Fail)*

TE680 Internship II: Elementary (5–8.00 cr.)

Prerequisite: TE679 and written permission of the advisor. *Corequisite: TE641.* The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school PDS placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of Loyola coordinators and experienced mentor teachers. *A field study fee is charged. (Pass/Fail)*

TE681 Professional Growth Experience I: Seminar (1.00 cr.)

Corequisite: TE683 or TE684. Provides support and a forum for discussing elements of effective teaching, including an introduction to lesson planning and implementation, learning activities, introductory portfolio development, and questioning strategies. *(Pass/Fail)*

TE682 Professional Growth Experience II:**Seminar (1.00 cr.)**

Corequisite: TE685 or TE686. Provides support and a forum for discussing elements of effective teaching, including designing lessons to promote critical and creative thinking, planning and implementation of strategies for diverse learners, completion of the teaching portfolio, and several questioning practicums. *(Pass/Fail)*

TE683 Professional Growth Experience I:**Elementary (1–2.00 cr.)**

Prerequisite: Written permission of the advisor. Corequisite: TE681. During this internship, a Professional Growth Team is formed to determine appropriate direction for individualized professional growth for the candidate as a teacher. The team is comprised of supervisory/mentoring personnel at the candidate's school and supervisory personnel from Loyola University. This team observes the candidate and confers on appropriate goals and projects for the second phase of the internship experience. *(Pass/Fail)*

TE684 Professional Growth Experience I:**Secondary/Middle (1–2.00 cr.)**

Prerequisite: Written permission of the advisor. Corequisite: TE681. During this internship, a Professional Growth Team is formed to determine appropriate direction for individualized professional growth for the candidate as a teacher. The team is comprised of supervisory/mentoring personnel at the candidate's school and supervisory personnel from Loyola University. This team observes the candidate and confers on appropriate goals and projects for the second phase of the internship experience. *(Pass/Fail)*

TE685 Professional Growth Experience II:**Elementary (2–3.00 cr.)**

Prerequisite: TE683 and written permission of the advisor. Corequisite: TE682. The professional growth team assembled during TE683 provides feedback to the candidate on the areas identified for growth within the professional growth plan, as well as on general teaching expertise. The internship culminates with the presentation of the professional growth project selected by the candidate with input from the professional growth team. Successful presentation of this project constitutes successful completion of the internship experience. *A field study fee is charged. (Pass/Fail)*

TE686 Professional Growth Experience II:**Secondary/Middle (2–3.00 cr.)**

Prerequisite: TE684 and written permission of the advisor. Corequisite: TE682. The professional growth team assembled during TE684 provides feedback to the candidate on areas identified for growth within the professional growth plan, as well as on general teaching expertise. The internship culminates with the pre-

sentation of the professional growth project selected by the candidate with input from the professional growth team. Successful presentation of this project constitutes successful completion of the internship experience. *A field study fee is charged. (Pass/Fail)*

INSTITUTION LEVEL PASS-RATE DATA: REGULAR TEACHER PREPARATION PROGRAM

Academic Year and Testing Period: 2007–2008

Number of Program Completers: 71 Submitted; 65 Found and Used in Passing Rate Calculations*

According to Section 207 of the Title II of the Federal Higher Education Act, each institution of higher education is required to publish students' results on the teacher licensing examination, known as Praxis. The following describes both undergraduate and graduate students' scores on the Praxis test(s).

TYPE OF ASSESSMENT	ASSESSMENT CODE NO.	NO. TAKING ASSESSMENT	NO. PASSING ASSESSMENT	INSTITUTIONAL PASS RATE	STATEWIDE PASS RATE
Professional Knowledge					
Elementary Education Content Area Exercises	012	27	27	100%	99%
Social Studies: Pedagogy	084	10	10	100%	99%
Academic Content Areas					
Elementary Education Content Knowledge	014	27	27	100%	99%
Social Studies: Content Knowledge	081	10	9	90%	98%
Teaching Special Populations					
Special Education Application of Core Principles Across Categories of Disability	352	10	10	100%	98%
Aggregate Scores					
Aggregate – Basic Skills		56	56	100%	99%
Aggregate – Professional Knowledge		53	52	98%	99%
Aggregate – Academic Content Areas (Math English, Biology, etc.)		53	52	98%	99%
Aggregate – Teaching Special Populations (Special Education)		10	10	100%	98%
Summary Totals and Pass Rates		53	52	93%	97%

* The number of program completers found, matched, and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

Office: Timonium Campus

Telephone: 410-617-5094/5095

Website: www.loyola.edu/education

Chair: Peter Rennert-Ariev, Associate Professor

Graduate Program Directors

Educational Leadership: Peter Litchka

Curriculum and Instruction: Stephanie Flores-Koulish

Educational Technology: David Marcovitz

School Counseling: Cheryl Moore-Thomas;

Jennifer Watkinson

Kodály Music Education: Amy Branum Huggins

Special Education: Elana Rock

EDUCATIONAL LEADERSHIP

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

All program courses are based on research, and students are expected to read and analyze current research; blend theory and practice as it relates to the course; emphasize personal dimensions by focusing on leader behaviors, interpersonal skills, and the demands and rights of a multicultural society; and include a problem-solving orientation to encourage thinking, involvement, and relevance to education.

Programs:

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

Master of Education (M.Ed.) – 42 credits

Certification in Administration and Supervision – 18 credits in addition to an existing master's degree and 27 months of successful teaching

Certificate of Advanced Study in Education

(CASE) – 30 credits beyond master's degree

Certificate of Advanced Study in School Management

(C.S.M.) – 30 credits beyond master's degree

Upon completion of the M.Ed. or the postmaster's 18-credit program and 27 months of successful teaching, students are eligible for certification as Administrator I (Assistant in Administration, Supervisor in Central Administration, Supervisor in Instruction). All candidates for a degree or certificate are to take the School Leaders Licensure Assessment (SLLA) or other assessment that may be required for certification as Adminis-

trator II (principal) by the Maryland State Department of Education. Students are strongly encouraged to have scores from this assessment forwarded to Loyola for data collection and program analysis and improvement.

MASTER OF EDUCATION (M.ED.)

Forty-two credits of required coursework must be completed. The following are required courses to be completed in three phases. Courses in each phase are prerequisites for courses in subsequent phases. Courses within each phase may be taken in any order. Phase I courses should be taken early in the program.

Phase I (12 credits)

AD680	Leadership Seminar
AD683	Leadership: Theories and Practices
ED600	Foundations of Research in Education
ED601	Philosophical Foundations of Diversity and Social Justice in Education

Phase II (27 credits)

AD662	Leadership, Supervision, and Professional Development
AD668	The Law, the Courts, and the School
AD674	Human Relations in School Management
AD681	Organizational Development in Education
AD682	Technology for School Leaders
AD684	Resource Management
AD686	The Instructional Leader and Assessing Student Learning
AD776	Theory and Research on Educational Leadership
ED650	Curriculum Theories and Practices

Phase III (3 credits)

AD687	Internship in Educational Leadership
-------	--------------------------------------

Private School Management

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

- AD670 The Law, the Courts, and Private Schools
 AD676 Fiscal Planning and Budgeting
 in the Private School
 AD677 Organization and Administration of
 Private Schools

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

**CERTIFICATION IN ADMINISTRATION
 AND SUPERVISION**

A person with a master's degree from an accredited institution and 27 months of satisfactory teaching performance or satisfactory performance as a specialist may complete state certification requirements by earning 18 semester hours of graduate coursework, a sample of which follows:

School Administration

- AD677 Organization and Administration
 of Private Schools
 AD681 Organizational Development in Education
 AD683 Leadership: Theories and Practices

Clinical and/or Instructional Supervision

- AD662 Leadership, Supervision, and Professional
 Development

Curriculum Design

- ED650 Curriculum Theories and Practices

Group Dynamics

- AD674 Human Relations in School Management

School Law

- AD668 The Law, the Courts, and the School
 AD669 Constitutional Law and the Schools
 AD670 The Law, the Courts, and Private Schools

Practicum/Internship

- AD687 Internship in Educational Leadership
(Prerequisite: 15 credits of completed coursework)

Students must apply and meet with their advisors 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 and 12 hours of coursework in other areas. Students must meet with an advisor 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 (C.S.M.). Flexibility in individual student program development is anticipated, but it is expected that students build their program in the following areas: courses in instructional, management, and organizational leadership (27 credits) and an internship (3 credits).

Students design their individual programs in collaboration with their advisors. 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.) – 33 credits
 Master of Education (M.Ed.) – 33 credits
 Certificate of Advanced Study in Education
 (CASE) – 30 credits beyond master’s degree

MASTER OF ARTS (M.A.)

This 33-credit program is designed to expose students to critical perspectives on improvement and reform in K–12 education. Through a strong focus on questions of equity and social justice, the program prepares leaders who will be at the forefront of meaningful debate and effective change. Framed by an interdisciplinary approach, the program provides students with new perspectives on the causes of and solutions to problems such as achievement gaps, subpar academic performance, and unsafe schools. Through the study of the state-of-the-art education theory and practice, students will learn ways to transform student learning and improve schools.

Curriculum and Instruction Core (24 credits)

ED601 Philosophical Foundations of Diversity and Social Justice in Education
 ED608 Educational Innovations
 ED611 History of Education in the United States
 ED650 Curriculum Theories and Practices
 ED652 Evaluation and Assessment Policies and Practices
 ED659 Race, Class, and Gender Studies in Education
 ED670 Teacher Research and Inquiry
 ED800 Thesis Seminar

Educational Specialization (9 credits)

Students may select an area of special interest and three courses from the following choices to provide a focus for their general studies. Alternately, students may work with their advisors to choose a specialized, thematic collection of courses across the disciplines.

Educational Leadership

AD674 Human Relations in School Management
 AD683 Leadership: Theories and Practices
 AD686 The Instructional Leader and Assessing Student Learning

Educational Technology

ET605 Introduction to Educational Technology
 ET610 Curricular Applications of Technology
 ET620 Multimedia Design in the Classroom
 ET630 Telecommunications in the Classroom
 ET690 Educational Technology Seminar

Literacy

RE510 Foundations of Reading Instruction
 RE523 Emergent Literacy Development
 RE601 Media Literacy Education
 RE622 Children’s and Adolescent Literature
 RE737 Literacy Assessments in Group Contexts

Special Education

SE761 Introduction to Special Education
 SE905 Characteristics of Learners with Mild and Moderate Disabilities
 SE909 Instruction in Elementary Content Areas for Students with Mild and Moderate Disabilities
 SE914 Communication, Collaboration and Consultation with Parents and Professionals Serving Students with Disabilities
 SE917 Instruction in Secondary Content Areas for Students with Mild and Moderate Disabilities
 SE921 Autism: Characteristics, Research, and Interventions
 SE922 Medical Aspects of Developmental Disabilities
 SE926 Communication Development and Early Literacy: Materials, Resources, and Instructional Strategies (Focus: Birth to Age 5)

Liberal Studies

LS606 Popular Culture in America
 LS625 The American Civil Rights Movement, 1954–1976
 LS640 The New Politics of Twenty-First-Century American Democracy
 LS645 The Pre-Civil Rights Movement: The Generation before Brown, 1932–1954
 LS657 Coercive Democracy and Nation Building
 LS664 We Are What We Do: Work and American Identity
 LS745 After King: Civil Rights and the Black Freedom Movement, 1968–1985
 LS747 New Myths on the American Landscape: Writing (and) the American Dream

MASTER OF EDUCATION (M.ED.)

The M.Ed. in Curriculum and Instruction is a 33-credit program designed for elementary and middle school teachers. The program focuses on science education. Six courses are science content courses with emphasis on process skills and hands-on activities. The remaining five required courses are designed specifically for those enrolled in the program and incorporate science content topics and issues. This program is offered in a cohort-only format. As such, prospective students should check with the program director for available cohort groups prior to applying.

Curriculum and Instruction Core (15 credits)

ED650	Curriculum Theories and Practices
ED659	Race, Class, and Gender Studies in Education
ED670	Teacher Research and Inquiry
ED805	Capstone Seminar
TE602	Educational Psychology

Science Content (18 credits)

ED700	Earth Science I (Elementary/Middle)
ED702	Earth Science II (Elementary/Middle)
ED703	Life Science (Elementary/Middle)
ED704	Physical Science I (Elementary/Middle)
ED705	Physical Science II (Elementary/Middle)
ED706	Environmental Field Study

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 and 12 hours of coursework in other areas. Students must meet with an advisor prior to beginning the CASE.

EDUCATIONAL TECHNOLOGY**Programs:**

- Master of Arts (M.A.) – 39 credits
(includes 6 thesis credits)
- Master of Education (M.Ed.) – 36 credits

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

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

MASTER OF EDUCATION (M.ED.)**Departmental Core (9 credits)**

AD662	Leadership, Supervision, and Professional Development
ED600	Foundations of Research in Education <i>or</i>
ED670	Teacher Research and Inquiry
ED608	Educational Innovations

Technology Core (24 credits)

ET605	Introduction to Educational Technology
ET610	Curricular Applications of Technology
ET620	Multimedia Design in the Classroom
ET630	Telecommunications in the Classroom
ET631	Distance Education
ET640	Adaptive/Assistive Technology for Education
ET680	The Role of the Technology Leader
ET690	Educational Technology Seminar

Required Internship (3 credits)

ET691	Educational Technology Internship
-------	-----------------------------------

MASTER OF ARTS (M.A.)

- Departmental Core (9 credits)
- Technology Core (24 credits)
- ET699 Thesis Seminar (6 credits)

SCHOOL COUNSELING**Programs:**

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

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

The course of instruction involves the successful completion of 48 credits of study on the graduate level, including a practicum of 100 hours and an internship of 600 hours. Students must take a minimum of six elective credits in counseling, and all electives must be approved by the advisor. The 600-hour internship may be completed in one semester (GC728), two semesters (GC722, GC723), or four semesters (GC730, GC731).

- GC600 Research and Evaluation in Counseling
- GC606 Tests and Measurements
- GC700 Introduction to School Counseling
- GC701 Techniques of Counseling
- GC703 Lifestyle and Career Development and Decision-Making
- GC704 Theories of Counseling
- GC706 Group Counseling in Schools
- GC708 Cross Cultural Counseling
- GC712 Human Development through the Life Span
- GC755 Marriage and Family Counseling
- GC791 School Counseling Practicum
- GC792 Professional Issues and Ethics in Counseling

Internship (600 hours; 6 credits)

Electives (6 credits)

Students seeking a Master of Arts (M.A.) in School Counseling must substitute the six elective credits for thesis credits. For additional information, visit the department’s website.

Master’s Comprehensive Examination

A candidate’s mastery of course content is assessed near the end of the candidate’s program using a comprehensive examination. The examination is given twice a year in March and October and each candidate must pass it in order to graduate. Degree candidates must request and complete an application to sit for the examination. Applications can be obtained by contacting the school counseling program director. A candidate may take the comprehensive exam no sooner than one semester before the semester the candidate is scheduled to graduate. No candidate may take the examination more than three times.

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

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

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

- A minimum of 12 hours of coursework in school counseling.
- As many as 12 hours of coursework in other areas of education.
- As many as six hours of elective coursework in any area of graduate study. Internships may be suggested.

Special arrangements for course selection will be made in conjunction with a student’s advisor.

KODÁLY MUSIC EDUCATION**Program:**

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

PURPOSE AND SCOPE

The mission of the graduate program in Kodály Music Education is to meet the continuing educational needs of music educators by providing comprehensive graduate level teacher-training specializing in Kodály-based music education. The program applies the educational principles of the twentieth century Hungarian composer, ethnomusicologist, and educator, Zoltán Kodály (1882–1967). Deeply concerned about the quality of the musical training available to children and teachers in Hungary in the 1920s, he encouraged his colleagues and students to travel throughout Europe in search of the best models for teaching music. Their findings formed the basis for a comprehensive, child-developmental approach to music education that integrates the most effective and successful ideas, techniques, and tools for music instruction. Based on singing, it develops in students the ability to listen with understanding; perform with artistry; and read, write, improvise, and compose music. This approach is now known internationally as Kodály Music Education.

The program consists of coursework totaling 36 graduate credits and a research project to create a retrieval system of analyzed and categorized folk songs that support the Kodály curriculum. Coursework is divided into four levels with candidates completing nine (9) credits per level: three levels (27 credits) of music education and musicianship courses that confer Kodály certification, and a fourth level (9 credits) of education core courses designed to broaden the student's knowledge of research and trends in the field of education, as follows:

Solfa (6 credits)

- KM860 Solfa: Sight Singing Ear Training, Level I
 KM960 Solfa: Sight Singing Ear Training, Level II
 KM995 Solfa: Sight Singing Ear Training, Level III

Kodály Methodology (6 credits)

- KM852 Kodály Methodology, Level I
 KM952 Kodály Methodology, Level II
 KM994 Kodály Methodology, Level III

Kodály Materials (9 credits)

- KM853 Kodály Materials, Level I
 KM953 Kodály Materials, Level II
 KM993 Kodály Materials, Level III

Choral Studies (6 credits)

- KM856 Choral Studies for the Music Educator, Level I
 KM956 Choral Studies for the Music Educator, Level II
 KM992 Choral Studies for the Music Educator, Level III

Education Core Courses (9 credits)

- ED600 Foundations of Research in Education
 ED900 Advanced Study in Music Education
 SE800 Teaching Students with Special Needs in the Music Class

This program is offered only in a multi-summer format. All courses run for three weeks during the month of July. Students generally complete their four levels during four consecutive summers. Based on a proficiency test, some students are required to complete a Pre-Level I course called Solfa Fundamentals (KM990) to prepare them for Solfa I. This course runs during the week immediately preceding the M.Ed. courses. Solfa Fundamentals is a preparatory course and is not counted among the 36 credits required to complete the degree.

The Kodály program requires an orientation weekend, a full schedule of classes during the day, Friday evening classes and activities, and several hours of practice and homework in the evenings and on the weekends. It is essential that students clear their schedules of other activities while participating in the summer institute. Candidates will submit video recordings of their teaching that demonstrate application of Kodály pedagogy; create teaching strategies and lesson plans for each grade level; and produce a retrieval system of songs for teaching that is both research-based and of continuing practical value in the classroom.

SPECIAL EDUCATION**Programs:**

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

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

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

Admission

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. However, evidence of passing scores on the Praxis I: Pre-Professional Skills Tests is required for admission. Once accepted, each student will meet with an academic advisor to develop an individualized program plan of prerequisite and program courses and experiences.

Prerequisite Courses/Experiences

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. Students may demonstrate completion of prerequisite coursework at the undergraduate or graduate level. Prerequisite experience with children with (and without) disabilities may be demonstrated through prior work or volunteer activities. If needed students may participate in a supervised school-based placement or complete requirements by teaching, volunteering, or serving in other capacities in regular and special education school programs. Obser-

vation and participation may be met through a variety of classroom experiences or through SE900. 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. A non-credit computer workshop on uses of the internet and database searching may be provided for students.

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. These courses **do not count** as credits completed toward the 39-credit degree requirement.

Accelerated Master's Option

The accelerated master's option encompasses all of the components of the traditional Master of Education (M.Ed.) in Special Education within a concentrated period of time. Individuals who have already completed education programs including the Maryland required reading courses can complete the M.Ed. in four semesters (summer, fall, spring, summer) by carrying 12 credits in the fall and spring semesters and 9–12 credits in the summer.

Students who are interested in the accelerated master's option should meet with an advisor one full semester before beginning the program in order to discuss course and placement options. Partnerships with local public and non-public schools provide paid positions as special education para-professionals and may provide some tuition remission as well.

Required Examinations and Practicums

Students must complete all coursework and have taken and passed the Praxis II content test in special education in order to be eligible for the practicums. Practicum placements involve intensive experiences and teaching in schools or other programs serving young children. Extended daytime availability is required. Students who are teaching **may** be eligible to complete one practicum experience in their own school. Practicums also may be scheduled in the summer to accommodate working students.

Graduation

In order to be eligible for graduation, students must complete all program requirements and have taken and passed the Praxis II pedagogy test in special education.

**M.ED., EARLY CHILDHOOD SPECIAL EDUCATION
(BIRTH TO AGE 8)**

This program can be used to meet requirements for initial certification in special education (birth to age eight), and it is also appropriate for teachers seeking advanced career development. The program emphasizes assessment, early intervention, service delivery options, validated practices, and advanced professional skills necessary to promote the provision of quality services to young children with special needs. A broad range of disabilities, medical conditions, sensory impairments, and severity levels are incorporated into the coursework and practicum experiences. Program completion provides full qualifications for effective service delivery to infants, toddlers, and preschoolers with disabilities, and it prepares graduates to assume leadership roles in the field of early childhood special education.

Prerequisite Courses/Experiences

RE760	Processes and Acquisition of Literacy
RE761	Materials for Teaching Reading
SE720	Child and Adolescent Development
SE761	Introduction to Special Education
SE900	Observation and Participation in Special Education

Observation and Participation in General Education
Technology Usage for Research and Writing

Program Courses

Core Courses (18 credits)

ED600	Foundations of Research in Education
RE762	Assessment and Instruction in Reading I
RE763	Assessment and Instruction in Reading II
SE911	Assessment, Diagnosis, and Evaluation of Learning and Behavior Problems
SE912	Instructional Planning, Adaptations, and Learning Strategies for Students with Special Needs
SE913	Comprehensive Classroom Management for Teachers of Students with Special Needs

Students who have completed Maryland's required reading courses substitute the following courses for RE762 and RE763:

ET640	Adaptive/Assistive Technology for Education
SE921	Autism: Characteristics, Research, and Interventions

Early Intervention Courses (15 credits)

SE922	Medical Aspects of Developmental Disabilities
SE923	Assessment and Intervention for Young Children with Special Needs: Birth through Age 2
SE924	Assessment and Intervention for Young Children with Special Needs (Focus: Ages 3–5)
SE925	Assessment and Intervention for Young Children with Special Needs (Focus: Ages 5–8)
SE926	Communication Development and Early Literacy: Materials, Resources, and Instructional Strategies (Focus: Birth to Age 5)

Practicums (6 credits)

SE780	Practicum for Students with Special Needs (Infant/Toddler)
SE781	Practicum for Students with Special Needs (Preschool)

Full-time students substitute the following practicums for SE781 and SE913:

SE930	Induction Internship in Special Education
SE931	Culmination Internship in Special Education

The early childhood special education program has been approved by the Council for Exceptional Children (CEC) and the Maryland State Department of Education in partnership with the National Council for Accreditation of Teacher Education (NCATE). The program includes the Maryland approved reading courses and leads to eligibility for Maryland certification in special education, birth to age eight.

**M.ED., ELEMENTARY/MIDDLE SPECIAL EDUCATION
(GRADES 1–8)**

This program can be used to meet requirements for initial certification in generic special education (grades 1–8), and it is also appropriate for teachers seeking advanced professional development. The program emphasizes legal issues, flexible service delivery, comprehensive assessment, evidence-based intervention techniques, and the advanced professional skills necessary to provide effective services to children with high incidence disabilities including language or learning disabilities, emotional/behavioral disorders, attention deficit/hyperactivity disorder, and mild mental retardation. The program prepares both beginning and advanced professionals to teach students with special needs in a variety of educational settings across the

elementary and middle grades and to take leadership roles in the field of special education.

Prerequisite Courses/Experiences

- RE760 Processes and Acquisition of Literacy
 RE761 Materials for Teaching Reading
 SE720 Child and Adolescent Development
 SE761 Introduction to Special Education
 SE900 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 (18 credits)

- ED600 Foundations of Research in Education
 RE762 Assessment and Instruction in Reading I
 SE905 Characteristics of Learners with Mild
 and Moderate Disabilities
 SE907 Developmental, Remedial,
 and Corrective Mathematics
 SE908 Comprehensive Language Development:
 Methods and Resources for Teaching
 Students with Special Needs
 SE914 Communication, Collaboration, and
 Consultation with Parents and Professionals
 Serving Students with Disabilities

Students who have completed Maryland's required reading courses substitute one of the following courses for RE762:

- ET640 Adaptive/Assistive Technology
 for Education
 SE921 Autism: Characteristics, Research,
 and Interventions

Phase II (15 credits)

- RE763 Assessment and Instruction in Reading II
 SE909 Instruction in Elementary Content Areas
 for Students with Mild and Moderate
 Disabilities
 SE911 Assessment, Diagnosis, and Evaluation
 of Learning and Behavior Problems
 SE912 Instructional Planning, Adaptations,
 and Learning Strategies for Students
 with Special Needs
 SE913 Comprehensive Classroom Management
 for Teachers of Students
 with Special Needs

Students who have completed Maryland's required reading courses substitute one of the following courses for RE763:

- ET640 Adaptive/Assistive Technology
 for Education
 SE921 Autism: Characteristics, Research,
 and Interventions

Phase III (6 credits)

- SE918 Practicum I: Teaching Students
 with Special Needs
 SE919 Practicum II: Teaching Students
 with Special Needs

Full-time students substitute the following practicums for SE918 and SE919:

- SE930 Induction Internship in Special Education
 SE931 Culmination Internship
 in Special Education

The elementary/middle program has been approved by the Council for Exceptional Children (CEC) and the Maryland State Department of Education in partnership with the National Council for Accreditation of Teacher Education (NCATE). The program includes the Maryland approved reading courses and leads to eligibility for Maryland certification in special education, grades 1–8.

M.ED., SECONDARY SPECIAL EDUCATION (GRADES 6–12)

This program can be used to meet requirements for initial certification in generic special education (grades 6–12), and it is also appropriate for teachers seeking advanced professional development. The program emphasizes legal issues, flexible service delivery, comprehensive assessment, evidence-based intervention techniques, and the advanced professional skills necessary to provide effective services to children with high incidence disabilities including language or learning disabilities, emotional/behavioral disorders, attention deficit/hyperactivity disorder, and mild mental retardation. The program prepares both beginning and advanced professionals to teach students with special needs in a variety of educational settings across the middle and high school grades and to take leadership roles in the field of special education.

Prerequisite Courses/Experiences

- RE733 Teaching Reading in the Content Area I
(or equivalent)
- SE720 Child and Adolescent Development
- SE761 Introduction to Special Education
- SE900 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 (18 credits)

- ED600 Foundations of Research in Education
- RE744 Teaching Reading the Content Area II
- SE905 Characteristics of Learners with Mild and Moderate Disabilities
- SE907 Developmental, Remedial, and Corrective Mathematics
- SE908 Comprehensive Language Development: Methods and Resources for Teaching Students with Special Needs
- SE914 Communication, Collaboration, and Consultation with Parents and Professionals Serving Students with Disabilities

Students who have completed Maryland's required reading courses substitute one of the following courses for RE744:

- ET640 Adaptive/Assistive Technology for Education
- SE921 Autism: Characteristics, Research, and Interventions

Phase II (15 credits)

- SE911 Assessment, Diagnosis, and Evaluation of Learning and Behavior Problems
- SE912 Instructional Planning, Adaptations, and Learning Strategies for Students with Special Needs
- SE913 Comprehensive Classroom Management for Teachers of Students with Special Needs
- SE916 Promoting Successful Transitions to Postsecondary Settings for Students with Mild and Moderate Disabilities
- SE917 Instruction in Secondary Content Areas for Students with Mild and Moderate Disabilities

Phase III**(6 credits)**

- SE918 Practicum I: Teaching Students with Special Needs
- SE919 Practicum II: Teaching Students with Special Needs

Full-time students substitute the following practicums for SE913 and SE919:

- SE930 Induction Internship in Special Education
- SE931 Culmination Internship in Special Education

The secondary special education program has been approved by the Council for Exceptional Children (CEC) and the Maryland State Department of Education in partnership with the National Council for Accreditation of Teacher Education (NCATE). The program includes the Maryland approved reading courses and lead to eligibility for Maryland certification in special education, grades 6–12.

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) for students who have already completed a master's degree in special education. Requirements are 18 hours of coursework in special education and 12 hours of coursework in another area. Students must meet with an advisor prior to beginning the CASE.

COURSE DESCRIPTIONS

Descriptions for education courses can be found in the School of Education chapter.

Office: Columbia Campus, Room 201H

Telephone: 410-617-7765

Website: www.loyola.edu/education

Chair/Director: Sharon L. Dubble, Assistant Professor

Director of AMI Training (Elementary Level):

Kay Baker

Director of AMI Training (Primary Level):

Janet McDonell

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

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.

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 (MO599) is not part of the credit hour requirements of the M.Ed. and requires an additional fee.

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 MO course key. The education core courses are designed to broaden the student’s knowledge of research and trends in the field of education. These courses total nine credit hours and are listed with ED or SE course keys.

Montessori Course (AMI)

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

At the end of these two semesters, if the AMI written examinations are passed and all requirements to date have been completed, grades for 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 (ED625). 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 to Age 3)
(available only with off-site AMI Institute)

- ED600 Foundations of Educational Research
- ED625 Advanced Study in Education
- MO637 Psychology and Philosophy of the Montessori Method
- MO638 Child Growth and Development I
- MO639 Child Growth and Development II
- MO640 Creating Healthy, Safe Environments for Infants
- MO641 Creating Healthy, Safe Environments for Toddlers
- MO642 Developmentally Appropriate Practices for Infants
- MO643 Developmentally Appropriate Practices for Toddlers
- MO644 Working with Parents and Families of Young Children
- MO645 Montessori Observation and Practicum
- SE769 Teaching Students with Special Needs in the Regular Classroom

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

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

- ED600 Foundations of Research in Education
- ED625 Advanced Study in Education
- MO628 Practicum
- MO630 Human Relations and Self Awareness among Young Children
- MO631 Language Arts/Reading Curriculum and Instruction
- MO632 Mathematics and Science Curriculum and Instruction
- MO633 Creative Activities (Music, Art, Movement, and Drama)
- MO634 Foundations of the Montessori Method
- MO635 Perceptual-Motor Development
- MO636 Teaching Strategies and Social Development
- SE769 Teaching Students with Special Needs in the Regular Classroom

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

- ED600 Foundations of Research in Education
- ED625 Advanced Study in Education
- MO646 Foundations of the Montessori Method
- MO647 Montessori Classroom Methods
- MO648 Laboratory: Using Montessori Materials
- MO649 Language Curriculum and Instruction for the Elementary Years
- MO650 Art Curriculum and Instruction for the Elementary Years

- MO651 Mathematics Curriculum and Instruction for the Elementary Years
- MO652 Physical and Biological Science Curriculum and Instruction for the Elementary Years
- MO653 Social Studies Curriculum and Instruction for the Elementary Years
- MO654 Music/Movement Curriculum and Instruction for the Elementary Years
- MO655 Practicum
- SE769 Teaching Students with Special Needs in the Regular Classroom

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

Advanced graduate work beyond the master's degree may be pursued in either Montessori primary or elementary education. The 30-credit program leads to a Certificate of Advanced Study in Education (CASE). Requirements are 27 credit hours of coursework in the Montessori concentration; three credit hours developing an independent research project; and comprehensive examinations.

COURSE DESCRIPTIONS

Course descriptions can be found in the School of Education chapter.

SCHOOL OF EDUCATION
TEACHER EDUCATION

Office: Beatty Hall, Room 104
Telephone: 410-617-5094/5095
Website: www.loyola.edu/education

Chair: Wendy M. Smith, Associate Professor

Graduate Program Directors

Literacy: Afra A. Hersi

Teacher Education Programs: L. Mickey Fenzel

LITERACY

Programs:

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

M. ED., LITERACY TEACHER

This 33-credit program is designed for certified teachers or teachers with a minimum of three years PK–12 teaching experience, who wish to become more knowledgeable about reading. This program provides candidates with a strong foundation in reading instruction and assessment at the PK–12 levels.

Program of Study

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

Block 1 (9 credits)

- RE510 Foundations of Reading Instruction
- RE523 Emergent Literacy Development
- RE531 Youth and Adolescent Literacy

Block 2 (12 credits)

- RE601 Media Literacy Education
- RE609 Content Area Literacy
- RE622 Children’s and Adolescent Literature
- RE670 Teacher Research and Inquiry

Block 3 (9 credits)

- RE737 Literacy Assessments in Group Contexts
- RE739 Literacy Assessments of Individuals
- RE770 Literacy Education Seminar

General Electives (3 credits)

M. ED., READING SPECIALIST

This 39-credit program is designed for the certified teacher who wishes to be certified by the Maryland State Department of Education (MSDE) as a reading specialist. (Note: The MSDE requires three years of classroom experience to be certified as a reading specialist.) It provides candidates with a strong foundation in reading instruction and assessment at the PK–12 levels and the skills and knowledge required to take on leadership roles within their school or school system. Students completing this program satisfy the course requirements for Maryland state certification as a reading specialist.

Candidates should complete each block before proceeding to the next block. Courses within a block may be taken in any order unless otherwise stated. Candidates must take and pass the Praxis II: Reading Specialist exam during Block III.

Block 1 (9 credits)

- RE510 Foundations of Reading Instruction
- RE523 Emergent Literacy Development
- RE531 Youth and Adolescent Literacy

Block 2 (12 credits)

- RE601 Media Literacy Education
- RE609 Content Area Literacy
- RE622 Children’s and Adolescent Literature
- RE670 Teacher Research and Inquiry

Block 3 (18 credits)

- RE737 Literacy Assessments in Group Contexts
- RE739 Literacy Assessments of Individuals
- RE740 Role of the Reading Specialist
- RE756 School Year Practicum in Literacy I* and
- RE757 School Year Practicum in Literacy II* or
- RE758 Summer Practicum in Literacy* (3–6 credits)
- RE770 Literacy Education Seminar

* Prerequisite: RE737, RE739

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 and 12 hours of coursework in other areas. Students must meet with an advisor prior to beginning the CASE.

TEACHER EDUCATION

Programs:

Master of Arts in Teaching (M.A.T.), Elementary Education (Grades 1–6) – 38 credits
 Master of Arts in Teaching (M.A.T.), Secondary Education (Grades 7–12) – 34 credits

The M.A.T. program is designed to prepare exceptionally qualified teachers who are responsive to the needs of diverse learners. It provides professional coursework and experience that lead to initial teacher certification for students who have completed a baccalaureate degree. Student transcripts will be reviewed to determine if content area qualifications are met for the type of certification sought. Candidates for elementary certification must meet course requirements in English, math, science, and social studies. For certification in secondary teaching, 27–30 credits are required in the area of certification. Secondary education certification programs are offered in biology, chemistry, earth/space science, English, mathematics, physics, social studies, and Spanish.

Admitted students will meet with an advisor to outline a sequence of courses that meets their needs. In addition to required courses, the program includes two school-based field experiences and an internship that meets certification requirements for the state of Maryland. Students complete an internship in a professional development school that includes one semester of a full-time student teaching and a performance-based portfolio assessment. Students in the program who hold teaching jobs in the area of certification register for the Professional Growth Experience option and complete their internship requirements in the school where they are employed. Students must teach within a designated commuting time from the Baltimore Campus.

In addition, the M.A.T. program requires students to demonstrate proficiency in technology skills for teaching that can be accomplished through the student's previous coursework, passing a technology skills assessment offered by the department (an administration fee is

charged), or by passing the one-credit foundation course, Introduction to Educational Technology (ET605).

The M.A.T. program has been approved by the National Council for Accreditation of Teacher Education (NCATE) and the Maryland State Department of Education using recognized state and national standards and includes the Maryland approved reading courses.

M.A.T., ELEMENTARY EDUCATION

Course requirements for this 38-credit program are as follows:

Core Courses (12 credits)

SE761 Introduction to Special Education
 TE601 Child and Adolescent Development
 TE602 Educational Psychology
 TE670 Teacher Research and Inquiry

Required Reading Courses (12 credits)

RE760 Processes and Acquisition of Literacy
 RE761 Materials for Teaching Reading
 RE762 Assessment and Instruction of Reading I
 RE763 Assessment and Instruction of Reading II

Pedagogy/Practice Courses (14 credits)

TE631 Elementary Mathematics Methods
 TE632 Elementary Science Methods
 TE633 Elementary Social Studies Methods
 TE641 Internship II Seminar: Elementary/
 Middle/Secondary (*Corequisite: TE680*)
 TE679 Internship I: Elementary (*one day/week*)
 TE680 Internship II: Elementary (*full-time*)

M.A.T., SECONDARY EDUCATION

Course requirements for this 34-credit program are as follows:

Core Courses (12 credits)

SE761 Introduction to Special Education
 TE601 Child and Adolescent Development
 TE602 Educational Psychology
 TE670 Teacher Research and Inquiry

Required Reading Courses (6 credits)

RE733 Teaching Reading in the Content Area I
 RE744 Teaching Reading in the Content Area II

Pedagogy/Practice Courses (13 credits)

- TE612 Secondary Methods of Teaching
 TE641 Internship II Seminar: Elementary/
 Middle/Secondary (*Corequisite: TE653 or
 TE654 or TE655 or TE656 or TE657*)

Select the methods course matching the certification area:

- TE604 Methods of Teaching English
 (Secondary Level)
 TE605 Methods of Teaching Social Studies
 (Secondary Level)
 TE606 Methods of Teaching Science
 (Secondary Level)
 TE607 Methods of Teaching Mathematics
 (Secondary Level)
 TE608 Methods of Teaching Spanish
 (Secondary Level)

Select the internship (one day/week) matching the certification area:

- TE648 Internship I: Spanish (Secondary)
 TE649 Internship I: English (Secondary)
 TE650 Internship I: Social Studies (Secondary)
 TE651 Internship I: Science (Secondary)
 TE652 Internship I: Mathematics (Secondary)

Select the internship (full-time) matching the certification area:

- TE653 Internship II: English (Secondary)
 TE654 Internship II: Social Studies (Secondary)
 TE655 Internship II: Science (Secondary)
 TE656 Internship II: Mathematics (Secondary)

ED/LS Elective (3 credits)

Any graduate education or liberal studies course (*prerequisites must be met where applicable*)

COURSE DESCRIPTIONS

Course descriptions can be found in the School of Education chapter.

Dean: Karyl B. Leggio, Professor of Finance

Office: Sellinger Hall, Room 101

Telephone: 410-617-2301

Website: www.loyola.edu/sellinger

Interim Associate Dean: Roger J. Kashlak, Professor of Management and International Business

Office: Timonium Campus, Room 08C

Telephone: 410-617-5067

e-mail: rkashlak@loyola.edu

Executive MBA Programs

Director: Manette D. Frese

Telephone: 410-617-5067

e-mail: mfrese@loyola.edu

Assistant Director: Barbara Coward

Academic Director: Ellen D. Hoadley, Professor of Information Systems

Program Assistant: Janice Vohrer

Graduate Business Programs

Director: Ann Attanasio

Telephone: 410-617-5067

e-mail: aattanasio@loyola.edu

Assistant Director: Mary Jane Ruppert

Program Advisor: Kathleen Fitzgerald

Program Assistant: Jean Proctor

MISSION

The Sellinger School provides academically challenging management education inspired by Jesuit traditions and values. The School embraces the principle of educating the whole person—body, mind, and spirit. The undergraduate experience helps to transform and prepare the student to learn, lead, and serve in a diverse and rapidly changing world. Graduate programs serve working professionals who seek knowledge, personal development, professional certification, and membership in the network of Sellinger School alumni/ae. Both undergraduate and graduate education proactively foster the principles of excellence and *cura personalis* in a climate that facilitates learning for each individual, develops values for a life of service, and teaches the skills of learning for life.

The faculty of the Sellinger School are committed to instilling the following values, skills, and knowledge in students through the curriculum of the MBA program:

Values and Qualities:

Ethical Commitment

Appreciation for Diversity

Continuous Personal Development

Orientation to Action

Skills and Abilities:

Leadership

Entrepreneurial Spirit

Communication and Negotiation

Teamwork and Collaboration

Critical Thinking and Rigorous Reasoning

Analysis, Synthesis, and Decision-Making

Knowledge:

General Management

Global Perspective

Management by Information

Affinity for Technology

HISTORY

Loyola was founded in Baltimore in 1852 by the Society of Jesus and was instilled with its core values: excellence in all things and *cura personalis*. Business education at Loyola began with undergraduate courses being offered in 1943. In 1967, Loyola initiated its Master of Business Administration (MBA) program and in 1975, its Master of Science in Finance (MSF). In 1973, the Executive Master of Business Administration (EMBA) program was established and the MBA Fellows Program followed in 1984 in response to the needs of the region. All of these programs were the first of their kind in the state of Maryland, contributing to Loyola's long history of excellence.

In 1980, the School of Business was formed as a separate entity, being named the Joseph A. Sellinger, S.J., School of Business and Management in 1984. The Sellinger School Board of Sponsors was formed in 1981 and continues as an ongoing consultative group supporting the quality of the school. By 1990, Loyola had achieved accreditation by AACSB International—The Association to Advance Collegiate Schools of Business in its undergraduate, graduate, and accounting programs and had established a chapter of Beta Gamma Sigma, the business student honor society. The Sellinger School enjoys its reputation as the business school of choice in the Baltimore metropolitan area.

EDUCATIONAL OBJECTIVES

The Sellinger School's educational objectives are to teach students to:

- integrate the functional areas of business for strategic, long-term planning, decision-making under conditions of 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, the appreciation of worldwide opportunities, understanding of the complexity of functioning in the international arena, preparedness for participation in the international arena, and awareness of political and social environments;
- make business decisions with complex, strategic approaches using the ability to garner information from data and colleagues, analytical capability, control of decision support tools, and the ability to make reasoned judgements;
- lead an organization with the ability to focus on mission through involvement and empowerment of others, effective teamwork, commitment to quality of process and outcome, the ability to thrive in an environment of multidimensional diversity, effective communication, and the ability to compete and move the organization forward in a competitive environment;
- embrace change by having and sharing a vision for the organization and of the environment, the capability to evaluate developing technologies, an understanding of organizational dynamics, and continual personal development;
- lead responsibly with developed personal ethics and a sense of justice, a balanced view of opportunity and responsibility, and an awareness of the legal and regulatory environment.

PROGRAMS

Graduate programs in business and management offered at Loyola University provide theoretical and applied education in the analytical and functional skills necessary for success in business. In-depth knowledge in many fields is available in the Executive MBA program, MBA Fellows Program, Master of Business Administration, and Master of Science in Finance. The Joseph A. Sellinger, S.J., School of Business and Management is accredited by AACSB International – The Association to Advance Collegiate Schools of Business. Under the guidelines of AACSB International, the Sellinger School is committed to the concept and practice of “continuous improvement” of all of its academic programs. **Therefore, for the most up-to-date information on courses and programs, contact the Office of Executive and Graduate Business Programs, 410-617-5067.**

FACULTY

The faculty of the Sellinger School and their representative departments are as follows:

ACCOUNTING

Office: Sellinger Hall, Room 318

Telephone: 410-617-2474

Chair: Kermit O. Keeling, Associate Professor

Professors: William E. Blouch; Alfred R. Michenzi; Jalal Soroosh

Associate Professors: Kermit O. Keeling;

Ali M. Sedaghat

Assistant Professors: E. Barry Rice (emeritus);

Hong Zhu

Instructor: Joseph M. Langmead (visiting)

ECONOMICS

Office: Sellinger Hall, Room 318

Telephone: 410-617-2357

Chair: John D. Burger, Associate Professor

Professors: Frederick W. Derrick; Thomas J. DiLorenzo; John C. Larson (emeritus); Charles E. Scott; Stephen J. K. Walters

Associate Professors: Arleigh T. Bell, Jr. (emeritus); John D. Burger; Francis G. Hilton, S.J.; John M. Jordan (emeritus); Norman H. Sedgley; Marianne Ward; Nancy A. Williams

Assistant Professors: James J. Kelly, S.J.; Srikanth Ramamurthy; Andrew Samuel; Jeremy Schwartz

Affiliate Faculty: R. Andrew Bauer; Mark J. Bock;

G. Edward Dickey; Joseph Kufera; Ashvin Rajan;

Seth W. Weissman

FINANCE

Office: Sellinger Hall, Room 218

Telephone: 410-617-2818

Chair: Lisa M. Fairchild, Professor

Professors: Lisa M. Fairchild; Harold D. Fletcher; Karyl B. Leggio; Walter J. Reinhart; Thomas A. Ulrich

Assistant Professors: Octavian G. Ionici; Sangwoo Lee

Instructors: Frank P. D’Souza; Jon A. Fulkerson;

Joseph M. Langmead (visiting)

Affiliate Faculty: Jason Cherubini; James R. Farnum, Jr.; Charles C. Hogg III; Brian K. Israel; Christopher Little; James M. Mauser; Lance A. Roth; Kirby Smith

INFORMATION SYSTEMS AND OPERATIONS**MANAGEMENT****Office:** Sellinger Hall, Room 318**Telephone:** 410-617-2357**Chair:** Gloria Phillips-Wren, Associate Professor

Professors: Ellen D. Hoadley; Charles R. Margenthaler (emeritus); Phoebe C. Sharkey; Leroy F. Simmons (emeritus)
Associate Professors: Gloria Phillips-Wren; A. Kimbrough Sherman; Laurette P. Simmons (emerita); Paul Tallon; George M. Wright
Assistant Professor: Jeannie L. Pridmore
Affiliate Faculty: Shelley Bliss; William Finegan; Michael Herring; John C. McFadden; Jerome Russell; Christine M. Schaaf

LAW AND SOCIAL RESPONSIBILITY**Office:** Sellinger Hall, Room 418**Telephone:** 410-617-2381**Chair:** Andrea Giampetro-Meyer, Professor

Professors: Nan S. Ellis; Andrea Giampetro-Meyer; John A. Gray (emeritus)
Associate Professor: Timothy Brown, S.J.
Assistant Professors: Elizabeth J. Kennedy; Michael B. Runnels
Affiliate Faculty: Joan B. Gordon

MANAGEMENT AND INTERNATIONAL BUSINESS**Office:** Sellinger Hall, Room 418**Telephone:** 410-617-2691**Chair:** Christy L. DeVader, Associate Professor

Professors: Harsha B. Desai; Richard H. Franke; Roger J. Kashlak; Peter Lorenzi; Anthony J. Mento; Tagi Sagafi-nejad (emeritus)
Associate Professors: Jeffrey Cummings; Christy L. DeVader; Paul C. Ergler (emeritus); Michael L. Unger (visiting)
Assistant Professor: Jonathan D. Raelin
Affiliate Faculty: William Deming; John T. Everett; Charles Fitzsimmons; Mark Hubbard; Salvatore A. Lenzo; Michael Liebman; Dilip Patel

MARKETING**Office:** Sellinger Hall, Room 418**Telephone:** 410-617-2381**Chair:** Richard Klink, Professor

Professors: Gerard A. Athaide; Ernest F. Cooke; Richard Klink; Patrick A. Martinelli (emeritus)
Assistant Professors: Georgiana Cracu; Gauri Kulkarni; Beth A. Vallen; Qi Yu (Jason) Zhang
Instructor: Frederick Fusting
Affiliate Faculty: Paula Durand Campbell; Barbara A. Garman; Barry K. Hedden; Francis P. Martini

LOCATIONS

Executive and graduate programs in management are offered at the following locations:

Columbia Campus
 8890 McGaw Road
 Columbia, MD 21045-4713
 410-617-5064/5067/7600
 D.C.: 301-617-7755

Timonium Campus
 2034 Greenspring Drive
 Timonium, MD 21093-4114
 1-800-221-9107, x5067
 410-617-5067

MASTER OF BUSINESS ADMINISTRATION**Director, Graduate Business Programs:**

Ann Attanasio

Office: Timonium Campus, Room 08F**Telephone:** 410-617-5067**Website:** www.loyola.edu/sellinger

The Master of Business Administration (MBA) is designed to prepare high potential individuals for leadership in a variety of organizational settings. The degree program is intended to develop responsible leaders with a broad, integrated understanding of the relationships and functions of organizations, the worldwide opportunities and environmental influences on the decision-makers, and technologies that have evolved to facilitate decision-making. The MBA emphasizes breadth of outlook over functional specialization, but provides an opportunity for focus within a set of elective courses.

The Loyola MBA program began in 1967 and is recognized as the premier business graduate program in the region. It integrates disciplines and prepares graduates to lead organizations in the internal and global environments of the twenty-first century. The combination of bright, experienced students and experientially grounded, highly qualified professors work within the curriculum to assure the development of leaders with values, broad understanding, and strategic vision.

ADMISSION CRITERIA

Students are offered admission based upon the consideration of two areas: quantitative criteria consisting of prior academic achievement and performance on the Graduate Management Admission Test (GMAT), and qualitative data which includes professional experience, a written personal statement, and at least one professional reference. In evaluating applicants, the committee considers many aspects of performance including each portion of the GMAT, undergraduate/graduate performance and progression, career progress, references, professional certifications and awards, and other evidence of the applicant's capacity to successfully pursue graduate study in business. The Committee on Admission and Retention is the final arbiter. Applicants will be notified in writing of the admission decision.

A TOEFL score report is required if English is not the applicant's native language or if the applicant has not completed a degree program taught in English. An official TOEFL score report cannot be more than two years old. Official scores must be sent directly from the Educational Testing Service. The University's institution code is 5370.

GMAT WAIVER POLICY

Applicants to the evening MBA program who meet certain provisions can request consideration for admission without submitting a GMAT score. If, upon review by the admission committee, the applicant is considered admissible without a GMAT score, that requirement will be waived.

The following provisions qualify an applicant for consideration for the GMAT waiver: possession of an advanced degree with quantitative content (e.g., master's, doctorate, etc.) or an undergraduate GPA of 3.250 or higher with quantitative coursework, combined with at least five years of significant professional experience (typically post-baccalaureate) and a personal interview with a Loyola University academic advisor. The admission committee reserves the right to require a GMAT score from an applicant even if the basic conditions are met.

APPLICATION PROCEDURES

Prospective students file an application with the Graduate Admission Office with the nonrefundable application fee. Applications can be filed online (www.loyola.edu/graduate) or by mail. Letters of recommendation (one is required) may be sent directly to the Graduate Admission Office. Information regarding official transcript requirements can be found in the Admission chapter of this catalogue. Complete admission information also can be found on the Graduate Admission website listed above.

Admissions decisions are made on a rolling basis once an admission file is complete. The priority submission deadline for each term is listed below:

Fall Semester (September start)	August 1
Spring Semester (January start)	December 1
Summer Sessions (June start)	May 1

International students seeking admission to academic programs with fixed-date application processes must complete an application for admission by the stated program date (see Application Dates under Admissions). Programs using a rolling admission recommend that international applicants submit completed applications at least 90 days prior to the start date, but no more than six months before the program begins.

Late applications will be considered if possible, however, there is no guarantee a timely decision will be able to be made. No student will be permitted to register for courses unless admitted.

FINANCIAL AID

Full-time students are eligible to apply for employment within academic and administrative departments. Student loan programs exist. Inquiries concerning loans should be directed to the Financial Aid Office, 410-617-1500.

PREREQUISITES AND BASIC COMPETENCIES

An entering student must hold a bachelor's degree or its equivalent from a regionally accredited college or university and should be able to communicate well both orally and in writing. No prior business courses are required. However, prior business courses may reduce the number of foundation courses (600-level) that must be completed prior to beginning the MBA core courses.

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 in a single course) in finite mathematics, precalculus, or mathematical models for business. Proficiency may also be established through superior GMAT performance. Loyola offers a course, Fundamentals of Math for Business (GB500), which is specifically geared to the incoming graduate student without the necessary quantitative skills. (*Note: GB500 is a program prerequisite and will not be awarded credit on the transcript.*)

Courses in the MBA program use computer software for presentation and analysis. Students can expect to receive assignments using spreadsheets, and they may also be required to employ specialized software, CD or online databases, or mainframe systems. Prior to beginning the program, students must be able to design and manipulate spreadsheets and be familiar with Microsoft Excel, Word, and PowerPoint software at the intermediate level. Once enrolled, advanced help courses are offered without charge through Technology Services, 410-617-5555.

DEGREE REQUIREMENTS

Requirements for the MBA include 33 core credits beyond the foundation, of which at least 27 must be taken in the Loyola MBA program. All core courses (GB700–709) and most electives are three credits. There are 20 credits within the foundation courses (GB600–699) which vary in number of credits. Waivers for foundation courses may be granted for recent, previous academic experience (see the MBA Foundation).

FAST TRACK

Students applying to the MBA program with a recent bachelor's degree in business administration or related field or with selected business classes that specifically parallel the foundation courses (each successfully completed with a *B* or better) may be able to complete the MBA program with as few as eleven courses. This includes all core courses and four electives. For further details, call the Graduate Business Programs Office at 410-617-5067.

THE MBA FOUNDATION

Graduate business programs may be pursued by students with either business or nonbusiness undergraduate degrees. Once admitted, they will be enrolled in graduate courses to develop an integrated understanding of the complex environment of the manager. The foundation provides a knowledge, skill, and vision base for the pursuit of the core courses recognized by the AACSB International—The Association to Advance Collegiate Schools of Business. Each student must be waived from, test out of, or have substantially completed all foundation courses before proceeding to core level coursework. Waivers are granted under the following conditions: the student has graduated no more than five years previous and has successfully completed courses at the undergraduate (*B* or better) or graduate (*B* or better) level which are equivalent to the foundation requirements. Upon admission, each student's transcripts are reviewed to determine if foundation course waivers are possible. An academic plan, outlining all courses necessary, is developed for each student.

Waiver Exams

In selected academic areas, there is the opportunity to demonstrate proficiency through a waiver exam. This option is available to students who do not qualify for a course waiver due to low grades or an expired time limit. To qualify for a waiver, a grade of *B* must be achieved. Exams are available by appointment through the Graduate Business Programs Office during certain times of the semester. The testing fee is \$100 per exam. For more information on waiver test availability or to arrange to sit for an exam, contact the Graduate Business Programs Office at 410-617-5067.

Preprogram Competencies

GB500 Fundamentals of Math for Business
(2 credits)

Reflective Learning and Program Orientation
Workshop (non-credit)

A half-day program orientation and an introduction to the concept of “reflection” as an integral tool for life-long learning. It presents an overview of the administrative procedures and various student support services available for MBA students. The program also provides an opportunity to meet with advisors and other college personnel. Students are required to complete the workshop within the first semester of the MBA program.

Foundation Courses

The Environment

GB611 Global Economic Analysis (3 credits)
GB612 The Legal and Regulatory Environment
(2 credits)
GB617 Globalization and International Business
(2 credits)

Business Fundamentals

GB613 Financial Reporting and Analysis
(2 credits)
GB616 Marketing Management (2 credits)
GB620 Fundamentals of Finance (2 credits)

Analytical Tools for Decision-Making

GB600 Statistical Applications in Business
(3 credits)
GB615 Managerial Accounting: Analysis
for Decision-Making (2 credits)
GB622 Operations Management
and Decision-Making (2 credits)

In order to qualify to sit for the CPA exam, the following foundation course substitutions should be made for students concentrating in accounting (see Concentrations section for more detail):

GB603 Financial Accounting (*for GB613/GB619*)
GB661 Financial Accounting Problems I
(*for GB615*)
GB774 Business Law: Commercial Transactions
(*may be used for GB612, under certain
circumstances, with the advice of an advisor*)

Due to the additional coursework required for an accounting concentration, the international/global requirement is waived for students concentrating in accounting.

THE MBA CORE

These courses are designed to address both the value chain and the responsibility of leaders to guide the organization responsibly. The organization must anticipate market needs and gather the human, material, information, and financial resources to carry out its mission. The horizontal linkage from resources to the client/customer has replaced the old hierarchical or authority structure that characterized organizations. This shift creates an opportunity to involve all members of the organization in the responsible enactment of its mission.

Students who have completed or waived the foundation requirements take a minimum of 33 semester credits of advanced graduate courses. The program includes seven required courses and four electives. Three of the electives may be used to form a specialization. The other course can be taken outside of that field to provide breadth of understanding. One elective course must be a designated global elective.

The core requirements include: two value and leadership focused courses (GB700, GB705); a four course sequence (GB701, GB702, GB703, GB704) which develops the relationships within the value chain of the organization; a capstone course (GB709) that integrates the functional areas in a case course on policy and strategies; and a concluding workshop (GB710).

Individual and Corporate Leadership

GB700 Ethics and Social Responsibility (3 credits)
GB705 Leadership and Management (3 credits)

Internal Business Processes

GB701 Risk Assessment and Process Strategies
(3 credits)
GB704 Information and Technology
for Management (3 credits)

Value Creation in a Global Environment

GB702 Marketing Strategy (3 credits)
GB703 Financial Applications and Strategy
(3 credits)
GB709 Business Strategy (3 credits; must be taken
in last six credits of program)
GB710 Capstone Workshop: Reflection—Putting
Values into Action (non-credit)

Customized Learning

Consisting of electives (4 courses/12 credits) from the program's various elective/concentration options. *One of the four courses must be a designated global elective.*

CONCENTRATIONS, SPECIALIZATIONS, AND ELECTIVES

The MBA program includes four elective courses (12 credits) at the upper level. The electives may be chosen with no pattern; they may conform with a designated concentration; or they may follow a theme of the student's choosing. No prior approval is necessary to choose a concentration. To provide breadth, concentrations are limited in length to assure that at least 18 of the 33 core level program credits lie outside of a departmental discipline. *One of the four courses must be a designated global elective.*

ACCOUNTING CONCENTRATION

Over the last decade, the accounting profession has become more complex and challenging. In recognition of this growing complexity, the accounting profession has mandated 150 hours of education for candidates to sit for the CPA exam. In Maryland, the course requirements for the 150-hour requirement to sit for the exam were changed on January 1, 2008.

The Department of Accounting has developed an MBA accounting concentration for students who have a nonaccounting undergraduate degree but are interested in the accounting profession and plan to sit for the CPA exam. Foundation course substitutions are listed above under The MBA Foundation. Concentration courses include the following:

- GB761 Financial Accounting Problems II
- GB762 Cost Accounting
- GB764 Federal Taxation of Business Entities
- GB765 Auditing

Students may substitute electives with approval of the program advisor if above courses were covered in prior academic work. *Changes to the Maryland CPA regulations could alter the specific course requirements; therefore, students should ensure that they are informed of current state regulations.*

MBA Program for Accounting Students Completing the 150-Hour Requirement

For qualified applicants, Loyola University offers graduates of undergraduate accounting programs from all colleges and universities the opportunity to earn an MBA with one additional year (12 months) of accelerated full-time coursework. In order to meet this accelerated pace, students must qualify for all foundation course waivers, be able to attend classed four evenings a week, and take courses at both graduate centers. In addition, the requirements to sit for the CPA exam are evolving in many states and are determined outside the academic realm; therefore, students should

explore the requirements of their state and contact their advisor to obtain information on how to build a program to meet their needs.

Students graduating from Loyola's undergraduate accounting program who wish to obtain an MBA and complete their 150-hour requirement are encouraged to discuss their options for early admission with the graduate business programs director. Academically qualified candidates may be permitted to apply prior to graduation and enroll in MBA courses (6 credits maximum) in their senior year of undergraduate studies.

FINANCE SPECIALIZATION

- GB722 Investments Management

And select two of the following courses:

- GB720 Financial Theory
- GB723 Portfolio Management
- GB724 Financial Markets and Institutions
- GB726 International Finance
- GB729 Financial Modeling
- GB820 Advanced Financial Analysis
- GB822 Fixed Income Securities
- GB823 Derivatives and Risk Management
- GB825 Special Topics in Finance
- GB828 Student-Managed Seller Applied Portfolio Fund I *and*
- GB829 Student-Managed Seller Applied Portfolio Fund II

GENERAL BUSINESS SPECIALIZATION

General business is for students who do not choose one of the established concentrations. Students can pursue a wide range of topics or can develop their own focus to meet their specific career goals.

INFORMATION SYSTEMS SPECIALIZATION

Within this broad functional area students may focus their concentration by consulting with faculty experts who will recommend an elective sequence for areas such as software application or knowledge management and decision-making.

Select three of the following courses:

- GB719 Independent Study
- GB730 Decision-Making in the High Technology Environment
- GB734 Managing Global Supply Chains
- GB735 Project Management
- GB752 Information Systems Analysis and Design
- GB754 Information Systems Security

- GB756 Database Design and Implementation
- GB758 Object-Oriented Programming in Java
- GB759 Special Topics in Management
Information Systems
- GB850 Global Information Systems
- GB895 Quality Management

INTERNATIONAL BUSINESS SPECIALIZATION

At minimum, students must take GB796 or GB798, and two additional courses:

- GB719 Independent Study
- GB726 International Finance
- GB734 Managing Global Supply Chains
- GB748 International Marketing*
- GB779 International Study Tour: Corporate
Social Responsibility
- GB782 International Economics
- GB795 Special Topics in International Business*
- GB796 International Management
- GB798 Global Strategy

* May be offered as a study tour. Only **one** study tour course can be used to satisfy the specialization.

MANAGEMENT SPECIALIZATION

Students may develop focus areas such as leadership and management; managing for world class quality; and managing human resources. Select three of the following courses:

- GB718 Entrepreneurship
- GB719 Independent Study
- GB734 Managing Global Supply Chains
- GB735 Project Management
- GB772 Power, Privilege, and Professional Identity
- GB778 Employment Law
- GB779 International Study Tour: Corporate
Social Responsibility
- GB791 Leadership
- GB792 Human Resources Management
- GB793 Leading Organizational Change
- GB796 International Management
- GB797 Special Topics in Management
- GB895 Quality Management
- GB896 Power and Influence
- GB897 Negotiation and Dispute Resolution

Note: Only **one** study tour course can be used to satisfy the concentration.

MARKETING SPECIALIZATION

Select three of the following courses:

- GB719 Independent Study
- GB742 Advanced Marketing Strategy
- GB743 Health Care Marketing
- GB744 New Product Development and
Management
- GB745 Electronic Commerce Marketing
- GB746 Strategies for Marketing Communication
- GB747 Special Topics in Marketing
- GB748 International Marketing*
- GB780 Pricing Strategy

* May be offered as a study tour.

COURSE DESCRIPTIONS

GB500 Fundamentals of Math for Business (2.00 cr.)
Reviews and develops the mathematical tools needed for MBA-level coursework. Students learn how to solve quantitative problems from a variety of business disciplines and how to relate the basic mathematical tools to business decision-making. Topics include algebra, functions, equations, lines and graphs, and financial applications.

GB600 Statistical Applications in Business (3.00 cr.)
Prerequisite: GB500 or equivalent. Introduces students to a systematic approach to problem solving through the application of quantitative models and statistical methods for decision-making. The intent is to create a synthesis in which students gain an appreciation for applications of formal models and statistics in a variety of decision-making environments. Excel and cases are used. *Intermediate Excel skills required.*

GB603 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. *Closed to students who have taken for GB613 and GB619.*

GB611 Global Economic Analysis (3.00 cr.)
Prerequisite: GB500 or equivalent. Provides a basic understanding of the concepts of economic reasoning and the tools of economic analysis. Economics pervades our everyday life, with personal decisions being made daily based upon economic logic of cost and benefit. Any time a choice is necessary, it implies that there

are alternatives which cannot both be chosen. Thus, economics is the “science” of scarcity.

GB612 The Legal and Regulatory Environment (2.00 cr.)

Examines the legal and regulatory controls that define, promote, and limit business activities. A wide range of legal topics are covered, including sources of law; legal process and dispute resolution; agency; corporations; corporate governance; securities law; business torts; product liability; equal employment opportunity; and the global implications for each of these areas of law. Intellectual property, environmental protection, and antitrust law may also be covered.

GB613 Financial Reporting and Analysis (2.00 cr.)

Focuses on the analysis and interpretation of financial statements with primary emphasis on the measurement of results of operations and financial position of business organizations. Students learn the guiding principles in how to prepare and present accurate financial statements. Topics include the accounting environment and accounting principles as they relate to the reporting and analysis of financial operations, cash flows, financial resources, financial obligations, and owners’ equity.

GB615 Managerial Accounting: Analysis for Decision-Making (2.00 cr.)

Prerequisite: GB603 or GB613. Focuses on the use of accounting information by management in making strategic management decisions. Topics include costing systems; cost-volume-profit analysis; budgeting and control systems; relevant cost and decision-making; performance evaluation; and strategic cost management. The practical application of managerial accounting techniques in planning and control activities is emphasized.

GB616 Marketing Management (2.00 cr.)

Corequisite: GB611. Introduces students to a basic understanding of marketing’s role in accomplishing an organization’s mission. Students learn the marketing management function, environmental scanning, buyer behavior, marketing research, segmentation, targeting, and positioning. Ethical considerations in the marketing function are explored. Topics include the marketing mix: product, pricing, placement, and promotion.

GB617 Globalization and International Business (2.00 cr.)

Develops a conceptual and practical understanding of the global context and conduct of business. The forces of globalization and its impact on the firm, the environment, the domestic economy, culture, and emerging markets are examined. The theory and practice of international trade, investment, financial flows, and technology and its impact on cross-border transactions

and international business are addressed. Lectures, case studies, and group projects are included.

GB619 Financial Accounting Model (1.00 cr.)

Prerequisite: GB613. Provide students with the fundamental financial accounting concepts encompassing recording cycles and incorporating the preparation of financial accounting statements. *Designed for MBA students who have taken GB613 and chosen the accounting concentration. Complements GB613 and prepares students for GB661.*

GB620 Fundamentals of Finance (2.00 cr.)

Prerequisite: GB611, GB613. Introduces students to the finance function within a corporation. Students are provided with an understanding of the basic tools of financial management including time value of money, capital budgeting, security valuation, cash flow, risk and return, and the cost of capital. *Intended for students who have never had a finance course and those that need a refresher experience.*

GB622 Operations Management and Decision-Making (2.00 cr.)

Prerequisite: GB600. An integrative approach to problem solving and decision-making in the context of the operations function of the enterprise. The processes by which organizations create value are developed. Topics include strategy (product and geographic breadth, organization and operating size, process design); product and process quality; productivity; supply chain and sourcing; automation and technology; human involvement; global competitiveness; and social impact. This course employs general and special applications software and focuses on developing creative and analytical skills for decision-making.

GB661 Financial Accounting Problems I (3.00 cr.)

Prerequisite: GB603, or GB613 and GB619. 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.

GB700 Ethics and Social Responsibility (3.00 cr.)

Prerequisite: All foundation courses or written permission of the graduate programs advisor. This course has two primary objectives: to provide a practical, action-oriented approach to business ethics that helps individuals who work in corporations and organizations decide what to do when they are faced with an ethical dilemma, and to explore modern corporate social responsibility—an

approach to management that guides organizations beyond creating an ethical environment in the workplace. While pursuing these objectives, students study alternative perspectives on a wide range of contemporary business issues through readings and case studies. Ultimately, students see the extent to which ethics and moral and social responsibilities are intertwined.

GB701 Risk Assessment and Process Strategies (3.00 cr.)

Prerequisite: All foundation courses. Develops frameworks for the identification and analysis of strategic and tactical operating decisions in the context of the risks and consequences associated with unforeseen events and unpredictable environments. Enterprise decisions on quality management, automation, the supply chain, and product development are evaluated in an environment of opportunities and adverse risks.

GB702 Marketing Strategy (3.00 cr.)

Prerequisite: All foundation courses. Explores marketing's role in creating value for the firm and its stakeholders and examines market strategy in the context of global competition and strategic uncertainty. Using analytical tools for decision-making, students evaluate, formulate, and implement marketing strategy across the product life cycle and in various levels of competitive intensity. Students investigate the organization for effective implementation and the measurement and delivery of marketing performance. Topics include the fundamentals of strategy; marketing interrelationship with corporate, business level, and other functional strategies; target marketing and brand management; value innovation and new product development; and market strategies in growth, mature, and declining industries.

GB703 Financial Applications and Strategy (3.00 cr.)

Prerequisite: All foundation courses. Introduces students to financial theories and applications within the corporate context. The course is intended to develop financial analysis skills; provide a strategic orientation toward problem solving; introduce students to the types of decisions faced by financial managers; and provide an understanding of valuation and the linkage between managerial decisions and firm value.

GB704 Information and Technology for Management (3.00 cr.)

Prerequisite: All introductory courses. Provides a strategic management approach to developing and sustaining competitive advantage using information and information technology in the enterprise. Major topics include systems analysis and design; business value; enterprise resource planning (ERP) and customer relationship management (CRM); systems; electronic commerce; security; and societal, ethical and legal issues. Special emphasis is given to implementation and project man-

agement. Students gain a strong information technology knowledge set and an appreciation for information technology as process enablers, change agents, and strategic facilitators in the Internet age.

GB705 Leadership and Management (3.00 cr.)

Prerequisite: All foundation courses. This course prepares students to be leaders in a competitive, global, diverse economy, adding value through managing the work of people in organizations. The human side of enterprise is addressed using readings, lectures, cases, team exercises, videos, written assignments, and discussion applying leadership and management skills to practical decisions. Topics include the elements of management, the concepts and process of leadership, and the transformation of people and organizations.

GB709 Business Strategy (3.00 cr.)

Prerequisite: GB700, GB701, GB702, GB703, GB704, GB705. This capstone to the MBA program focuses on getting students to think like general managers and CEOs and exposing them to a variety of perspectives on, approaches to, and tools for the conduct of strategic management. Students gain an understanding of comparative business history in order to provide evolutionary perspective on business developments. They learn to identify key stakeholders and trends in the economic, sociopolitical, and technological environments; analyze how firms create and sustain value; formulate strategies; and appreciate the complexities of strategy implementation. *Typically taken in last semester. Must be taken within last six credits of program.*

GB710 Capstone Workshop: Reflection – Putting Values into Action (0.00 cr.)

Corequisite: GB709. This workshop provides closure to the student's Loyola MBA program experience. Reflection is an integral part of the course as students work individually and in groups sharing their previously-formulated, integrated set of lessons learned developed across the whole program as well as those concerning personal growth and development. Using this knowledge and ensuing discussion as a foundation, students reflect on their values and their ability to be ethical, component, and reflective leaders in a changing and diverse world. Student also have the opportunity to develop their personal vision for the future. *(Satisfactory/Unsatisfactory)*

GB718 Entrepreneurship (3.00 cr.)

Prerequisite: All foundation courses and GB705. 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.

GB719 Independent Study (1–3.00 cr.)

Prerequisite: All core courses and written permission of the instructor and the department chair. Under the supervision of a faculty sponsor, students have an opportunity to pursue independent research projects based on a topic of mutual interest to their sponsor and themselves. A research paper is required. *Independent study is an exception and must be agreed upon by a faculty sponsor, the department chair, and the Selling School Dean.*

GB720 Financial Theory (3.00 cr.)

Prerequisite: GB703. Focuses on the theoretical models underlying investor's portfolio decisions, the investment and financing decisions of firms, and securities pricing. Financial theories are presented in analytical frameworks using statistics and financial mathematics. Topics include decision-making under certainty and uncertainty, capital budgeting, market equilibrium, contingent claims, capital structure, dividend policy, and mergers and restructuring.

GB722 Investments Management (3.00 cr.)

Prerequisite: GB703. 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.

GB723 Portfolio Management (3.00 cr.)

Prerequisite: GB703, GB722. Focuses on modern portfolio theory and how it applies to the pragmatic world by managing a portfolio under live market conditions and surfing the Internet to gain investment information. Students learn to understand theoretical concepts and pragmatic aspects of portfolio management, including international aspects, ethics, and social responsibility. Topics include portfolio construction, analysis, and evaluation; capital market theory; arbitrage pricing theory; security valuation; market efficiency; derivatives; valuation and strategy; international investing; and other investment alternatives such as real estate and collectibles. *Closed to students who have taken GB828 and GB829.*

GB724 Financial Markets and Institutions (3.00 cr.)

Prerequisite: GB703. 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 deter-

mination of interest rates, the term structure of interest rates, risk structure, money markets, bond markets, and mortgage markets. Emphasis is also placed on the different financial institutions and their role in the financial markets.

GB726 International Finance (3.00 cr.)

Prerequisite: GB703. Focuses on the theory of the firm as applied in a global decision framework with emphasis on a detailed examination of foreign exchange markets. Students learn to apply financial analysis and decision-making techniques in an international setting. Topics include direct foreign investment; foreign exchange risk; country risk analysis; multinational debt and equity markets; reporting results to investors and tax authorities; international aspects of investment portfolios; and the ethical considerations of transcultural commerce.

GB727 Investment Banking (3.00 cr.)

Prerequisite: GB703, GB724. Focuses on the role of the investment bank in raising capital. Topics include the process of raising capital, initial public offerings, seasoned offerings, convertible financing, debt financing, venture capital, share repurchases, and investment research. Emphasis also is placed on the changing environment of the investment banking industry. *Closed to students who have taken course as a GB825 topic.*

GB728 Mergers and Acquisitions (3.00 cr.)

Prerequisite: GB703, GB722. Focuses on the different types of business combinations and restructurings. Topics include mergers, acquisitions, joint ventures, spinoffs, divestitures, leveraged buyouts, workouts, bankruptcies, and recapitalizations. Emphasizes the relevant economic, legal, and financial considerations associated with the various business combinations and restructurings. Appropriate techniques for valuing a business are covered. *Closed to students who have taken the course as a GB825 topic.*

GB729 Financial Modeling (3.00 cr.)

Prerequisite: GB703, GB722. 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 current on financial tools and technologies.

GB730 Decision-Making in the High Technology Environment (3.00 cr.)

Prerequisite: All foundation courses. Emphasizes decision support activities that combine computers, data communications, and decision technologies to facilitate strategic business decisions. Students learn to effectively identify, design, and implement integrated technology solutions to business problems. Previous student projects have been based on the analysis of a wide variety of their own management issues including decisions relating to new ventures, process improvement, new products/services, facility siting, acquisitions, personnel planning, and capital expenditures. Major topics include the scope of decision analysis technologies and their usefulness for improving strategic business decisions, the formulation of objectives, the development of alternatives, multi-objective value analysis, and simulation.

GB734 Managing Global Supply Chains (3.00 cr.)

Prerequisite: GB701, GB704, GB705. Provides a framework for developing and implementing lean supply chain capabilities and practices. Students discuss the organizational approaches and methods employed in designing, developing, and managing the enterprise's interactions with its entire supplier network, including all supply chain management functions related to product design, process design, and sustainment operations. Topics include strategic decisions such as out-sourcing, off-shoring, and strategic partnerships, as well as operational initiatives related to technology implementation, sub-contract management, procurement operations, supplier quality initiatives, supplier certification, and development programs.

GB735 Project Management (3.00 cr.)

Prerequisite: GB704. Develops principles and techniques for the successful completion of projects. Students investigate the planning and execution of large, cross-functional change. New methods, programs, products, and systems are implemented with substantial human costs and scheduling and business disruption challenges. This course presents and evaluates planning, scheduling, and costing methods, examples, cases, and project success techniques to increase effectiveness.

GB742 Advanced Marketing Strategy (3.00 cr.)

Prerequisite: GB702 and one other marketing concentration course. Focuses on marketing decision-making using qualitative and quantitative tools. Students learn to solve marketing problems as they relate to marketing research, product, promotion, distribution, and pricing strategy. Topics include strategic marketing management, financial aspects of marketing manage-

ment, opportunity analysis, market targeting, strategy reformulation, comprehensive marketing programs.

GB743 Health Care Marketing (3.00 cr.)

Prerequisite: GB702. 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.

GB744 New Product Development and Management (3.00 cr.)

Prerequisite: GB702. 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.

GB745 Electronic Commerce Marketing (3.00 cr.)

Prerequisite: GB702. 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 consumer-to-business or a business-to-business environment. Topics include targeting the most profitable customer, providing a total experience, customizing for success, fostering community, one-to-one marketing, and permission marketing.

GB746 Strategies for Marketing Communication (3.00 cr.)

Prerequisite: GB702. 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.

GB747 Special Topics in Marketing (3.00 cr.)

Prerequisite: Varies with topic. Provides an opportunity for the student to conduct intensive study and/or research in a selected industry or of a contemporary marketing topic. Readings, discussions, projects and presentations

are core components. Topics may include brand management, technology and innovation management, sales management, and internet marketing. *May be repeated for credit with different topics.*

GB748 International Marketing (3.00 cr.)

Prerequisite: GB702. 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. *Also offered as a study tour course.*

GB752 Information Systems Analysis and Design (3.00 cr.)

Prerequisite: GB704. Examines strategic approaches to implementing new technologies and applications in organizations using a systems approach. Process reengineering, process improvement, integrated planning, change management, and interaction with users are discussed. Students explore the challenges of developing systems that are effective, robust, and aligned with the organization.

GB754 Information Systems Security (3.00 cr.)

Prerequisite: GB704. Surveys current concepts and trends in information systems security for policy makers. Provides students with the foundation for assessing risk associated with accidental and intentional breaches of security. Uses readings, lectures, discussions, and exercises to promote understanding of securing information in the Internet age. Topics include legal issues, risk management, disaster preparedness/recovery, training and awareness, policies and procedures, physical security, public key infrastructure and encryption, industrial espionage, privacy, and software licensure compliance.

GB755 Applied Electronic Business Strategies, Implementations, and Technologies (3.00 cr.)

Prerequisite: GB704. Focuses on the deployment of internet and web-based applications. It concentrates on empowering students with the knowledge to create a complete web solution through hands-on development using the latest software and web technologies. Topics include internet architecture, information architecture, graphic design and web usability, database design, and building truly dynamic webpages using technologies such as markup language scripts, Dreamweaver, Cold Fusion, and Active Server Pages. Cutting edge technologies such as wireless application protocol, Java, XML, and Flash are also discussed.

GB756 Database Design and Implementation (3.00 cr.)

Prerequisite: GB704. Provides an analysis of database systems within the broader scope of information systems. An intensive, introductory course in database design concepts that includes the building and using of systems. The roles of the database as a corporate resource and the role of the database administrator as the steward of that resource are examined. Management issues such as security, efficiency, and effectiveness are included. The relational model is used as the paradigm for theory and practice. Both Oracle's SQL and Access' QBE provide a great deal of hands-on activity.

GB758 Object-Oriented Programming in Java (3.00 cr.)

Prerequisite: GB704. A first course in computer programming using the Java language. Standard aspects of traditional programming—the edit/compile/run/debug cycle, data types, control structures, functions, console and file I/O, and sorting—are covered. Modern programming practices such as structured programming, strings, applets, network communication, message-driven programming versus procedural programming, encapsulation, inheritance, polymorphism, and reuse based on software objects are also addressed.

GB759 Special Topics in Management Information Systems (3.00 cr.)

Prerequisite: *Varies with topic.* Provides students with the most current readings, discussions, and experiences in the field of information systems management. Group projects, papers, and presentations may be used to share information on the topic. The particular topic will be identified in the course schedule for the semester in which the class is offered. Topics may include human-computer interface, management of the I/S function, total quality management, and IT project management. *May be repeated for credit with different topics.*

GB761 Financial Accounting Problems II (3.00 cr.)

Prerequisite: GB661. Builds upon areas covered in GB661, 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.

GB762 Cost Accounting (3.00 cr.)

Prerequisite: *All foundation courses or written permission of the instructor.* Deals with cost measurement, classification, and recording for external reporting and internal decision-making. Topics include an in-depth coverage of cost behavior, cost-volume-profit analysis, cost accounting systems, budgeting, variance analysis, cost allocation,

capital budgeting, and relevant cost for decision-making. Students learn to identify, classify, and apply cost accounting techniques in business applications.

GB764 Federal Taxation of Business Entities (3.00 cr.)

Prerequisite: GB603 or GB619, GB613. The study of four related aspects of federal entity taxation: (1) the structure of federal income taxation, (2) taxation of business entities, (3) special business topics, and (4) tax consequences of corporate liquidations and reorganizations. Topics covered in theme one include the determination of gross income, business deductions, and business losses and relevant tax planning strategies. Topics covered in theme two include corporate formation, capitalization, operation, and dividend distributions; partnership formation and operation; subchapter S election and operation; and corporate, partnership, and S-corporation tax planning strategies. Topics covered in theme three include multijurisdictional taxation; the corporate alternative minimum tax; taxation of proprietorships; and relevant tax planning strategies. Further topics include a comparative analysis of the various forms of doing business; the basics of corporate liquidations and reorganizations; and an introduction to tax research. The Internal Revenue Code and Regulations are an integral part of this course.

GB765 Auditing (3.00 cr.)

Prerequisite: GB761. Focuses on the basic concepts of auditing in a manual and computer-based accounting system and covers the generally accepted auditing standards and procedures. Students develop the judgement and decision-making skills needed to function as auditors in the complex environment of business and the basic skills to research current issues impacting the audit profession. Major topics include ethical responsibilities, internal control evaluation, evidence gathering, reporting standards, and basic auditing concepts.

GB770 Special Topics in Law and Social Responsibility (3.00 cr.)

Prerequisite: Varies with topic. Students develop an understanding of alternative perspectives on a specific topic, study this topic in depth, and engage in personal reflection about the topic. Topics may include corporate accountability, leadership, teamwork, law and society, and legal responses to inequality in the workplace. *May be repeated for credit with different topics.*

GB772 Power, Privilege, and Professional Identity (3.00 cr.)

Prerequisite: All foundation courses and GB705. Today's workforce leadership is still predominantly white and male. The glass ceiling is a metaphor that describes barriers that prevent women and minorities from

attaining high level positions in organizations. The barriers—both individual and organizational—that prevent particular employees from shattering the glass ceiling are examined. Readings include articles that describe legal responses to race and gender discrimination in employment; how women and men balance the demands of labor market work and family life; why white Americans are reluctant to acknowledge their privilege; ways in which privileged women oppress less privileged women; and how masculinity shapes leadership styles organizations value. Students are encouraged to develop a professional identity that acknowledges and helps remedy disparities in power and privilege. *Closed to students who have taken Glass Ceiling as a topic under GB770 or GB797.*

GB774 Business Law: Commercial Transactions (3.00 cr.)

Prerequisite: All foundation courses. Considers the legal environment of business, including the principal characteristics of the American legal system, the concepts and principles used to determine individual and corporate accountability, and the regulatory system within which businesses operate. Treats aspects of the commercial transaction including contract law, the commercial code (UCC: sale of goods, negotiable instruments, secured transactions, bank collections and deposits), surety, and bankruptcy law. *Recommended specifically for students who wish to sit for the CPA exam and should be taken by those students in lieu of GB612.*

GB778 Employment Law (3.00 cr.)

Prerequisite: All foundation courses and GB705. 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 multinational legal considerations relevant to employment.

GB779 International Study Tour: Corporate Social Responsibility (3.00 cr.)

Prerequisite: GB700. An experiential learning course that focuses on issues of corporate social responsibility and ethics in the international arena. Students, informed by the issues of social responsibility relevant to international industries and the specific corporations visited, consider how leaders of multinational organizations take into consideration the company's local and global impacts on society and the environment. Students consider how issues of legal compliance (both United States and international) interact with principles of ethics and corporate social responsibility to establish acceptable levels of individual and corporate behavior.

GB780 Pricing Strategy (3.00 cr.)

Prerequisite: GB611. 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.

GB781 Monetary Policy Analysis (3.00 cr.)

Prerequisite: GB611. Examines the conduct and strategy of monetary policy. Students study the role of money in the financial system, the institutional structure of the Federal Reserve, as well as the instruments, targets, and transmission mechanism of monetary policy. Special topics include the debate over policy activism, inflation targeting, lessons from Japanese deflation, asset price bubbles, and policy transparency.

GB782 International Economics (3.00 cr.)

Prerequisite: GB611. Covers the main concepts and analytical tools in international economics, as well as some of the major economic events that have attracted the attention of investors and policy makers around the globe. Focus is on the determinants of a country's external accounts (external trade and investment flows), exchange rates, and how these variables simultaneously reflect and affect business and consumer decisions, economic growth, and government policies.

GB789 Special Topics in Business Economics (3.00 cr.)

Prerequisite: GB611. Focuses in depth on the issues and theories in a particular field of business economics. Topics may include industry studies, environmental economics, international trade, labor and managerial economics, health economics, and applied econometrics. *May be repeated for credit with different topics.*

GB791 Leadership (3.00 cr.)

Prerequisite: All foundation courses and GB705. 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.

GB792 Human Resources Management (3.00 cr.)

Prerequisite: All foundation courses and GB705. 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.

GB793 Leading Organizational Change (3.00 cr.)

Prerequisite: All foundation courses and GB705. 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.

GB795 Special Topics in International Business (3.00 cr.)

Prerequisite: Varies with topic. Explores the international business environment, management practices, and specific problems facing managers conducting business in more than one cultural context. Readings, discussions, group projects, and presentations may be used to share information on the topic. *May be repeated for credit with different topics.*

GB796 International Management (3.00 cr.)

Prerequisite: All foundation courses and GB705. Focuses on the management of multinational enterprises across different countries and cultures. A cultural framework is initially established at both the national and organizational units of analysis. Subsequently, management issues such as strategic initiatives; international alliances; organization structure and systems; motivation; leadership; global human resources; negotiations; and organizational knowledge and learning capabilities are investigated and compared across organizational and country cultures.

GB797 Special Topics in Management (1.50–3.00 cr.)

Prerequisite: Varies with topic. Students develop a mastery of a particular management topic through the most current literature, cases, discussion, and experiences in the field. Group projects, papers, or presentations may be used to share information on the topic. *May be repeated for credit with different topics.*

GB798 Global Strategy (3.00 cr.)

Prerequisite: All foundation courses and GB705. Focuses on the international dimensions of strategy and provides a framework for formulating strategies in an increasingly complex and global world. All aspects of international business are incorporated to enable managers to develop, implement, and evaluate a global strategy

for domestic organizations going international for the first time or for the ongoing multinational corporation. Specific industries or regions may be selected for study. Global strategy literature is reviewed. The course consists of lectures, case studies, and team assignments.

GB820 Advanced Financial Analysis (3.00 cr.)

Prerequisite: GB703. 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.

GB822 Fixed Income Securities (3.00 cr.)

Prerequisite: GB722. Focuses on the analysis of specific types of fixed income securities including government bonds, corporate bonds, floating rate notes, and closely related instruments. Students learn how to value the various types of fixed income securities, manage interest rate risk, and construct bond portfolios. Topics include bond options, forwards and futures on bonds, caps, floors, collars, swaps, and swaptions.

GB823 Derivatives and Risk Management (3.00 cr.)

Prerequisite: GB722. Examines derivative securities such as options, futures, forwards, and swaps. Students learn trading strategies, hedging strategies, and how to value derivative securities. Topics include derivatives markets, pricing models, stock options, interest rate derivatives, binomial option pricing, numerical procedures, and exotic options.

GB825 Special Topics in Finance (3.00 cr.)

Prerequisite: Varies with topic. Addresses issues in a particular field of finance, including investments, portfolio management, derivative securities, international finance, capital markets, corporate finance, and financial institutions. Encompasses critical reviews of selected journal articles, empirical research, guest lectures, student papers and presentations. *Seminar format. May be repeated for credit six times with different topics.*

GB827 Valuation (3.00 cr.)

Prerequisite: GB 729. Focuses on the valuation of companies. Topics include the discounted cash flow technique and valuation using alternative valuation techniques such as price multiples. Students apply appropriate financial analysis techniques to valuation problems. Emphasis is placed on obtaining the required information necessary for valuation models from financial statements and other sources.

GB828 Student-Managed Sellinger

Applied Portfolio Fund I (3.00 cr.)

Prerequisite: GB722 or written permission of the department chair. Restricted to MSF or MBA students pursuing a finance concentration. The first of a two course sequence wherein students serve as portfolio and investment managers charged with managing the Sellinger Applied Portfolio Fund in a manner consistent with the core goals and philosophy of the Loyola University Maryland Endowment. An extensive review and instructional component exposes students to various aspects of the portfolio management process, including but not limited to asset valuation, constraint setting, asset allocation, asset selection, risk management, asset valuation, and performance evaluation.

GB829 Student-Managed Sellinger

Applied Portfolio Fund II (3.00 cr.)

Prerequisite: GB828 or written permission of the department chair. Restricted to MSF or MBA students pursuing a finance concentration. The second of a two course sequence wherein students serve as portfolio and investment managers charged with managing the Sellinger Applied Portfolio Fund in a manner consistent with the core goals and philosophy of the Loyola University Maryland Endowment. An extensive review and instructional component exposes students to various aspects of the portfolio management process, including but not limited to asset valuation, constraint setting, asset allocation, asset selection, risk management, asset valuation, and performance evaluation.

GB850 Global Information Systems (3.00 cr.)

Prerequisite: All foundation courses and GB704. Investigates the critical coordination, control, and communication involved with doing business on a global scale and the role of technology. Covers operational issues, technology issues such as IT standards, law, cultural differences affecting use, outsourcing, and politics surrounding telecommunications.

GB858 Information Technology Strategy (3.00 cr.)

Prerequisite: GB704. This course integrates information technology with organizational strategy. Successful organizations adjust strategies to meet new challenges and opportunities presented by rapid increase in the use of information technology in business. A case-based approach is used to explore strategic decision-making. Students are taught to analyze and understand the impact of information technology on strategic decision-making; recognize business models and Internet working infrastructure; comprehend information technology security; and appreciate the principles of managing diverse information technology infrastructures, outsourcing, and projects.

GB867 Special Topics in Financial Accounting (3.00 cr.)

Prerequisite: Varies with topic. Investigates and analyzes in detail current topics of interest to the Financial Accounting Standards Board (FASB) and other items of interest in the accounting literature. Uses current pronouncements, exposure drafts, and interpretations of current FASB pronouncements. *May be repeated for credit with different topics.*

GB891 Family-Owned Business Seminar (3.00 cr.)

Prerequisite: All foundation courses and GB 705. Provides students with a deeper understanding of the dynamics found in a family-owned business and the unique challenges of being an owner, a family member, and an employee in a family-owned business. The course creates an intensive environment where the following important aspects of a family business are explored: ownership issues; resolving conflict; succession planning; strategic planning in a family business context; family- and non-family-owned businesses; and professionalizing family business management. It is organized as a management seminar and a hands-on laboratory with students, guest speakers, and the instructor exploring a variety of family business related ideas, beliefs, and opinions. Cases provide a context and are included where appropriate. A fair amount of writing is expected; most of it is self-directed, personally reflective, and immediately useful. *Closed to students who have taken Family Business Seminar as a topic under GB797.*

GB894 Advanced Topics in International Trade, Finance, Investment (3.00 cr.)

Prerequisite: All foundation courses and GB705. An in-depth exploration of the impact of international trade, finance, and investment on global business; in particular, how firms influence the formation of government policy in the above areas and, in turn, how government policies influence the decisions of global business firms. *A field trip to the World Bank, IMF, and/or other governmental agencies is included. Closed to students who have taken Advanced Topics in International Trade, Finance, and Investment as a topic under GB795.*

GB895 Quality Management (3.00 cr.)

Prerequisite: GB701. 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.

GB896 Power and Influence (3.00 cr.)

Prerequisite: All foundation courses and GB705. 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.

GB897 Negotiation and Dispute Resolution (3.00 cr.)

Prerequisite: All foundation courses and GB705. 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.

GB898 New Strategies for Global Competitiveness: Firms, Clusters, and Nations (3.00 cr.)

Prerequisite: All foundation courses and GB705. The determinants of competitiveness and economic development are examined. Beginning with firm level strategies, the formation of clusters, and national economic strategies, the course explores government policies, the roles of business, universities, and other institutions of competitiveness. Both developing and advanced countries are covered. Theory and policy are explored, as well as the nature of the organizational structure for improvement in competitiveness. *Closed to students who have taken Global Competitiveness: Firms, Clusters, and Nations as a topic under GB795.*

MASTER OF SCIENCE IN FINANCE**Director, Graduate Business Programs:**

Ann Attanasio

Office: Timonium Campus, Room 08F**Telephone:** 410-617-5067**Website:** www.loyola.edu/sellinger

The Master of Science in Finance (MSF) is a part-time program offering advanced financial training. The MSF program builds on a foundation of business and qualitative skills and is designed to offer a strong conceptual understanding of finance in order to develop a student's analytical and critical thinking skills. Additionally, the program is designed to enhance the student's ability to sit for the initial professional certification examinations within the finance profession. Four major themes are stressed within the MSF program: technical competence, application of financial tools to decision-making, value creation for stakeholders, and professional responsibility and ethics.

ADMISSION CRITERIA

Students are offered admission to this part-time program based upon the consideration of two areas: quantitative criteria consisting of prior academic achievement and performance on the Graduate Management Admission Test (GMAT), and qualitative data which includes professional experience and a written personal statement. In evaluating applicants, the committee considers many aspects of performance including each portion of the GMAT, undergraduate/graduate performance and progression, career progress, references, professional certifications and awards, and other evidence of the applicant's capacity to successfully pursue graduate study in business. The Committee on Admission and Retention is the final arbiter. Applicants will be notified in writing of the admission decision.

A TOEFL score report is required if English is not the applicant's native language, or if the applicant has not completed a degree program taught in English. An official TOEFL score report cannot be more than two years old. Official scores must be submitted directly from the Educational Testing Service. The University's institution code is 5370.

GMAT WAIVER POLICY

Applicants to the MSF program who meet certain provisions can request consideration for admission without submitting a GMAT score. If, upon review by the admission committee, the applicant is considered admissible without a GMAT score, that requirement will be waived. The following provisions qualify an applicant for consideration for the GMAT waiver: possession of an advanced

degree with quantitative content (e.g., master's, doctorate, etc.) or an undergraduate GPA of 3.250 or higher, combined with at least five years of significant professional experience (typically postbaccalaureate) and a personal interview with a Loyola University academic advisor.

The admission committee reserves the right to require a GMAT score from an applicant even if the basic conditions are met.

APPLICATION PROCEDURES

Prospective students file an application with the Graduate Admission Office with the nonrefundable application fee. Applications can be filed online (www.loyola.edu/graduate) or by mail. Optional letters of recommendation may be sent directly to the Graduate Admission Office. Information regarding official transcript requirements can be found in the Admission chapter of this catalogue. Complete admission information also can be found on the Graduate Admission website listed above.

Admissions decisions are made on a rolling basis once an admission file is complete, and early application is encouraged. The priority submission deadline for each term is listed below:

Fall Semester (September start)	August 1
Spring Semester (January start)	December 1
Summer Sessions (June start)	May 1

Late applications will be considered when possible; however, there is no guarantee that a decision will be made in time for registration. No student will be permitted to register for courses unless officially admitted.

International Students: This program is offered as a part-time program only. Therefore, international students requiring full-time study are not eligible for this program.

FINANCIAL AID

Inquiries concerning financial aid, including student 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; however, students with strong academic and experience credentials from any academic discipline are accepted. The academic records of all accepted students will be evaluated by a program advisor to determine if foundation coursework is necessary before beginning the core (700-level) courses. Foundation coursework includes accounting, finance, economics, and statistics.

DEGREE REQUIREMENTS

A minimum of 30 core course credits (GB700/800-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 (*B or better*) was taken at an AACSB-accredited college or university.

The curriculum consists of 10 required courses. Based upon established policy, preprogram competency courses, foundation courses, GB500, GB600, GB611, GB613, and GB620 may be waived based on prior academic experience.

Preprogram Competencies

GB500 Fundamentals of Math for Business
(2 credits)

Reflective Learning and Program Orientation
Workshop (half-day, non-credit)

Foundation Courses

GB600 Statistical Applications in Business
(3 credits)
GB611 Global Economic Analysis (3 credits)
GB613 Financial Reporting and Analysis
(2 credits)
GB620 Fundamentals of Finance (2 credits)

Core Courses

FI720 Financial Theory (3 credits)
FI722 Investments Analysis (3 credits)
FI724 Financial Markets and Instruments
(3 credits)
FI726 International Finance (3 credits)
FI729 Financial Modeling (3 credits)
FI822 Fixed Income Securities (3 credits)
FI823 Derivatives and Risk Management
(3 credits)

FI827 Valuation (3 credits)
FI828 Student-Managed Seller Applied
Portfolio Fund I (3 credits)
FI829 Student-Managed Seller Applied
Portfolio Fund II (3 credits)

COURSE DESCRIPTIONS

Descriptions for GB courses can be found in the Master of Business Administration (MBA) chapter.

FI720 Financial Theory (3.00 cr.)

Prerequisite: All foundation courses. This course provides the foundation for subsequent courses in corporate finance, equity securities, derivatives, and portfolio theory. Its purpose is to develop a theoretical framework for analyzing a firm's investment and financing decisions. It also provides an introduction to risk and return, capital budgeting decisions under uncertainty, asset valuation, the operation and efficiency of financial markets, and the optimal capital structure of the firm. Furthermore, the course draws upon the students' prior knowledge and/or quantitative backgrounds. *Open to MBA students with a finance concentration who have taken GB703.*

FI722 Investment Analysis (3.00 cr.)

Prerequisite: FI720 or GB703. Provides students with the conceptual framework to develop a lifelong philosophy of investing. Students learn to evaluate asset classes of equity and fixed income securities. Topics include common stock valuation, fixed income securities analysis, an introduction to options valuation, and introductory portfolio management.

FI724 Financial Markets and Instruments (3.00 cr.)

Corequisite: FI720 required for MSF students. 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.

FI726 International Finance (3.00 cr.)

Prerequisite: FI720 or GB703. Focuses on the theory of the firm as applied in a global decision framework with emphasis on a detailed examination of foreign exchange markets. Students learn to apply financial analysis and decision-making techniques in an international setting. Topics include direct foreign investment; foreign exchange risk; country risk analysis; multinational debt and equity markets; reporting

results to investors and tax authorities; international aspects of investment portfolios; and the ethical considerations of transcultural commerce.

FI729 Financial Modeling (3.00 cr.)

Prerequisite: FI722. 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 a resource for market data and testing the models. Provides students with a background to be able to read leading finance journals and keep current with financial tools and technologies.

FI822 Fixed Income Securities (3.00 cr.)

Prerequisite: FI722 or GB722. Focuses on the analysis of specific types of fixed income securities including government bonds, corporate bonds, floating rate notes, and closely related instruments. Students learn how to value the various types of fixed income securities, manage interest rate risk, and construct bond portfolios. Topics include bond options, forwards and futures on bonds, caps, floors, collars, swaps, and swaptions.

FI823 Derivatives and Risk Management (3.00 cr.)

Prerequisite: FI722 or GB722. Examines derivative securities such as options, futures, forwards, and swaps. Students learn trading strategies, hedging strategies, and how to value derivative securities. Topics typically include derivatives markets, pricing models, interest rate derivatives, stock options, binomial option pricing, numerical procedures, and exotic options.

FI827 Valuation (3.00 cr.)

Prerequisite: FI729. Focuses on the valuation of companies. Topics include the discounted cash flow technique, and valuation using alternative valuation techniques such as price multiples. Students apply appropriate financial analysis techniques to valuation problems. Emphasis is placed on obtaining the required information necessary for valuation models from financial statements and other sources. *Must be taken within the last six credits of the MSF program.*

FI828 Student-Managed Sellinger Applied Portfolio Fund I (3.00 cr.)

Prerequisite: FI720. The first of a two course sequence that exposes students to the portfolio management process. Topics include but are not limited to asset

valuation, constraint setting, asset allocation, asset selection, risk management, asset valuation, and performance evaluation. The behavioral aspects of finance are also covered. Students obtain actual portfolio management experience by serving as portfolio and investment managers charged with managing the Sellinger Applied Portfolio Fund in a manner consistent with the core goals and philosophy of the Loyola University Maryland Endowment. *Must be taken within the last nine credits of the MSF program.*

FI829 Student-Managed Sellinger Applied Portfolio Fund II (3.00 cr.)

Prerequisite: FI828. The second of a two course sequence that exposes students to the portfolio management process. Topics include but are not limited to asset valuation, constraint setting, asset allocation, asset selection, risk management, asset valuation, and performance evaluation. The behavioral aspects of finance are also covered. Students obtain actual portfolio management experience by serving as portfolio and investment managers charged with managing the Sellinger Applied Portfolio Fund in a manner consistent with the core goals and philosophy of the Loyola University Maryland Endowment. *Must be taken within the last six credits of the MSF program.*

MASTER'S PLUS PROGRAM

Director, Graduate Business Programs:

Ann Attanasio

Office: Timonium Campus, Room 08F

Telephone: 410-617-5067

Website: www.loyola.edu/sellinger

Upon acceptance, individuals with a master's degree in business from Loyola University or other AACSB-accredited colleges or universities may take courses for which they have the background. Individuals with other master's degrees may request admission through the graduate business programs director. Admission and online application information can be obtained by visiting, graduate.loyola.edu/graduate.

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 register for any elective course 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 (GPA of 3.000 or better). Additional courses may be taken with permission. The Master's Plus does not lead to a degree.

Second Specialization

Graduates from Loyola's evening MBA, Executive MBA, or MBA Fellows Program may enter the Master's Plus Program to obtain a second specialization. After successfully completing a three-course concentration sequence through the evening MBA course offerings, a second specialization will be recorded on the student's transcript. Consultation with a program advisor or graduate business program director is required when selecting courses.

MBA FELLOWS PROGRAM

Office: Timonium Campus, Room 08D

Telephone: 410-617-5064

Website: www.loyola.edu/selling

Director: Manette D. Frese

Academic Director: Ellen D. Hoadley, Professor of Information Systems

The MBA Fellows Program is a 2.5 year, Saturday-only cohort program designed for fast-track, emerging leaders seeking to advance their careers. Contemporary issues of today's managers are addressed using a program that builds content around integrating themes within and across course modules. It is primarily delivered over ten, 10-week modules during which students take the equivalent of two courses per module (summers off). Classes are held on Saturdays only, ending in early afternoon.

Throughout the program, students benefit from the following distinctive features of the Selling School's Fellows Program:

Integrated, Theme-Based Program

The 10-week modules are progressive and have a theme borne out of one of the following three main goals of the curriculum content: management foundations, executive management concepts and applications, and special topics.

Faculty Partners

The faculty who teach in the Fellows Program have academic ownership of the program, work together to ensure an integrated cross-functional approach, and seek to continuously improve the program.

Student Teams

To facilitate learning and develop individual team skills, entering students are placed on teams set up based on professional/functional diversity and geographic proximity.

Residency in Executive Leadership

The residency portion of the program orients the professional to the Fellows Program and centers on the role of executive leadership, team building, familiarization with the program, and an introduction to the basics of accounting and statistics.

International Field Study

Following study of the global environment, students participate in an international field study focusing on emerging markets, including on-site visits and executive briefings at multiple organizations.

Domestic Field Study

In the fall of the second year, students travel on Southwest Airlines from Baltimore to Walt Disney World in Orlando to observe the operations and marketing strategies of these two industry leaders as part of a 24-hour, live case study of best practices.

Management Consulting Application

This team project is the major integrative thread of the final half-year of the program. With the facilitation of a Fellows faculty partner(s), teams create a strategic assessment for a client company.

Seminars and Special Sessions

In addition to regular class meetings, students participate in select special sessions, on and off campus, that help to develop additional skills and experiential learning.

ADMISSION CRITERIA

Candidates for the Fellows Program are selected by the Executive MBA Programs Committee on Admission and Retention. The committee selects candidates based on the following criteria: relevant work experience, leadership potential, undergraduate achievement, and an interview with the director or assistant director of EMBA programs. The admission committee also considers factors such as company endorsement, references, other study, and professional certifications.

Since Loyola University follows a holistic admissions process in selecting students for its Executive MBA programs, the Graduate Management Admission Test (GMAT) is **not** required of candidates for the Executive MBA or MBA Fellows Program, provided they meet the following important criteria used to measure an individual's potential for success in the executive business learning environment:

- evidence of exposure and success in areas of quantitative study during one's undergraduate and, if applicable, graduate coursework or in one's professional career;
- evidence of business and/or financial acumen through one's prior career positions, current work, leadership roles and responsibilities, and industry experience;
- evidence of appropriate communication skills following a review of one's admission materials, written personal statement, and one's interview with the director or assistant director of EMBA programs.

Should it be determined that a candidate may need some preparatory skill-building in the quantitative areas, the candidate may be asked to complete coursework or online refresher programs or tutorials prior to the start of the EMBA or MBA Fellows Program. This work may cover areas in business math, accounting, statistics, or writing. Such work would be recommended in order to properly prepare those candidates who are otherwise appropriate matches for pursuit of an Executive MBA or participation in the MBA Fellows Program, but whose academic or professional backgrounds indicate that the candidate would benefit from additional preparation.

APPLICATION PROCEDURES

Prospective students should submit an application with fee, essay, official transcripts of all prior academic work, three letters of recommendation, and a resume of their professional experience. All application materials should be sent to the director or assistant director of EMBA programs.

FINANCIAL INFORMATION

Cost for the Fellows Program includes tuition for all courses, expenses for the residency, international and domestic field studies, textbooks, fees, weekly breakfasts, and educational materials. It is the policy of Loyola University to maintain the same tuition throughout the 2.5 years in the program. Upon acceptance into the program, students may choose from a variety of payment plans.

FINANCIAL AID

Fellows Program students may be eligible for student loans through the Federal Stafford Loan Program. To assure all avenues are explored, applicants should make their interest in financial aid known early in the admissions process and apply directly through the Office of Financial Aid.

SCHOLARSHIPS

Need- and merit-based scholarships are available for qualified diversity candidates, nonprofit managers, entrepreneurs, and female executives. As part of the application process, candidates are asked to submit a copy of their most recent tax return, as well as a brief essay explaining the need for the scholarship and how the bursary would help them to achieve their professional goals. Scholarship awards are determined and allocated in the summer prior to the beginning of the academic year of enrollment. To discuss eligibility and the application process, contact the director or assistant director of EMBA programs.

BASIC COMPETENCIES

Skills in written and oral communication, quantitative analysis, computer usage, and software applications are essential for success in the MBA Fellows Program. Communications skills are needed for writing and presentation of cases and other assignments. Students should be able to understand, manipulate and graph algebraic functions. Because computer software is used as a medium for presentation and a framework for analysis, students should be familiar with word processing and spreadsheet software and have access to a personal computer. Several options exist to provide such competencies to an entering student. These options can be explored with prospective students during the admissions process.

DEGREE REQUIREMENTS

The Fellows Program encompasses 2.5 academic years, during which students complete 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, 10-week sessions plus a mini-session ending in June. During the second year, the three 10-week sessions are followed by a mini-session, five weeks in length. The final phase of the program begins in August/September with the 10-day international field study and ends in February with a live, pro bono client consultancy project of a local business or organization and a retreat involving a community service project. Throughout the program, students participate in select executive seminars which complement and amplify program courses and offer a perspective on issues important to business executives. Seminar topics and content are continuously revised to meet the changing needs of executives. Upon successful completion of the Fellows Program students are awarded a Master of Business Administration (MBA).

PROGRAM OF STUDY

First Year: Fundamentals of Business

Initial Residency

EF600 Residency in Executive Leadership

Module 1: Fundamentals of Business I

EF662 Leadership and Organizational Effectiveness

EF663 Accounting for Executive Decision-Making (10 weeks; continued)

Module 2: Fundamentals of Business II

- EF650 Strategic Planning and Analysis (5 weeks)
 EF663 Accounting for Executive Decision-Making (5 weeks)
 EF670 Foundations of Economic and Business Analysis

Module 3: Fundamentals of Business III

- EF660 Statistics and Quantitative Methods
 EF664 Analysis of Domestic and Global Economic Market Systems

Module 4: Fundamentals of Business IV

- EF772 Information Technology and Strategy (5 weeks)

Second Year: The Process of Value Creation*Module 5: The Process of Value Creation I*

- EF674 Financial Management I
 EF764 Marketing Management

Module 6: The Process of Value Creation II

- EF722 Marketing Strategy
 EF762 Financial Management II

Module 7: The Process of Value Creation III

- EF767 Entrepreneurship (5 weeks)
 EF768 Operations Management (5 weeks; continued)
 EF774 International and Global Business

Module 8: The Process of Value Creation IV

- EF768 Operations Management (5 weeks)
 EF769 Project Management (5 weeks)

Final Half Year: Implementation and Stakeholder Analysis*International Residency*

- EF775 International Field Study

Module 9: Implementation and Stakeholder Analysis I

- EF766 Government and Legal Environment of Business
 EF773 Strategic Integration and Implementation (10 weeks; continued)

Module 10: Implementation and Stakeholder Analysis II

- EF763 Ethics and Corporate Social Responsibility
 EF771 Leading Change (5 weeks)
 EF773 Strategic Integration and Implementation (5 weeks)

Capstone Retreat

- EF777 Putting Values into Action

COURSE DESCRIPTIONS**EF600 Residency in Executive Leadership (2.50 cr.)**

Participants spend the first week of their program engaged in program orientation and team building activities. Small study groups are established and individual expertise is shared. Students learn concepts of accounting and statistics, as well as the conceptual understanding of the numerous facets of strategic management through role-playing, case studies, and simulations. Topics include team building, leadership, and communications.

EF650 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 macroenvironmental forces. Large and small organizations in the profit and nonprofit sectors are compared and contrasted with regard to their approaches to strategic planning.

EF660 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.

EF662 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.

EF663 Accounting for Executive**Decision-Making (3.75 cr.)**

By combining case studies, readings, lectures, and class discussion, this course empowers students to integrate accounting information into organizational planning and control processes. Topics include understanding the accounting cycle; the strategic approach to analyzing financial statements including balance sheet, income statement, and cash flow; costing systems; cost-volume-profit analysis; budgeting and control systems; relevant cost and decision-making; performance evaluation; and strategic cost management. Practical application of both financial and managerial accounting is emphasized.

EF664 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.

EF670 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.

EF674 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.

EF719 Independent Study**(1–3.00 cr.)**

Prerequisite: Written permission of the program director. Provides students with the opportunity to do a research or business development project under the supervision of a professor.

EF722 Marketing Strategy**(2.50 cr.)**

Builds directly from Marketing Management (EF764) and is designed to provide an in-depth, hands-on learning experience in marketing strategy, planning, and analysis. Key planning concepts and processes are outlined using lectures, case studies, and a sophisticated, competitive marketing simulation where feedback is provided to management teams regarding the impact of their strategic and tactical decisions. Students develop marketing plans for products entering different stages of the product life cycle.

EF762 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.

EF763 Ethics and Corporate**Social Responsibility****(2.50 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.

EF764 Marketing Management**(2.50 cr.)**

Provides a broad background on the nature and scope of marketing management. Students develop an understanding of core marketing concepts and apply them to contemporary problems. The focus is on the marketing mix—specifically the controllable variables of product, promotion, distribution, and pricing. Topics include consumer and industrial goods and services in the domestic and global marketplace, as well as marketing tools for developing actionable plans.

EF766 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.

EF767 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.

EF768 Operations Management (2.50 cr.)

Develops strategic and managerial understanding of production processes for goods and services in all types of organizations. Students use seminar-style active-learning and discussion methods to connect the strategy of the encompassing enterprise to the strategic perspective in operations and to relate operations to marketing, finance, and other functional areas of the enterprise. Topics include production process improvement methods; services and goods development strategies; total quality management; global project management; cross-functional teams; global communication and electronic commerce; supply chain management; and world class operations. The course is integrated with EF769 and uses site visits, video tours, case studies, software demonstrations, and guest speakers to reinforce lessons.

EF769 Project Management (1.25 cr.)

This course complements EF768 by developing and presenting additional tools aimed at successfully designing, implementing, and completing projects in modern, often global, organizations. Students examine decision science tools, software, and global communications technologies related to episodic, time-constrained, complex, cross-functional, and enterprise-critical endeavors in areas such as the design of services and goods, major production process redesign, facility construction, and research. Topics include project alignment with regular operations; organizational structure options for projects; characteristics of good project leaders; team formation and management; control and delegation; CPM/PERT methods and latest software implementations; time-cost models; milestones; handling change orders and replanning; managing resources; communication with superiors; use of simulation and prototypes in design projects and case studies.

EF771 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.

EF772 Information Technology and Strategy (2.50 cr.)

Examines strategic issues of how a firm determines and changes its position within its environment through the cybernetic process. Focuses on management information systems (MIS), the management of the MIS function, and the development and implementation of a strategic technology strategy. Students learn the impact of information technology on strategy, electronic commerce, organizational forms, security and privacy, and business and operating processes. Topics include issues of information architecture, database management systems, the systems development process, and international operations.

EF773 Strategic Integration and Implementation (3.75 cr.)

Presents strategic integration as a questioning, challenging, unconventional, and innovative process. Students prepare to think and act like general managers—individuals carrying titles such as chief executive officer, plant manager, general manager, executive director, president, owner, and managing director. Also imparts the skills of a general manager and is almost wholly devoted to hands-on applications. Topics include instilling a critical, analytical, flexible, and creative mindset; challenging the organizational, industrial, and national paradigms and problem-solving recipes; proficiency in meeting the general management responsibility in strategy formulation and implementation; and evaluation, design, development, and implementation of various functional plans for an organization using cases and/or simulations.

EF774 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.

EF775 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.

EF777 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.

EF799 Special Topics (1.25 cr.)

Students explore a selected business topic from a leadership perspective through the most current readings, discussions, and experiences in the field. Group projects, papers, and presentations may be used to share information on the topic. *May be repeated for credit with different topics.*

Office: Timonium Campus, Room 08D

Telephone: 410-617-5064

Website: www.loyola.edu/selling

Director: Manette D. Frese

Academic Director: Ellen D. Hoadley, Professor of Information Systems

The Executive MBA (EMBA) program, one of the first in the country, is a 21-month, weekend cohort program designed for individuals with significant management and leadership experience. The curriculum emphasizes leadership development, executive coaching, and strategic integration of concepts. It is delivered over six modules, during which students take the equivalent of three courses per module (summers off). Class days occur one day a week, all day, alternating between Fridays and Saturdays.

Throughout the program, students benefit from the following distinctive features of the Selling School's EMBA program:

Integrated, Theme-Based Program

The curriculum's theme is "What Does a CEO Do?" In the first term, students learn about the basics and tools of the firm. In the second term, students analyze the competitive advantages of industries. Opportunities for the firm are identified in the third term as students explore the question, "What are Organizations Doing?" In the fourth and final term, students determine "What Should Organizations Do?" by identifying solutions and exploring change planning.

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.

Domestic Field Study

In the fall of the second year, students travel on Southwest Airlines from Baltimore to Walt Disney World in Orlando to observe the operations and marketing strategies of these two industry leaders as part of a 24-hour, live case study of best practices.

Integrated Application

A capstone project completes each module in which students reflect on the concepts introduced in each of the classes throughout that term. Students prepare an assignment and presentation that consolidates the overall lessons learned. The first integrated application is a team-based analysis of a single, publicly traded firm. In the second application, students broaden their scope with a competitive, team-based analysis of a particular industry. The third integrated application is a team-based analysis of an opportunity within a specific industry. The final integrated analysis is an individual analysis of a current situation within the student's company.

Executive Coaching

In order to build strong leadership skills relevant to each student, an executive coaching component serves to strengthen personal effectiveness.

Seminars and Special Sessions

In addition to regular class meetings, students participate in select special sessions (on and off campus) that help to develop additional skills and experiential learning.

ADMISSION CRITERIA

EMBA students are selected on the basis of the following criteria: management experience, potential, and achievement with emphasis placed on the individual's present position; prior academic achievement as reflected by undergraduate and graduate performance; and an interview with the director or assistant director of EMBA programs. Since Loyola University follows a holistic admissions process in selecting students for its Executive MBA programs, the Graduate Management Admission Test (GMAT) is **not** required of candidates for the Executive MBA or MBA Fellows Program, provided they meet the following important criteria used to measure an individual's potential for success in the executive business learning environment:

- evidence of exposure and success in areas of quantitative study during one's undergraduate and, if applicable, graduate coursework or in one's professional career;
- evidence of business and/or financial acumen through one's prior career positions, current work, leadership roles and responsibilities, and industry experience;
- evidence of appropriate communication skills following a review of one's admission materials, written personal statement, and one's interview with the director or assistant director of EMBA programs.

Should it be determined that a candidate may need some preparatory skill-building in the quantitative areas, the candidate may be asked to complete coursework or on-line refresher programs or tutorials prior to the start of the EMBA or MBA Fellows Program. This work may cover areas in business math, accounting, statistics, or writing. Such work would be recommended in order to properly prepare those candidates who are otherwise appropriate matches for pursuit of an Executive MBA or participation in the MBA Fellows Program, but whose academic or professional backgrounds indicate that the candidate would benefit from additional preparation.

APPLICATION PROCEDURES

Prospective students should file an application with fee, essay, three letters of recommendation, official transcripts, and a resume of their managerial/professional experience. All application materials should be sent to the director of EMBA programs.

An admission 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 and domestic residencies, travel, library services, computer use, registration, and graduation fees. It is the policy of the University 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 Stafford Loan Program. All entering students interested in financial aid should make their intentions known early in the admissions process and apply directly through the Office of Financial Aid.

SCHOLARSHIPS

Need- and merit-based scholarships are available for qualified diversity candidates, nonprofit managers, entrepreneurs, and female executives. As part of the application process, candidates are asked to submit a copy of their most recent tax return, as well as a brief essay explaining the need for the scholarship and how the bursary would help them to achieve their professional goals. Scholarship awards are determined and allocated in the summer prior to the beginning of the academic year of enrollment. To discuss eligibility and the application process, contact the director of EMBA programs.

BASIC COMPETENCIES

Skills in written and oral communication, quantitative analysis, computer usage, and software applications are essential for success in the EMBA program. Written and oral communication skills are necessary for writing and presentation requirements. In the quantitative analysis area, students should have the capability to understand, manipulate, and graph algebraic functions. Throughout the program, computer software is used as a medium for presentation and as a framework for analysis. As a minimum, each student should be able to use spreadsheet, presentation, and word processing software applications in a Windows environment and have access to a personal computer. Several options exist to provide such competencies to an entering student. These options can be explored with prospective students in the admissions process.

DEGREE REQUIREMENTS

The EMBA program encompasses a two academic year period in which all students begin as cohorts and take the same courses together. Students who successfully complete the requirements are awarded a Master of Business Administration (MBA).

PROGRAM OF STUDY

The following program applies to students in the Class of 2011 and later:

First Year*Initial Residency*

EM601 Residency in Executive Leadership

Fall Module

EM602 Leadership and Organizational Effectiveness
 EM603 Financial and Managerial Accounting (continued)
 EM616 Ethics and Social Responsibility

Winter Module

EM603 Financial and Managerial Accounting
 EM605 Economics and Business Analysis (Microeconomics)
 EM607 Decision-Making Tools
 EM617 Strategy Formulation
 EM650 Integrated Application I: Basic Firm Analysis

Spring Module

EM608 Analysis of Domestic and Global Economic Markets (Macroeconomics)
 EM609 Global Business
 EM613 Government and Legal Environment of Business
 EM660 Integrated Application II: Industry Analysis

Second Year*International Residency*

EM700 International Field Study

Fall Module

EM701 Team Development
 EM704 Strategic Marketing
 EM705 Strategic Finance
 EM721 Strategic Operations

Winter Module

EM750 Integrated Application III: Strategic Opportunity Identification

Spring Module

EM703 Leading Change
 EM707 Information Technology and Strategy
 EM716 Strategy Implementation
 EM760 Integrated Application IV: Strategic Solution Design

Capstone Retreat

EM777 Putting Values into Action

The following program applies to students in the Class of 2010 and prior:

First Year*Initial Residency*

EX601 Residency in Executive Leadership

Module 1: Business Foundations

EX602 Leadership and Organizational Effectiveness
 EX603 Accounting for Executive Decision-Making (10 weeks; continued)
 EX616 Ethics and Corporate Social Responsibility

Module 2: The Firm and Its Environment

EX603 Accounting for Executive Decision-Making (5 weeks)
 EX605 Foundations of Economic and Business Analysis
 EX607 Statistics (5 weeks)
 EX617 Strategy Formulation

Module 3: The Global Challenge

EX608 Analysis of Domestic and Global Economic Market Systems
 EX609 International and Global Business
 EX707 Information Technology and Strategy

Residency Period

EX711 Team Development and Conflict Resolution

Second Year*International Residency*

EX700 International Field Study

Module 4: The Process of Value Creation

EX702 Financial Management I
 EX704 Marketing Management
 EX721 Operations Management

Module 5: The Strategy of Innovation

EX705 Financial Management II
 EX715 Entrepreneurship (5 weeks)
 EX718 Strategy Implementation and Consulting Program (5 weeks; continued)
 EX722 Marketing Strategy

Module 6: The Integrated Challenge

- EX613 Government and Legal Environment of Business
 EX703 Leading Change
 EX718 Strategy Implementation and Consulting Program (10 weeks)

Capstone Retreat

- EX777 Putting Values into Action

COURSE DESCRIPTIONS**CLASS OF 2011 AND LATER****EM601 Residency in Executive Leadership (2.50 cr.)**

Participants spend the first week of their program engaged in program orientation and team building activities. Small study groups are established and individual expertise is shared. Students learn concepts of accounting and statistics, as well as the conceptual understanding of the numerous facets of strategic management through role-playing, case studies, and simulations. Topics include team building, leadership, and communications.

EM602 Leadership and Organizational Effectiveness (2.00 cr.)

Selected aspects of human behavior in organizations are presented. Leadership, motivation, teams, decision-making and problem solving, conflict management, power and politics, and organizational effectiveness are emphasized. Many of the concepts deal with social interaction and interpersonal behavior. Typically, the course takes the view of the manager and how the manager influences others through leadership and teamwork. Most of the issues deal with leading and managing people in organizations. Much of the material presented is derived from theories and research produced by the behavioral sciences, especially psychology. However, the emphasis is applied and pragmatic—frequently posing the question, What would I do if I were the manager in this situation?

EM603 Financial and Managerial Accounting (3.00 cr.)

Students gain an understanding of financial managerial accounting concepts, principles, techniques, and procedures involved in making business decisions. The course focuses on the analysis and interpretation of financial statements with primary emphasis on the measurement of results of operations and financial position of business organizations. It starts with an understanding of the accounting environment and major players in establishing the role and attesting to the accuracy of the financial reports. Students then discuss the foundation of financial accounting and learn about the accounting cycle, from recording

transaction to closing the books and preparing the financial reports. Differentiation is made between the use of accounting information for external and internal business decisions. Students learn how costs are accumulated, how to predict profits (or losses) through the cost volume profit analysis, and how to prepare and use budgets to control costs and evaluate performance. Additionally, students review the IMA's "Statement of Ethical Professional Practice" and evaluate the possible outcomes and implications of unethical behavior within the finance function.

EM605 Economic and Business Analysis (Microeconomics) (2.00 cr.)

Presents how individuals, households, firms, and some states make decisions to allocate limited resources, typically in markets where goods or services are being bought and sold. Students examine how these decisions and behaviors affect the supply and demand for goods and services, which determines prices; and how prices, in turn, determine the supply and demand of goods and services. Students identify market mechanisms that establish relative prices amongst goods and services and allocation of limited resources amongst many alternative uses. Also considered are opportunity cost, cost/benefit analysis, marginal analysis, theory of the consumer and firm, and the elasticity of products within the market system.

EM607 Decision-Making Tools (2.00 cr.)

Statistical data analysis is covered, with an 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. Students learn to model and apply the techniques of decision-making to multiple, variable situations and integrate the use of computer resources as a decision support tool.

EM608 Analysis of Domestic and Global Economic Markets (Macroeconomics) (2.00 cr.)

Students develop an understanding of the forces that determine important domestic and international macroeconomic variables. These variables include output, employment, productivity growth, inflation, interest rates, and foreign exchange rates. Students work with real world data to see how well their models work when explaining the world around us. The analysis of domestic and global markets provides a means for understanding macroeconomic debates.

EM609 Global Business (2.00 cr.)

Students develop a conceptual and practical understanding of the global context and conduct of business. The driving forces of globalization and its many manifestations are examined—its impact on the firm, the

environment, the domestic economy, the nation state, culture, and emerging markets. The course addresses the theory and practice of international trade, investment, financial flows, and technology and its impact on cross-border transactions and international business.

EM613 Government and the Legal Environment of Business (2.00 cr.)

Students are encouraged to consider how businesses and other organizations interact with government agencies. Executives learn how legislators, judges, and government agencies promote good business decision-making, on behalf of citizens. Topics include management of dispute resolution (litigation and its alternatives); managing a firm's legal matters; agency relationships; corporate governance; legal responsibilities to employees and investors; and relationships among business, government, and society.

EM616 Ethics and Social Responsibility (2.00 cr.)

This course has two primary objectives: it provides a practical, action-oriented approach to business ethics that helps individuals who work in corporations and organizations decide what to do when they are faced with an ethical dilemma; and it explores modern corporate social responsibility, an approach to management that guides organizations beyond creating an ethical environment in the workplace. In particular, the course's social responsibility units consider the obligations of an organization to go beyond maximizing shareholder value. While pursuing these objectives, students study alternative perspectives on a wide range of contemporary business issues through readings and case studies. Ultimately, students see the extent to which ethics and moral and social responsibilities are intertwined.

EM617 Strategy Formulation (1.00 cr.)

Focuses on developing general management insights, and exposing a variety of perspectives on, approaches to, and tools for the conduct of strategic management. Students complete an industry segment situation analysis and a firm-specific strategic audit.

EM650 Integrated Application I: Basic Firm Analysis (2.00 cr.)

Students team to complete an analysis of two publicly traded firms (one leader and one laggard in the same industry) from the Firm Form 10K, annual proxy statement, and corporate website. The course concludes with each team demonstrating the capabilities required to integrate business concepts to analyze the business of a firm, apply the tools provided in the course to the analysis, and effectively present the analysis outcomes in written and oral format.

EM660 Integrated Application II: Industry Analysis (2.00 cr.)

Students team to complete a competitive analysis, an environmental analysis, an economic analysis, and a legal/regulatory analysis of a specific industry. Students apply analytical tools at the industry level to provide a complete picture of the competition landscape within that industry.

EM700 International Field Study (3.00 cr.)

A global perspective is added to the students' business learning experience. The class travels to two international destinations and engages with businesses in those locations. The destinations include emerging markets, while the businesses include both U.S. companies doing business internationally, as well as internationally-domiciled organizations. Students integrate the cultural experience into their program through course assignments and reflection.

EM701 Team Development (3.00 cr.)

The students' experience in teams is augmented. Student teams are reformed following the first year of their programs. The development course engages students in learning activities to bring closure to their first year team experience and transition through the group formation steps to begin their second year team experience.

EM703 Leading Change (2.00 cr.)

A strategic and managerial perspective is taken on leading and orchestrating significant organizational change for improvement in all types of organizations. The change process is analyzed through the lens of the strategist, implementer, and change recipient. Robust change models with broad applicability are introduced. Influence, empowerment, and politicking are seen as critical tools of the change implementer. Developing and communicating a compelling vision while cultivating and maintaining powerful internal and external networks are inherent to the change landscape. Specific implementation steps, change management, and persuasion approaches are seen as important processes to attend to in moving the organization forward. The perspective of change recipients is systematically developed to sensitize executives to the ethical issues and dynamics involved in effective organizational transformation. The course concludes with a perspective on effectively and ethically managing one's career.

EM704 Strategic Marketing (2.50 cr.)

Focuses on marketing strategy, planning, and analysis. This course integrates a competitive marketing simulation where feedback is provided to management teams regarding plans for products entering different stages of the product life cycle. Particular empha-

sis is given to the early stages of the life cycle through a close examination of innovation and product development techniques.

EM705 Strategic Finance (2.50 cr.)

A case-based course with sessions focused on discussion of case content, finance concepts and methods, and current financial events and examples. A principle benefit of the case method is honing critical, analytical, creative, and reflective thinking.

EM707 Information Technology and Strategy (2.00 cr.)

Students develop their ability to synthesize and apply frameworks, technologies, and concepts of information technology (IT) to managerial situations. Additionally, students gain a strategic perspective from which they view IT resources for competitive advantage. Topics include databases, data mining, decision-making with risk, interorganizational systems, information security, and the value of the IT investment.

EM716 Strategy Implementation (1.00 cr.)

Focuses on the application of strategic design tools. The application of the tools to a particular company teaches students how to align the various elements of an organization to support the implementation of a chosen strategy.

EM721 Strategic Operations (2.50 cr.)

Develops the 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 process improvement methods, services and goods development strategies, total quality management, global project management, cross-functional teams, global communication and electronic commerce, supply chain management, and world class operations. Case studies, class discussion, projects, and guest speakers reinforce readings.

EM750 Integrated Application III: Strategic Opportunity Identification (2.50 cr.)

Students team to complete an analysis of multiple firms within an assigned industry in order to identify a strategic opportunity. During the first phase, each team member completes a firm analysis for one company within the assigned industry. During the second phase, each team member identifies a functional strategic initiative available to one additional firm within that same industry, with each member focusing on a separate functional perspective (e.g., marketing, operations, finance, information technology, human resources).

Team members then negotiate among themselves in an observed setting to determine which initiative is best for proposal. The team then submits a plan for implementation of the strategic initiative and a reflection on their product, process of teamwork, and negotiated outcome.

EM760 Integrated Application IV: Strategic Solution Design (5.00 cr.)

Students complete an organizational problem or opportunity identification and solution plan for their own organization, working with their boss's peers (not their own boss). This capstone application allows students to demonstrate their ability to analyze the strategy of their own firm and to devise a strategic initiative to complement the existing strategy of that firm.

EM777 Putting Values into Action (3.00 cr.)

Upon completion of the business curriculum, students participate in a retreat consisting of program reflection, community service, and personal visioning. Students are guided to integrate all they have learned into creating a future that fully uses their content learning, as well as their Jesuit values to be leaders for others.

CLASS OF 2010 AND PRIOR

EX601 Residency in Executive Leadership (2.50 cr.)

Participants spend the first week of their program engaged in program orientation and team building activities. Small study groups are established and individual expertise is shared. Students learn concepts of accounting and statistics, as well as the conceptual understanding of the numerous facets of strategic management through role-playing, case studies, and simulations. Topics include team building, leadership, and communications.

EX602 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.

EX603 Accounting for Executive Decision-Making (3.75 cr.)

By combining case studies, readings, lectures, and class discussion, this course empowers students to integrate accounting information into organizational planning and control processes. Topics include understanding the accounting cycle; the strategic approach to analyzing financial statements, including balance sheet, income statement and cash flow; costing systems; cost-volume-profit analysis; budgeting and control systems; relevant cost and decision-making; performance evaluation; and strategic cost management. Practical application of both financial and managerial accounting is emphasized.

EX605 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.

EX607 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.

EX608 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.

EX609 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.

EX613 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 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.

EX616 Ethics and Corporate Social Responsibility (2.50 cr.)

This course has two primary objectives: it provides a practical, action-oriented approach to business ethics that helps individuals who work in corporations and organizations decide what to do when they are faced with an ethical dilemma; and it explores modern corporate social responsibility, an approach to management that guides organizations beyond creating an ethical environment in the workplace. While pursuing these objectives, students study alternative perspectives on a wide range of contemporary business issues through readings and case studies. Ultimately, students see the extent to which ethics and moral and social responsibilities are intertwined.

EX617 Strategy Formulation (2.50 cr.)

A hands-on, experientially-based course focused on developing general management insights and exposing a variety of perspectives on, approaches to, and tools for the conduct of strategic management. Class sessions variously focus on discussing content from readings, working through examples of strategy tools, techniques and processes, and applying learning to a selected industry group. Components of a situation analysis on the selected industry are completed and a final strategic audit for one firm from the selected industry is also

developed. Students develop their capacities to describe, apply, draw, and defend conclusions from strategic analysis tools; summarize, present, and discuss strategic topics and issues; and identify, understand, analyze, and evaluate the strategies of businesses.

EX700 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.

EX702 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.

EX703 Leading Change (2.50 cr.)

Focuses on the art and skill of leading change in a time of continuous change. Underlying premises are that organizational change, whether planned or unplanned, is inevitable and should be welcomed; organizational change can be effectively managed and led; leading change is a key skill every manager needs to survive and prosper in these turbulent times; and creative thinking will allow continual sustained competitive advantage. Students improve their effectiveness as change agents through broadening their theoretical knowledge of the change process and expanding their repertoire of practical change skills.

EX704 Marketing Management (2.50 cr.)

Provides a broad background on the nature and scope of marketing management. Students develop an understanding of core marketing concepts and apply them to contemporary problems. The focus is on the marketing mix—specifically the controllable variables of product, promotion, distribution, and pricing. Topics

include consumer and industrial goods and services in the domestic and global marketplace, as well as marketing tools for developing actionable plans.

EX705 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.

EX707 Information Technology and Strategy (2.00 cr.)

Examines strategic issues of how a firm determines and changes its position within its environment through the cybernetic process. Focuses on management information systems (MIS), the management of the MIS function, and the development and implementation of a strategic technology strategy. Students learn the impact of information technology on strategy, electronic commerce, organizational forms, security and privacy, and business and operating processes. Topics include issues of information architecture, database management systems, the systems development process, and international operations.

EX711 Team Development and Conflict Resolution (1.00 cr.)

An introduction to the techniques required to effectively interact with and manage people, specifically negotiations and conflict resolution.

EX715 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.

EX718 Strategy Implementation and Consulting Program (3.25 cr.)

Presents strategic integration and implementation as a challenging and innovative learning process. Explores the dynamic interrelationship of strategy formulation and implementation from a general manager’s

perspective. A principal component of this course is the management consulting application (MCA). The MCA provides experiential learning through a hands-on, consulting-like engagement with an organization in the region. Students learn to incorporate the skills and processes developed in the EMBA program and to develop general management skills that are useful in an organizational setting. The final output of the MCA may include a strategic plan, business plan, new market development plan, new venture analysis and development, or financial plan.

EX719 Independent Study (1–3.00 cr.)

Prerequisite: Written permission of the program director. Provides students with the opportunity to do a research or business development project under the supervision of a professor.

EX721 Operations Management (2.50 cr.)

Develops strategic and managerial understanding of production processes for goods and services in all types of organizations. Students use seminar-style active learning and discussion methods to connect the strategy of the encompassing enterprise to strategic perspective in operations and to relate operations to marketing, finance, and other functional areas of the enterprise. Topics include production process improvement methods, services and goods development strategies, total quality management, global project management, cross-functional teams, global communication and electronic commerce, supply chain management, and world class operations. Site visits, video tours, case studies, software demonstrations, and guest speakers reinforce readings.

EX722 Marketing Strategy (2.50 cr.)

Builds directly from Marketing Management (EX704) and is designed to provide an in-depth, hands-on learning experience in marketing strategy, planning and analysis. Key planning concepts and processes are outlined using lectures, case studies, and a sophisticated competitive marketing simulation where feedback is provided to management teams regarding the impact of their strategic and tactical decisions. Students develop marketing plans for products entering different stages of the product life cycle.

EX777 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.

EX799 Special Topics (1.25 cr.)

Students explore a selected business topic from a leadership perspective through the most current readings, discussions, and experiences in the field. Group projects, papers, and presentations may be used to share information on the topic. *May be repeated for credit with different topics.*

ACADEMIC CALENDAR

FALL SEMESTER 2009

JULY 2008

13 **Web and Mail-In Registration begin for Fall Semester**

AUGUST 2009

7 **Web and Mail-In Registration end for Fall Semester**

20 Second Summer Session ends

31 **Fall Semester begins (except Education and Liberal Studies)**

31 Applications due for January 2010 Graduation

31–9/3 Late Registration begins for Fall Semester

SEPTEMBER 2009

7 Labor Day (No Classes)

14 **Fall Semester begins for Education and Liberal Studies**

OCTOBER 2009

NOVEMBER 2009

16 **Web and Mail-In Registration begin for Spring 2010 Semester**

20 Applications due for January Psychology Comprehensive Exams

24 **Last day to withdraw from a course with a grade of W for Fall Semester**

24 Thanksgiving Holiday begins after last class

25–29 Thanksgiving Holiday (No Classes)

26–29 Thanksgiving Holiday (University Closed)

30 Classes Resume

DECEMBER 2009

7, 8, 16, 17 Exams and close of Fall Semester for Education and Liberal Studies

8, 14, Exams and close of Fall Semester

16, 17

18 **Web Registration ends for Spring 2010 Semester**

24–1/3 Christmas Break (University Closed)

SPRING SEMESTER 2010

JANUARY 2010

4 University Opens

4 **Mail-In Registration ends for Spring Semester**

5–6 Psychology Comprehensive Exams

11 **Spring Semester begins**

11 Applications due for May 2010 Graduation

11–14 Late Registration for Spring Semester

18 Martin Luther King Jr. Holiday (University Closed)

TBA Speech-Language Pathology/Audiology Comprehensive Exams

FEBRUARY 2010

12 Applications due for March Psychology Comprehensive Exams

MARCH 2010

1–7 Spring Break

2–3 Psychology Comprehensive Exams

8 Classes Resume

19 Maryland Day Celebration

29 **Last day for Education and Liberal Studies to withdraw from a course with a grade of W for Spring Semester**

APRIL 2010

1–4 Easter Holiday (No Classes)

2–5 Easter Holiday (Offices Closed)

5 Classes Resume

7 **Web and Mail-In Registration begin for Summer 2010 Sessions**

13, 14, Exams and close of Spring Semester for Education and Liberal Studies

19, 22 **Last day to withdraw from a course with a grade of W for Spring Semester**

16 Exams and close of Spring Semester (continued in May)

27–28

MAY 2009

- 3, 6 Exams and close of Spring Semester
 14 Academic Honors and Departmental Awards Ceremony: McManus Theatre, 11 a.m.
 14 Baccalaureate Mass: Venue/Time TBA
 15 Commencement: 1st Mariner Arena, 11 a.m.

SUMMER SESSIONS 2010**MAY 2009**

- 14 **Web and Mail-In Registration end for first Summer Session**
 28–31 Memorial Day Observed (University Closed)

JUNE 2010

- 2 **First Summer Session begins**
 2 Applications due for September 2010 Graduation
 2–3 Late Registration for first Summer Session
 18 Applications due for July Psychology Comprehensive Exams
 22 **Last day to withdraw from a course with a grade of W for first Summer Session**
 30 **Web and Mail-In Registration end for second Summer Session**

JULY 2010

- 2–5 Independence Day Observed (University Closed)
 13 **Web and Mail-In Registration begin for Fall 2009 Semester**
 14 First Summer Session ends
 19 **Second Summer Session begins**
 19–20 Late Registration for second Summer Session
 20–21 Psychology Comprehensive Exams

AUGUST 2010

- 5 **Last day to withdraw from a course with a grade of W for second Summer Session**
 6 **Web and Mail-In Registration end for Fall 2010 Semester**
 26 Second Summer Session ends

SEPTEMBER 2010

- 8, 9, Late Registration begins
 10, 13 for Fall 2010 Semester

* Consult individual departmental listings in the appropriate schedule of classes for registration dates/times unique to each department.

Note: EMBA and MBA Fellows Program dates differ from those shown above. All dates are subject to change. Education students are encouraged to contact their academic advisors with questions about course selection.

BOARD OF TRUSTEES

José Badenes, S.J.

*Associate Professor of Modern Languages and Literatures
Director of Catholic Studies
Loyola Marymount University*

W. Bradley Bennett

*Loyola College '87
President and Chief Executive Officer
FUNDAMENTAL*

Frank P. Bramble, Sr.

*Director
Bank of America Corporation*

Edward Burchell

*Loyola College '64
Investor*

Beverly Burke

*Reporter, Executive Producer and Host
"For Heaven's Sake"
XM Satellite Radio*

William R. Campbell, S.J.

*President
Cheverus High School*

Louis R. Cestello

*Regional President
PNC Bank, Greater Baltimore*

John R. Cochran

*Loyola College '73
Retired Executive
MBNA Corporation*

David L. Ferguson

*Loyola College '77
Partner
Weston Presidio*

James Forbes

*Loyola College '80
Managing Director
Global Health Care Banking
Merrill Lynch & Company*

Gino J. Gemignani, Jr.

*Loyola College '71
Senior Vice-President
The Whiting Turner Contracting Company*

I. H. Hammerman II (Emeritus)

*President
Trust Management, Inc.*

H. Edward Hanway

*Loyola College '74
Chairman and Chief Executive Officer
CIGNA Corporation*

Richard E. Hug (Emeritus)

*Chairman and Chief Executive Officer
Hug Enterprises, Inc.*

M. Cathleen Kaveny

*Professor, The John P. Murphy Foundation Chair in Law
Professor of Theology
University of Notre Dame*

Kevin Keelty

*Loyola College '68
Retired Executive
Capmark Finance, Inc.*

Robert D. Kelly

*Loyola College '94
Vice-President for Student Development
Seattle University*

T. Frank Kennedy, S.J.

*Director, The Jesuit Institute
Canisius Chair in the Humanities
Boston College*

Brian F. Linnane, S.J. *ex-officio*

*President
Loyola University Maryland*

M. Karen McNally, R.S.M.

*Chief Administrative Officer
Stella Maris*

John M. McNamara

*Loyola College '06
Investment Banking Analyst
Stifel, Nicolaus & Company, Inc.*

Hugh W. Mohler

*Chairman and Chief Executive Officer
Bay National Bank*

Aine O'Connor, R.S.M.

*Assistant to the President for Mission
Mercy Medical Center*

Sterling Pack

*Audit and Enterprise Risk Associate
Deloitte, LLP*

John Paterakis, Sr.
President
H & S Bakery

Gerard Reedy, S.J.
University Professor
Fordham University

James B. Sellinger
Vice-President of Technical Sales Support
IBM Americas - IBM Corporation

Michael Tunney, S.J.
Professor of Fine Arts
Rector, Canisius Jesuit Community
Canisius College

Hans Wilhelmsen, D.D.S., M.D., F.A.C.
Loyola College '52
Saint Joseph Medical Center

DIRECTORY

EXECUTIVE ADMINISTRATION

Brian F. Linnane, S.J., President
A.B., Boston College; M.A., Georgetown University;
M.Div., S.T.L., Jesuit School of Theology at Berkeley;
M.A., M.Phil., Ph.D., Yale University

James J. Buckley, Dean, Loyola College
B.A., Cardinal Glennon College; M.A., M.Ph., Ph.D.,
Yale University

Marc M. Camille, Vice-President for Enrollment
Management and Communications
A.B., Rollins College; M.A., University of Miami

Susan M. Donovan, Vice-President for Student
Development; Dean of Students
B.A., Buena Vista College; M.S., Florida State
University; Ph.D., St. Louis University

Karyl B. Leggio, Dean, Sellinger School of Business
and Management
B.S., Virginia Polytechnic Institute and State
University; M.B.A., East Tennessee State University;
Ph.D., University of Kansas

Peter C. Murrell, Jr., Dean, School of Education
B.A., Carleton College; M.S., University of Wisconsin
(Madison); Ph.D., University of Wisconsin (Milwaukee)

John A. Palmucci, Vice-President of Finance/Treasurer
B.S., M.B.A., Northeastern University

Terrence M. Sawyer, Vice-President of Administration
B.A., University of Maryland (College Park); J.D.,
Widener University School of Law

David Sears, Vice-President for Advancement
B.S., Georgetown University; M.B.A., Mount St. Mary's
University

Timothy Law Snyder, Vice-President
for Academic Affairs
B.A., B.S., M.S., University of Toledo; M.A., Ph.D.,
Princeton University

ADMINISTRATION

Ann M. Attanasio, Director, Graduate Business Programs
B.A., LeMoyne College; M.S., Elmira College

David R. Beaupre, Assistant Vice-President
of Financial Services
B.S., College of St. Joseph; M.B.A., Suffolk University

Joseph Boylan, Director of Athletics
B.A., Lafayette College; M.A., Johns Hopkins University

Joseph Bradley, Director of Event Services
B.A., Towson University

Mark Broderick, Director of Student Activities
B.S., University of Scranton

George W. Casey, Assistant Vice-President
for Human Resources
B.A., M.A., The George Washington University;
Ph.D., Union Institute

Xavier A. Cole, Assistant to the Dean of Students
B.A., University of Mississippi; M.A., Miami University
(Oxford)

André P. Colombat, Dean of International Programs
Baccalaureat, Lycee Jean-Puy; B.A., Maitrise,
Universite Lyon II; Ph.D., Washington University

Donelda A. Cook, Assistant Vice-President for
Student Development; Director, Counseling Center
B.S., Delaware State University; M.A., Ph.D.,
Southern Illinois University

Nancy Y. Dafau, Director, Office of Research
and Sponsored Programs
B.A., Colgate University; M.A., University of Miami

David C. Daughaday, Director of Resource Management
B.S., Butler University; M.B.A., Loyola College in
Maryland

Jack Dennis, S.J., Director of Campus Ministry
B.A., Villanova University; M.Div., Jesuit School of
Theology at Berkeley; M.Ed., Harvard University

Dena M. Ebert, Director of Annual Giving
B.A., Bucknell University; M.B.A., Monmouth University

Maureen Welby Faux, Director of Graduate Admission
B.A., M.B.A., Loyola College in Maryland

L. Mickey Fenzel, Interim Associate Dean, School of Education
B.S., M.B.A., Ph.D., Cornell University; M.A. Loyola College in Maryland; Licensed Psychologist

Louise A. Finn, Assistant Vice-President for Information Technology/CIO
B.S., M.B.A., Johns Hopkins University

Kristen Fisher, Director of Ceremonies
B.S., Loyola College in Maryland

Joan M. Flynn, Assistant Vice-President for Administration
B.S., West Virginia University; M.B.A., Loyola College in Maryland

Steven G. Fox, Director of Network Services
B.S., Towson University

Timothy F. Fox, Director, Department of Public Safety
B.A., Gannon University; M.S., Cardinal Stritch College

Manette D. Frese, Director, Executive MBA Programs
B.A., M.B.A., Loyola College in Maryland

Catherine Gugerty, S.S.N.D., Director, Center for Community Service and Justice
B.A., College of Notre Dame of Maryland; M.S., Loyola College in Maryland; NCC

Brian P. Hatcher, Director of Publications
B.A., Pennsylvania State University

Sharon B. Higgins, Assistant Vice-President for Marketing and Communications
B.S., Old Dominion University

Courtney M. Jolley, Director of Public Relations
B.A., Fordham University

Roger J. Kashlak, Interim Associate Dean, Sellinger School of Business and Management
B.S., University of Pennsylvania; M.B.A., Ph.D., Temple University

Suzanne E. Keilson, Assistant Dean, Loyola College
B.A., Yale University; M.S., M.Phil., Ph.D., Columbia University

Rita LaVerghetta-Steiner, Director of Records
B.A., Towson University

Salvatore A. Lenzo, Director of Information Systems, Sellinger School of Business and Management
B.S., M.B.A., Loyola College in Maryland; PMP

Mark L. Lindenmeyer, Assistant Vice-President and Director of Financial Aid
B.A., M.B.A., Loyola College in Maryland

Eugenia Lombardi, Director of Student Health Services
R.N., B.S., Mount St. Agnes College; M.A., C.R.N.P., University of Maryland

Jen L. Lowry, Associate Vice-President for Academic Affairs
B.S., University of Evansville; M.S., Ph.D., Saint Louis University

Michael J. Mansfield, Director of Student Administrative Services
B.B.A., State University of New York; M.B.A., Loyola College in Maryland

Brian McDermott, S.J., Rector
B.A., M.A., Fordham University; M.Div., Woodstock College; S.Th., Union Theological Seminary; Dr.Theol., University of Nijmegen (Holland)

John McGinty, Director, Loyola/Notre Dame Library
B.A., Columbia University; M.L.S., Rutgers University; M.B.A., University of Connecticut

Deborah Miller, Director, Academic Advising and Support Center
B.A., Wake Forest University; M.A., Loyola College in Maryland

Jennifer Mills, Director of Payroll Operations
B.S., Salisbury University; M.B.A., Loyola College in Maryland

Kelly Nelson, Controller
B.S., University of Florida; M.A.S., University of Illinois; CPA

James B. O'Hara, Special Assistant, Executive MBA Programs
B.A., St. Mary's Seminary; S.T.B., S.T.L., Gregorian University; J.D., University of Baltimore

Les Pely, Director of Project Management and Facilities Maintenance
B.A., M.Ed., Loyola College in Maryland

Thomas J. Podles, Director of Computing Services
B.S., University of Maryland; M.E.S., Loyola College in Maryland

Robert B. Pond, Jr., Associate Dean for the Natural Sciences, Loyola College
B.E.S., Johns Hopkins University; M.S., Ph.D., University of Pennsylvania

Charles H. Riordan, Director of Facilities Operations
B.A., Benedictine College; M.B.A., Monmouth University

Richard T. Satterlee, Assistant Vice-President for Student Development
B.A., Occidental College; M.Ed., Oregon State University

Terra Schehr, Assistant Vice-President for Institutional Research and Effectiveness
B.A., Emory and Henry College; M.A., San Francisco State University

Helen T. Schneider, Associate Vice-President for Facilities and Campus Services
B.A., University of Virginia; M.B.A., University of Delaware

Janet Simon Schreck, Director of Clinics, The Loyola Clinical Centers
B.A., M.S., Loyola College in Maryland; CCC-SLP

CreSaundra Sills, Director, The Career Center
B.A., M.A., Loyola College in Maryland; Ph.D., University of Maryland

Paul Smith, Director of Business Continuation
B.S., Ohio State University

Kurt Sudbrink, Director of Corporate and Foundation Relations
B.S., Towson University; M.P.A., University of Baltimore

Amanda McCombs Thomas, Associate Vice-President for Graduate Studies
B.A., College of William and Mary; M.S., Ph.D., University of Georgia

Doris A. Trainor, Director of Employee Relations and Professional Development
B.S.C.E., University of Miami; M.A.S., Johns Hopkins University

Christopher R. Vaughan, Special Assistant to the Vice-President for Advancement
B.A., Loyola College in Maryland

Elizabeth Vindivich, Budget Director, Facilities and Campus Services

Pamela Wetherbee-Metcalf, Director of Recreational Sports
B.A., Salem College; M.A., The United States Sports Academy

Martha L. Wharton, Assistant Vice-President for Academic Affairs and Diversity
B.A., Dartmouth College; J.D., Dickinson School of Law; Ph.D., University of Massachusetts (Amherst)

Marcia F. Wiedefeld, Director of Disability Support Services
B.S., Towson University; M.A., The George Washington University; CRC

Jan E. Williams, Director, Alcohol and Drug Education and Support Services
B.A., Colgate University; J.D., The George Washington University

DEPARTMENT CHAIRS

John D. Burger, Associate Professor of Economics; Chair, Department of Economics
B.A., Wake Forest University; Ph.D., University of North Carolina

Christy L. DeVader, Associate Professor of Management; Chair, Department of Management and International Business
B.S., Fort Hays State University; M.A., Ph.D., University of Akron

Randall P. Donaldson, Associate Professor of Modern Languages and Literatures (German); Director, Graduate Program in Liberal Studies
B.A., Pomona College; M.A., Ph.D., Johns Hopkins University

Sharon L. Dubble, Assistant Professor of Education; Chair/Director, Graduate Program in Montessori Education
B.A., University of Michigan; A.M.I., Washington Montessori Institute; Ph.D., Walden University

Roger D. Eastman, Associate Professor of Computer Science; Chair, Computer Science Department
B.A., University of Missouri; M.S., Ph.D., University of Maryland

Lisa M. Fairchild, Professor of Finance; Chair, Department of Finance
B.B.A., East Tennessee State University; Ph.D., University of South Carolina

Andrea Giampetro-Meyer, Professor of Law; Chair, Department of Law and Social Responsibility
B.S.B.A., Bowling Green State University; J.D., College of William and Mary

C. Kevin Gillespie, S.J., Associate Professor of Pastoral Counseling; Chair, Pastoral Counseling Department
B.S., St. Joseph's College; M.A., Duquesne University; M.Div., The Jesuit School of Theology at Berkeley; Ph.D., Boston University; CPC

Kermit O. Keeling, Associate Professor of Accounting; Chair, Department of Accounting
B.S.E.E., University of Cincinnati; M.B.A., Southern Methodist University; L.L.M., J.D., University of Houston; CPA

Richard Klink, Professor of Marketing; Chair, Department of Marketing
B.S., Duquesne University; M.B.A., Ph.D., University of Pittsburgh

Beth A. Kotchick, Associate Professor of Psychology; Chair, Psychology Department
B.A., M.A., Loyola College in Maryland; Ph.D., University of Georgia

Gloria Phillips-Wren, Associate Professor of Information Systems; Chair, Department of Information Systems and Operations Management
B.A., Western Maryland College; M.Ed., Towson University; M.B.A., Loyola College in Maryland; M.S., Ph.D., University of Maryland (Baltimore County)

Peter L. Rennert-Ariev, Associate Professor of Education; Chair, Department of Education Specialties
B.A., Hamilton College; M.Ed., George Mason University; Ph.D., University of Maryland (College Park)

Kathleen Siren, Assistant Professor of Speech-Language Pathology/Audiology; Chair, Department of Speech-Language Pathology/Audiology
B.A., M.A., Ph.D., University of Kansas; CCC-SLP

Wendy M. Smith, Associate Professor of Education; Chair, Department of Teacher Education
B.S., State University of New York; M.Ed., University of North Carolina; Ph.D., University of Wyoming

FACULTY

Neil Alperstein, Professor of Communication
B.S., Ph.D., University of Maryland; M.A., Antioch College

Deborah Anthony, Instructor of Education;
Internship Coordinator, Professional Development
Schools (Elementary)
B.A., Towson University; M.A., Johns Hopkins University

Douglas A. Ashworth, Affiliate Instructor
of Computer Science
B.S., Drexel University; M.E.S., Loyola College
in Maryland

Gerard A. Athaide, Professor of Marketing
B.Sc., M.M.S., University of Bombay; M.B.A., Ph.D.,
Syracuse University

Kay Baker, Assistant Professor of Education; Director
of AMI Training (Elementary Level)
B.A., College of New Rochelle; M.A., Ph.D., University
of Maryland

Ned Balbo, Affiliate Associate Professor of Writing
A.B., Vassar College; M.A., Johns Hopkins University;
M.F.A., University of Iowa

Christopher J. Barnes, Instructor of Education;
Internship Coordinator, Professional Development
Schools (Secondary–Education)
B.A., Western Washington University; M.S., Western
Maryland College

Jeffrey Barnett, Affiliate Professor of Psychology
B.S., State University of New York, College at
Oneonta; M.A., Psy.D., Yeshiva University; ABPP

Carolyn McNamara Barry, Associate Professor
of Psychology; Director, Undergraduate Education
(Psychology)
B.S., Ursinus College; Ph.D., University of Maryland
(College Park)

S. Craig Bass, Affiliate Instructor of Education
B.A., University of Maryland; M.A., Loyola College
in Maryland

R. Andrew Bauer, Affiliate Assistant Professor
of Economics
B.A., American University; Ph.D., Emory University

David R. Belz, Affiliate Instructor of Writing
B.A., Loyola College in Maryland; M.L.A.,
St. John's College

Michael D. Bender, Affiliate Instructor
of Computer Science
B.S., Johns Hopkins University; M.E.S., Loyola College
in Maryland

Michael E. Berman, Affiliate Instructor of Computer
Science; Director of Program Operations, Graduate
Programs in Computer Science
B.S., University of Delaware; M.S., University of
Maryland (Baltimore County)

Joel Bettmann, Affiliate Clinical Faculty of Education
B.A., Marietta College; M.A., Loyola College in
Maryland; Director of Training, Association
Montessori Internationale

Hossein Beyzavi, Affiliate Instructor
of Computer Science
B.S., Mankato State University; M.E.S., Loyola College
in Maryland

David W. Binkley, Professor of Computer Science;
Director and Academic Coordinator (Software
Engineering), Graduate Programs in Computer Science
B.S., Case Western Reserve University; M.S., Ph.D.,
University of Wisconsin (Madison)

Shelley Bliss, Affiliate Instructor of Information
Systems and Operations Management
B.S., Towson University; M.S., Johns Hopkins University

William E. Blouch, Professor of Accounting
B.S.B.A., M.B.A., Shippensburg University; D.B.A.,
Kent State University

Lisa Boarman, Affiliate Instructor of Education
B.S., Salisbury State University; M.S., Johns Hopkins
University

Mark J. Bock, Affiliate Assistant Professor of Economics
B.A., Canisius College; Ph.D., Binghamton University

Richard P. Boothby, Professor of Philosophy
A.B., Yale University; M.Ed., Harvard University;
Ph.D., Boston University

David A. Boyd, Affiliate Instructor of Computer Science
B.S., University of Maryland (College Park); M.S.,
Loyola College in Maryland

John R. Breihan, Professor of History
A.B., Princeton University; Ph.D., University of
Cambridge (England)

Timothy Brown, S.J., Associate Professor of Law
B.S., Georgetown University; M.Div., Fordham
University; M.Div., Weston School of Theology; J.D.,
George Mason University

James R. Bunzli, Associate Professor of Fine Arts
(Theatre)
B.A., Kalamazoo College; M.F.A., University of Texas
(Austin); Ph.D., Bowling Green State University

John D. Burger, Associate Professor of Economics;
Chair, Department of Economics
B.A., Wake Forest University; Ph.D., University of
North Carolina

Kathleen A. Burgess, Affiliate Instructor of Education
B.S., Pennsylvania State University; M.S.Ed.,
University of Pennsylvania; Ph.D., University of Virginia

Steven A. Burr, Affiliate Instructor of Liberal Studies
B.S., Towson State University; M.M.S., Loyola College in
Maryland; D.L.S. (candidate), Georgetown University

Michael G. Burton, Professor of Sociology; Director,
Global Studies Program
B.S., University of Houston; M.A., Ph.D., University of
Texas (Austin)

Paula Durand Campbell, Affiliate Assistant Professor
of Marketing
B.S., University of Louisiana; M.B.A., Loyola College
in Maryland

Wayne Carmean, Affiliate Assistant Professor
of Education
B.S., M.Ed., University of Delaware; Ed.D.,
Nova University

Catherine Castellán, Assistant Professor of Education
B.S., Ph.D., University of Maryland (College Park);
M.A., Loyola College in Maryland

Marie Celeste, Associate Professor of Education
B.A., M.S., Florida State University; Ed.D., Bowie
State University

Yaakov Chaikin, Affiliate Instructor of Computer
Science; Academic Coordinator, Graduate Programs
in Computer Science (Web Development)
B.S., University of Maryland Baltimore County; M.S.,
Johns Hopkins University

Jason Cherubini, Affiliate Instructor of Finance
B.A., M.S., M.B.A., Tulane University

David R. Cheslock, Affiliate Instructor
of Computer Science
B.A., M.Ed., University of Maryland (College Park);
M.S., Johns Hopkins University

Sharon E. Cheston, Professor of Pastoral Counseling;
Director of Doctoral Admissions (Pastoral Counseling)
B.A., Roanoke College; M.Ed., North Carolina State
University; Ed.D., Northern Illinois University; LCPC

Joseph W. Ciarrocchi, Professor of Pastoral Counseling;
Director of C.S.T. Programs (Pastoral Counseling)
B.A., St. Fidelis College; M.A., Capuchin College;
Ph.D., The Catholic University of America

Mary Jo Coiro, Clinical Faculty of Psychology;
Division Director, Behavioral Health and Assessment
Services, Loyola Clinical Centers
B.A., College of William and Mary; M.A., Bryn Mawr
College; Ph.D., University of Virginia

Donelda A. Cook, Affiliate Assistant Professor
of Pastoral Counseling; Assistant Vice-President for
Student Development; Director, Counseling Center
B.S., Delaware State University; M.A., Ph.D.,
Southern Illinois University

Russell J. Cook, Professor of Communication; Chair,
Department of Communication
B.F.A., M.A., Miami University (Ohio); Ph.D., Ohio
University (Athens)

Ernest F. Cooke, Professor of Marketing
B.E.E., New York University; M.S., Case Institute of
Technology; M.A., Western Reserve University; Ph.D.,
Case Western Reserve University; P.E. (Ohio)

Rosemary Cook-Johnson, Affiliate Assistant Professor
of Pastoral Counseling
B.S., Towson University; M.S.W., University of Maryland
(Baltimore); Ph.D., Loyola College in Maryland; LCSW-C

Cheryl Council, Affiliate Clinical Faculty of Speech-
Language Pathology/Audiology; Clinical Supervisor
of Speech-Language Pathology/Audiology
B.A., M.S., Loyola College in Maryland; CCC-SLP

Georgiana Cracuin, Assistant Professor of Marketing
B.S., Academy of Economic Studies (Romania); M.S.,
University of Antwerp (Belgium); Ph.D., University of
South Carolina

Caitlin Cross-Barnet, Affiliate Instructor of Education
B.A., Oberlin College; M.A. Boston College; M.A.,
Ph.D., Johns Hopkins University

David G. Crough, Associate Professor of Psychology
B.S., Ursinus College; M.A., Ph.D., The Catholic
University of America

Jeffrey Cummings, Associate Professor of Management
B.B.A., M.B.A., Ph.D., The George Washington
University

Debby Deal, Associate Professor of Education;
Director, Graduate Program in Literacy
B.A., University of California; M.A., Fresno Pacific
College; Ph.D., George Mason University

Nathan D. DeGraw, Affiliate Instructor
of Computer Science
B.S., Utah Valley State College; M.S., Utah State University

Victor R. Delclos, Professor of Education
B.A., Boston College; M.S., Loyola College in Maryland;
Ph.D., George Peabody College of Vanderbilt University

William Deming, Affiliate Assistant Professor
of Management
B.S., M.G.A., University of Maryland University College

Frederick W. Derrick, Professor of Economics
B.S., M.S., Ph.D., North Carolina State University

Harsha B. Desai, Professor of Management
B.E., University of Poona; M.S., Ph.D., Pennsylvania
State University

Christy L. DeVader, Associate Professor of Management;
Chair, Department of Management and International
Business
B.S., Fort Hays State University; M.A., Ph.D., University
of Akron

G. Edward Dickey, Affiliate Professor of Economics
B.A., Johns Hopkins University; M.A., Ph.D.,
Northwestern University

Theresa DiDonato, Assistant Professor of Psychology
B.A., Wellesley College; Sc.M., Ph.D., Brown University

John DiJoseph, Affiliate Instructor of Liberal Studies
B.A., Catholic University of America; M.A., George
Mason University; M.A., Ph.D., The Catholic University
of America

Thomas J. DiLorenzo, Professor of Economics
B.A., Westminster College; Ph.D., Virginia Polytechnic
Institute and State University

Randall P. Donaldson, Associate Professor of Modern
Languages and Literatures (German); Director,
Graduate Program in Liberal Studies
B.A., Pomona College; M.A., Ph.D., Johns Hopkins
University

David C. Dougherty, Professor of English
A.B., West Liberty State College; M.A., Xavier University;
Ph.D., Miami University (Ohio)

Frank P. D'Souza, Instructor of Finance
B.S., University of Bombay (India); M.B.A., St. Cloud
State University; Ph.D., Oklahoma State University

Sharon L. Dubble, Assistant Professor of Education;
Chair/Director, Graduate Program in Montessori
Education
B.A., University of Michigan; A.M.I., Washington
Montessori Institute; Ph.D., Walden University

Silvia Dubovoy, Affiliate Clinical Faculty of Education
B.A., International College (Los Angeles); M.A.,
Ph.D., Universidad de Barcelona; Director of
Training, Association Montessori Internationale

Margaret Dumler, Affiliate Instructor of Education
B.S., University of Maryland; M.A., Loyola College
in Maryland

Dennis P. Dworkowski, Affiliate Instructor
of Computer Science
B.S., M.E.S., Loyola College in Maryland

Beverly E. Eanes, Affiliate Assistant Professor
of Pastoral Counseling
B.S.N., Johns Hopkins University; M.S., M.Ed.,
University of Maryland; Ph.D., Loyola College in
Maryland; CNM

Edward David Eanes, Affiliate Assistant Professor
of Pastoral Counseling
B.S., College of William and Mary; M.A., Ph.D., Johns
Hopkins University

Roger D. Eastman, Associate Professor of Computer
Science; Chair, Computer Science Department
B.A., University of Missouri; M.S., Ph.D., University
of Maryland

John Eiben, Affiliate Instructor of Computer Science
B.A., University of Pittsburgh; M.A., University
of Baltimore

Nan S. Ellis, Professor of Law
B.A., J.D., Ohio State University

Bradley T. Erford, Professor of Education
B.S., Grove City College; M.A., Bucknell University;
Ph.D., University of Virginia

Morton M. Esterson, Affiliate Instructor of Education
B.S., The City College of New York; M.Ed., C.A.S.E.,
Loyola College in Maryland

John T. Everett, Affiliate Assistant Professor of
Management and International Business
B.A., Mount St. Mary's College; M.L.A., Johns Hopkins
University; M.B.A., Loyola College in Maryland

George S. Everly, Jr., Affiliate Professor of Psychology
B.S., M.A., Ph.D., University of Maryland
(College Park); ABPP

Lisa M. Fairchild, Professor of Finance; Chair,
Department of Finance
B.B.A., East Tennessee State University; Ph.D.,
University of South Carolina

James R. Farnum, Jr., Affiliate Assistant Professor
of Finance
B.S., University of Maryland (College Park); M.B.A.,
Loyola College in Maryland

Gyorgy Fekete, Affiliate Instructor
of Computer Science
Ph.D., University of Maryland (College Park)

Karyn M. Felder, Affiliate Instructor of Education
B.S., University of Maryland (College Park); M.S.,
Ph.D., Loyola College in Maryland

Carin Feldman, Affiliate Clinical Faculty of Speech-
Language Pathology/Audiology; Division Director,
Margaret A. McManus Speech, Language, and
Hearing Clinic
B.A., Adelphi University; M.S., Brooklyn College;
CCC-SLP

L. Mickey Fenzel, Professor of Education; Director,
Graduate Program in Teacher Education; Interim
Associate Chair, School of Education
B.S., M.B.A., Ph.D., Cornell University; M.A. Loyola
College in Maryland; Licensed Psychologist

Geraldine M. Fialkowski, Affiliate Assistant Professor
of Pastoral Counseling; Director of M.S. Admissions
(Pastoral Counseling)
B.A., College of Notre Dame of Maryland; M.A.,
St. Mary's Seminary and University; M.S., Ph.D.,
Loyola College in Maryland; LCPC

Marco Figueiredo, Affiliate Instructor of Computer
Science; Director, Center for Community Informatics
B.S.E.E., Universidade Federal de Minas Gerais (Brazil);
M.S., Loyola College in Maryland

William Finegan, Affiliate Instructor of Information
Systems and Operations Management
B.B.A., Loyola College in Maryland; M.B.A., University
of Baltimore; Master's Certificate, Villanova University

Charles Fitzsimmons, Affiliate Assistant Professor
of Management
A.B., Loyola College in Maryland; M.L.A., Johns Hopkins
University; Ed.D., The George Washington University

Harold D. Fletcher, Professor of Finance
B.S., Western Kentucky University; M.A., University of
Kentucky; Ph.D., University of Illinois

Stephanie A. Flores-Koulish, Assistant Professor of
Education; Director, Graduate Program in Curriculum
and Instruction
B.A., San Jose State University; M.S., Syracuse University;
Ph.D., Boston College

Richard H. Franke, Professor of Management
and International Business
M.Ch.E., Cornell University; M.B.A., University of
Pittsburgh; Ph.D., University of Rochester

Michael D. French, S.J., Affiliate Instructor
of Computer Science
B.A., Fordham University; M.A., University of
Washington; M.Div., St. Mary's University (Nova Scotia);
M.E.S., Loyola College in Maryland

Jon A. Fulkerson, Instructor of Finance
B.S., M.B.A., Eastern Kentucky University; M.S., Ph.D.
(candidate), University of Kentucky

Frederick Fusting, Instructor of Marketing
B.S., Towson University; M.B.A., Loyola College
in Maryland

Sally Gallena, Affiliate Clinical Faculty
of Speech-Language Pathology/Audiology
B.S., Towson University; M.S., Loyola College
in Maryland; CCC-SLP

Nancy E. Gant, Affiliate Instructor of Education
B.S., M.S., Loyola College in Maryland

Barbara A. Garman, Affiliate Assistant Professor
of Marketing
M.B.A., Loyola College in Maryland

Andrea Giampetro-Meyer, Professor of Law; Chair, Department of Law and Social Responsibility
B.S.B.A., Bowling Green State University; J.D., College of William and Mary

C. Kevin Gillespie, S.J., Associate Professor of Pastoral Counseling; Chair, Pastoral Counseling Department
B.S., St. Joseph's College; M.A., Duquesne University; M.Div., The Jesuit School of Theology at Berkeley; Ph.D., Boston University; CPC

Karen Gladden, Affiliate Instructor of Education
B.A., Towson University; M.S., Johns Hopkins University

James R. Glenn, Associate Professor of Computer Science
A.B., Amherst College; Ph.D., University of Maryland

Mina Goodman, Affiliate Clinical Faculty of Speech-Language Pathology/Audiology; Division Director, Columbia Speech and Language Center
B.A., Goucher College; M.Ed., M.S., Loyola College in Maryland; CCC-SLP

Joan B. Gordon, Affiliate Assistant Professor of Law
B.A., Gettysburg College; J.D., University of Baltimore

Sharon Green-Hennessy, Associate Professor of Psychology
B.A., Clark University; M.A., Ph.D., University of Rochester

Rachel L. Grover, Assistant Professor of Psychology
B.S., Cornell University; Ph.D., University of Maine

Annette M. Haines, Affiliate Clinical Faculty of Education
B.A., Washington University; M.Ed., Cleveland State University; Director of Training, Association Montessori Internationale

Deborah G. Haskins, Affiliate Assistant Professor of Psychology; Director of Undergraduate and Master's Field Education (Psychology)
B.S., M.A., Rider University; Ph.D., Loyola College in Maryland; LCPC

John M. Hayes, Affiliate Assistant Professor of Pastoral Counseling
B.A., M.A., Ph.D., The Catholic University of America

Janet A. Headley, Professor of Fine Arts (Art History);
B.A., University of Delaware; M.A., Temple University; Ph.D., University of Maryland

Barry K. Hedden, Affiliate Assistant Professor of Marketing
B.A., M.M.C., University of South Carolina

Debra R. Henninger, Affiliate Instructor of Education
B.S., M.S., Towson University

Michael Herring, Affiliate Instructor of Information Systems and Operations Management
B.S., Mississippi State University; M.B.A., Loyola College in Maryland

Afra A. Hersi, Assistant Professor of Education
B.S., Radford University; M.Ed., Boston College

Carol Hicks, Affiliate Clinical Faculty of Education
B.A., Marquette University; M.Ed., Loyola College in Maryland; Director of Training, Association Montessori Internationale

Christopher I. Higginson, Assistant Professor of Psychology
B.S., M.S., Ph.D., Washington State University

Francis G. Hilton, S.J., Associate Professor of Economics
B.A., M.A., Fordham University; M.A., Loyola University (Chicago); M.Theo., M.Div., Weston School of Theology; M.Ed., Harvard University; Ph.D., University of Wisconsin (Madison)

Ellen D. Hoadley, Professor of Information Systems; Academic Director, Executive MBA Programs
B.A., Florida State University; M.B.A., Ph.D., Indiana University

Nicholas G. Hobar, Affiliate Assistant Professor of Education
B.S., California State College; M.Ed., D.Ed., Pennsylvania State University

Bette M. Hobner, Affiliate Instructor of Education
B.A., M.Ed., Loyola College in Maryland

Charles C. Hogg III, Affiliate Assistant Professor of Finance
B.S., United States Military Academy; M.B.A., Harvard University

Mark Hubbard, Affiliate Assistant Professor of Management
B.S., University of Maryland University College; M.B.A., Loyola College in Maryland; J.D., University of Maryland

Amy B. Huggins, Affiliate Instructor of Education; Director, Graduate Program in Kodály Music Education B.M.Ed., Peabody Conservatory of Music; M.M.Ed., Holy Names College

Steven C. Hughes, Professor of History B.A., University of Colorado; M.A., University of Connecticut; Ph.D., University of Michigan

Octavian G. Ionic, Assistant Professor of Finance B.S., M.S., Ph.D., Academy of Economic Studies (Romania); M.A., American University

Brian K. Israel, Affiliate Assistant Professor of Finance B.A., B.S., University of Maryland; M.B.A., Loyola College in Maryland; CPA

John S. Jeffreys, Affiliate Assistant Professor of Pastoral Counseling B.S., Ed.D., University of Maryland; M.A., California State Polytechnic University

Adanna Johnson, Assistant Professor of Psychology B.S., Prairie View A&M University; M.A., Ph.D., Marquette University

Lisa A. Jones, Affiliate Clinical Faculty of Speech-Language Pathology/Audiology B.A., Furman University; M.Ed., Florida Atlantic University; CCC-SLP

Sharon G. Kachur, Affiliate Instructor of Education B.S., North Carolina Wesleyan College; M.Ed. Loyola College in Maryland

Roger J. Kashlak, Professor of Management and International Business; Interim Associate Dean, Sellinger School of Business and Management B.S., University of Pennsylvania; M.B.A., Ph.D., Temple University

Eleanor Kaufman, Instructor of Education B.A., Hood College; M.S., Potsdam College

Alp Kayabasi, Affiliate Instructor of Computer Science B.S.E.E., University of Maryland (College Park); M.E.S., Loyola College in Maryland; M.S.E.E., University of Maryland (Baltimore County)

Kermit O. Keeling, Associate Professor of Accounting; Chair, Department of Accounting B.S.E.E., University of Cincinnati; M.B.A., Southern Methodist University; L.L.M., J.D., University of Houston; CPA

Mary Keene, Affiliate Instructor of Education B.S., Northwestern State University; M.S., Morgan State University

Judith V. Kehe, Affiliate Assistant Professor of Pastoral Counseling B.A., Marquette Manhattan College; M.A., New School University; Ph.D., Loyola College in Maryland; ACS, LCPC, NCC, RN

James J. Kelly, S.J., Assistant Professor of Economics B.A., Beloit College; M.B.A., Washington University; M.A., Fordham University; M.Div. Weston Jesuit School of Theology

Elizabeth J. Kennedy, Assistant Professor of Law B.A. Smith College; J.D., University of California (Berkeley)

Marie Kerins, Associate Professor of Speech-Language Pathology/Audiology B.S., Marquette University; M.S., Loyola College in Maryland; Ed.D., Johns Hopkins University; CCC-SLP

Elliot King, Professor of Communication; Assistant Chair, Department of Communication B.A., California State University; M.S., Columbia University; Ph.D., University of California (San Diego)

Matthew W. Kirkhart, Associate Professor of Psychology B.A., M.A., West Virginia University; Ph.D., University of North Carolina at Greensboro

Richard Klink, Professor of Marketing; Chair, Department of Marketing B.S., Duquesne University; M.B.A., Ph.D., University of Pittsburgh

Beth A. Kotchick, Associate Professor of Psychology; Chair, Psychology Department B.A., M.A., Loyola College in Maryland; Ph.D., University of Georgia

Joseph Kovacic, Affiliate Instructor of Computer Science B.E., M.E., Manhattan College; M.S., University of New Mexico; M.E.S., Loyola College in Maryland

Anthony F. Krisak, Affiliate Assistant Professor of Pastoral Counseling B.A., St. Mary's College; Th.M., Jesuit School of Theology at Berkeley; M.A., S.T.L., S.T.D., The Catholic University of America

Joseph Kufera, Affiliate Assistant Professor of Economics B.A., Loyola College in Maryland; M.A., Pennsylvania State University

Gauri Kulkarni, Assistant Professor of Marketing
B.S., Pennsylvania State University; Ph.D., University
of Maryland (College Park)

Libby Kumin, Professor of Speech-Language
Pathology/Audiology
B.A., Long Island University; M.A., Ph.D., New York
University; CCC-SLP

Joseph M. Langmead, Visiting Instructor of Accounting
and Finance
B.A., M.B.A., Loyola College in Maryland; CPA

Marcia R. Lathroum, Affiliate Instructor of Education
B.S., Boston University; M.S., Loyola College in Maryland

Jeffrey M. Lating, Professor of Psychology;
Associate Chair and Director of Clinical Training,
Psychology Department
B.A., Swarthmore College; M.S., Ph.D., University
of Georgia

Dawn J. Lawrie, Assistant Professor
of Computer Science
A.B., Dartmouth College; M.S., Ph.D., University of
Massachusetts (Amherst)

Sangwoo Lee, Assistant Professor of Finance
B.S., M.S., Pohang University of Science and Technology
(South Korea); M.B.A., Ph.D., University of Illinois

Karyl B. Leggio, Professor of Finance; Dean, Sellinger
School of Business and Management
B.S., Virginia Polytechnic Institute and State University;
M.B.A., East Tennessee State University; Ph.D.,
University of Kansas

Salvatore A. Lenzo, Affiliate Assistant Professor of
International Business; Director of Information
Systems, Sellinger School of Business and Management
B.S., M.B.A., Loyola College in Maryland; PMP

Robin B. Levien, Affiliate Instructor of Education
B.S., University of Maryland; M.S., The George
Washington University

Lisa M. Lewis, Instructor of Education
B.S., Cumberland College; M.S., Loyola College
in Maryland

Michael Liebman, Affiliate Assistant Professor
of Management
B.S., University of Baltimore; M.S., Johns Hopkins
University

Lynn Linde, Assistant Professor of Education; Internship
Coordinator, School Counseling (Education)
B.A., Clark University; M.A., Ed.D., The George
Washington University

Peter R. Litchka, Assistant Professor of Education;
Director, Graduate Program in Educational Leadership
B.A., State University of New York at Geneseo; M.S.,
Johns Hopkins University; Ed.D., Seton Hall University

Christopher Little, Affiliate Instructor of Finance
B.A., Dickinson College; M.S.F., Loyola College
in Maryland

Barbara J. Livermon, Instructor of Education;
Internship Coordinator, Professional Development
Schools (Elementary)
B.A., College of Notre Dame of Maryland; M.Ed.,
Loyola College in Maryland

Charles T. LoPresto, Associate Professor of Psychology
B.A., LaSalle University; M.A., Loyola College in
Maryland; Ph.D., Howard University

Peter Lorenzi, Professor of Management
B.S., M.B.A., Binghamton University; Ph.D.,
Pennsylvania State University

Jen L. Lowry, Associate Professor of Psychology;
Associate Vice-President for Academic Affairs
B.S., University of Evansville; M.S., Ph.D.,
Saint Louis University

Paul Lukacs, Associate Professor of English;
Director, Center for the Humanities
B.A., Kenyon College; M.A., Ph.D., Johns Hopkins
University

Heather Z. Lyons, Assistant Professor of Psychology;
Director of Masters Education, Practitioner Track
(Psychology)
B.A., Northeastern University (Boston); M.A., Ph.D.,
University of Maryland (College Park)

Elizabeth E. MacDougall, Affiliate Assistant Professor
of Psychology
B.S., Geneva College; M.A., Loyola College in
Maryland; Ph.D., Fairleigh Dickinson University

Gina Magyar-Russell, Assistant Professor
of Pastoral Counseling
B.A., University of Michigan; M.A., Ph.D., Bowling
Green University; LP

David Marcovitz, Associate Professor of Education; Director, Graduate Program in Educational Technology B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Illinois

Francis P. Martini, Affiliate Assistant Professor of Marketing B.A., University of Pittsburgh; M.B.A., Loyola College in Maryland

Danielle Matrangola, Affiliate Instructor of Speech-Language Pathology/Audiology; Director of Clinical Externships, Speech-Language Pathology/Audiology B.A., M.S. Loyola College in Maryland; CCC-SLP

Geoffrey L. Matrangola, Affiliate Instructor of Computer Science B.S., Towson University; M.E.S., Loyola College in Maryland

James M. Mauser, Affiliate Assistant Professor of Finance B.B.A., James Madison University; M.B.A. University of Baltimore

Claudia N. McBrien, Affiliate Instructor of Education B.S., Towson University; M.Ed., American University

Donald E. McBrien, Affiliate Assistant Professor of Education B.S., Towson University; M.Ed., Ph.D., University of Maryland

Janet R. McDonnell, Instructor of Education; Director of AMI Training (Primary Level) B.A., University of Wisconsin; AMI Primary Diploma, Midwest Montessori Institute; AMI Elementary Diploma, Ohio Montessori Training Institute; AMI Special Education Diploma, Montessori Teacher Training Center of Northern California; Trainer Diploma, Washington Montessori Institute; M.Ed., Loyola College in Maryland

John C. McFadden, Affiliate Assistant Professor of Information Systems B.S.M.E., Villanova University; M.S.A., The George Washington University

Daniel M. McGuiness, Associate Professor of Writing B.A., St. Ambrose College; M.A., Southern Illinois University (Carbondale); Ph.D., University of Iowa

John L. McLaughlin, Sr., Affiliate Assistant Professor of Pastoral Counseling A.B., M.A., LaSalle College; M.A., Ph.D., The George Washington University

Anthony J. Mento, Professor of Management B.A., Ph.D., University of Maryland; M.A., Towson University

Mary Ellen Merrick, I.H.M., Affiliate Assistant Professor of Pastoral Counseling B.A., M.S., Maryland College; M.S., C.A.S., Loyola College in Maryland; D.Min., Graduate Theological Foundation; LCPC

Gordon A. Michaloski, Affiliate Instructor of Education B.A., Towson University; M.A., Loyola College in Maryland

Alfred R. Michenzi, Professor of Accounting B.S., University of Pittsburgh; M.S., Case Institute of Technology; Ph.D., Case Western Reserve University; CPA

Michele Miller, Affiliate Clinical Faculty of Speech-Language Pathology/Audiology B.A., Loyola College in Maryland; M.S., West Virginia University; CCC-SLP

John D. Mojzisek, Affiliate Assistant Professor of Education B.A., University of Notre Dame; M.A., Ph.D., Loyola College in Maryland

Silvia Montanaro, Affiliate Clinical Faculty of Education M.D., University of Rome; Director of Training, Association Montessori Internationale

Cheryl Moore-Thomas, Associate Professor of Education B.A., M.Ed., Loyola College in Maryland; Ph.D., University of Maryland

Claudia A. Morelli, Assistant Professor of Speech-Language Pathology/Audiology B.A., Emmanuel College; M.S., University of Rhode Island; Ph.D., University of Florida; CCC-SLP

Brian Murray, Professor of Writing B.A., Dominican College; M.A., Ph.D., University of Tulsa

Peter C. Murrell, Jr., Professor of Education; Dean, School of Education B.A., Carleton College; M.S., University of Wisconsin (Madison); Ph.D., University of Wisconsin (Milwaukee)

Herbert E. Muse, Jr., Affiliate Assistant Professor of Education B.S., Frostburg State College; M.M.S., Loyola College in Maryland; M.S., University of Maryland; Ph.D., Nova Southeastern University

Wairimu W Mutai, Assistant Professor of Pastoral Counseling
B.A., Kenyatta University; M.A., Bowling Green State University; Ph.D., Kent State University; LPC

Barbara Ness, Affiliate Clinical Faculty of Speech-Language Pathology/Audiology
B.A., Ohio State University; M.S., Loyola College in Maryland; CCC-SLP

David C. Newton, Affiliate Instructor of Pastoral Counseling; Director of Academic Operations, Pastoral Counseling Department
B.A., Southeastern University (Florida); M.T.S., Duke University

K. Elizabeth Oakes, Associate Professor of Pastoral Counseling
B.S., Morgan State University; M.S., Pennsylvania State University; M.B.A., Stanford University; C.A.S., Ph.D., Loyola College in Maryland; LCPC

Michael L. O'Neal, Associate Professor of Education
B.A., California State University; M.A., Shippensburg University of Pennsylvania; Ph.D., University of Delaware

David T. Opitz, Affiliate Instructor of Computer Science
B.S., University of Notre Dame; M.S., University of Texas (Austin)

Judith A. Orion, Affiliate Clinical Faculty of Education
B.A., University of Maryland; M.Ed., Loyola College in Maryland; Director of Training, Association Montessori Internationale

Molly E. O'Shaughnessy, Affiliate Clinical Faculty of Education
B.A., College of St. Scholastica; M.A., Loyola College in Maryland; Director of Training, Association Montessori Internationale

Mark W. Osteen, Professor of English
B.A., M.A., University of Montana; Ph.D., Emory University

Patricia R. Ourand, Affiliate Instructor of Education
B.A., M.S., Loyola College in Maryland; M.S., Johns Hopkins University

Alison A. Papadakis, Assistant Professor of Psychology
A.B., Princeton University; M.A., Ph.D., Duke University

Anthony Parente, Affiliate Instructor of Psychology; Director, Master's Plus Program (Psychology); Director, Certificate of Advanced Study Program (Psychology)
B.A., State University of New York (Stony Brook); M.A., Loyola College in Maryland

Dilip Patel, Affiliate Assistant Professor of Management
B.S., M.E., Pennsylvania State University; M.B.A., Loyola College in Maryland

A. Spencer Peterson, Affiliate Instructor of Computer Science
B.S., California State University (Hayward); M.S.E., Carnegie Mellon University

Monica Phelps, Affiliate Instructor of Education
B.S., West Virginia University; M.S., Johns Hopkins University

Gloria Phillips-Wren, Associate Professor of Information Systems; Chair, Department of Information Systems and Operations Management
B.A., Western Maryland College; M.Ed., Towson University; M.B.A., Loyola College in Maryland; M.S., Ph.D., University of Maryland (Baltimore County)

Ralph L. Piedmont, Professor of Pastoral Counseling; Director of Research (Pastoral Counseling)
B.A., Iona College; M.A., Ph.D., Boston University

Donna Pitts, Affiliate Clinical Faculty of Speech-Language Pathology/Audiology
B.S., M.S., Towson University; Au.D., Central Michigan University; CCC-A

Sam Polack, Affiliate Instructor of Education
B.A., M.Ed., University of Maryland

Phyllis Pottish-Lewis, Affiliate Clinical Faculty of Education
B.A., University of California (Los Angeles); M.Ed., Loyola College in Maryland; Director of Training, Association Montessori Internationale

Carl M. Powell, Affiliate Instructor of Computer Science
A.B., Dartmouth College; M.S., Johns Hopkins University

Janet Preis, Associate Professor of Speech-Language Pathology/Audiology; Director of Undergraduate Studies and Master's Program, Speech-Language Pathology/Audiology
B.S., M.S., Towson University; C.A.G.S., Loyola College in Maryland; Ed.D., Johns Hopkins University; CCC-SLP

Jason Prenoveau, Assistant Professor of Psychology
B.S., Massachusetts Institute of Technology; M.A., Ph.D., University of California (Los Angeles)

Jeannie L Pridmore, Assistant Professor of Information Systems and Operations Management
B.S., Ph.D., Auburn University; M.B.A., Troy University

Joseph Procaccini, Associate Professor of Education
B.A., Our Lady of Providence Seminary; M.Ed.,
Loyola College in Maryland; M.L.A., Johns Hopkins
University; Ph.D., The Catholic University of America

Richard Prodey, Affiliate Instructor of Education
A.B., M.Ed., M.A., Loyola College in Maryland

Lia Purpura, Affiliate Assistant Professor of Writing
B.A., Oberlin College; M.F.A., University of Iowa

Jonathan D. Raelin, Assistant Professor of Management
and International Business
B.S., Boston College; Ph.D., The George Washington
University

Bernard M. Raiche, Affiliate Assistant Professor
of Pastoral Counseling
B.S., Springfield College; M.A., Assumption College;
C.A.S., Northeastern University; M.S.W., University
of Wisconsin; M.B.A., Marquette University; J.D., The
Catholic University of America; Ed.D., University of
Maine; LCSW-C, LCSW, LICSW, ACSW, NCC, CCMHC

Ashvin Rajan, Affiliate Assistant Professor of Economics
B.A., University of Pittsburgh; M.A., Ph.D.,
Johns Hopkins University

Maryanne Ralls, Affiliate Instructor of Education
B.A., College of Notre Dame of Maryland; M.Ed.,
Loyola College in Maryland

Srikanth Ramamurthy, Assistant Professor of Economics
B.S., St. Xavier's College; M.A., University of
Memphis; Ph.D., Washington University (St. Louis)

Mary M. Raphael, Affiliate Assistant Professor
of Pastoral Counseling
B.S.W., Morgan State University; M.S.W., The Catholic
University of America; Ph.D., Loyola College in Maryland

Roland R. Reed, Affiliate Assistant Professor
of Pastoral Counseling
B.A., West Virginia University; M.Div., Princeton
Theological Seminary; M.A., Columbia University;
Ph.D., New York University; NJMFT, CTMFT, AAPC-
Diplomate, Certified Psychoanalyst

James Reeder, Affiliate Professor of Computer
Science; Academic Coordinator, Graduate Programs
in Computer Science (Computer Science)
B.S.E.E., Vanderbilt University; Ph.D., Johns Hopkins
University

David M. Reile, Affiliate Assistant Professor
of Pastoral Counseling
M.Ed., University of Maryland; Ph.D., Howard University

Dana M. Reinhardt, Affiliate Instructor of Education
B.A., Gettysburg College; M.Ed., Loyola College
in Maryland

Walter J. Reinhart, Professor of Finance
B.S., M.B.A., Oklahoma State University; Ph.D.,
University of North Carolina (Chapel Hill)

Peter L. Rennert-Ariev, Associate Professor of Education;
Chair, Department of Education Specialties
B.A., Hamilton College; M.Ed., George Mason University;
Ph.D., University of Maryland (College Park)

Frank J. Richardson, Jr., Affiliate Assistant Professor
of Pastoral Counseling
B.A., Drew University; M.Div., Boston University;
D.Min., Boston University School of Theology;
M.F.T., Hahnemann University; Ph.D., California
School of Professional Psychology

Clark Richey, Affiliate Instructor of Computer Science
B.S., University of Maryland University College; M.S.,
American University

Lee J. Richmond, Professor of Education and
Pastoral Counseling
B.S., Loyola College in Maryland; M.Ed., Johns
Hopkins University; Ph.D., University of Maryland

Mary L. Roby, Affiliate Instructor of Education
B.A., M.Ed., Loyola College in Maryland

Elana E. Rock, Associate Professor of Education;
Director, Graduate Program in Special Education
B.A., University of Pennsylvania; M.A., New York
University; Ed.D., Johns Hopkins University

Thomas E. Rodgerson, Affiliate Assistant Professor
of Pastoral Counseling; Director, M.A. Program
(Pastoral Counseling)
B.A., University of Virginia; B.D., University of Edinburgh;
M.S., Ph.D., Loyola College in Maryland; LCPC

Cathy A. Rosensteel, Internship Coordinator,
Special Education
B.S., Coppin State College; M.Ed., Loyola College
in Maryland

Lance A. Roth, Affiliate Assistant Professor of Finance
B.S., Drexel University; M.S.F., Loyola College
in Maryland

Michael B. Runnels, Assistant Professor of Law
B.A., University of Georgia; J.D., Fordham University

Jerome Russell, Affiliate Assistant Professor of
Information Systems and Operations Management
B.S., University of Maryland (Baltimore County);
M.B.A., Loyola College in Maryland

Roberta Evans Sabin, Professor of Computer Science
B.A., The College of Notre Dame of Maryland;
M.A., Villanova University; M.Ed., Loyola College in
Maryland; M.S., Johns Hopkins University; Ph.D.,
University of Maryland

Gail Sackett, Affiliate Clinical Faculty of Education
B.A., Seton Hill College; M.A., University of Hawaii;
Director of Training, Association Montessori
Internationale

Andrew Samuel, Assistant Professor of Economics
B.A., Calvin College; M.A., Ph.D., Boston College

Jane Satterfield, Associate Professor of Writing
B.A., Loyola College in Maryland; M.F.A., University
of Iowa

Christine M. Schaaf, Affiliate Instructor of Information
Systems and Operations Management
B.A., Villanova University; M.S., Johns Hopkins
University

Daniel Schlapbach, Associate Professor of Fine Arts
(Photography)
B.S., Washington University (St. Louis); M.F.A.,
Indiana University

Lisa Schoenbrodt, Professor of Speech-Language
Pathology/Audiology
B.A., University of Maryland; M.S., James Madison
University; Ed.D., Johns Hopkins University; CCC-SLP

Jeremy Schwartz, Assistant Professor of Economics
B.S., Boston College; M.A., Ph.D., The George
Washington University

Charles E. Scott, Professor of Economics
B.S., University of North Carolina; M.B.A., University
of Montana; M.A., Ph.D., Vanderbilt University

Kathleen A. Sears, Instructor of Education;
Internship Coordinator, Professional Development
Schools (Secondary)
B.S., College of Notre Dame of Maryland; M.L.A.,
Johns Hopkins University

Ali M. Sedaghat, Associate Professor of Accounting
B.A., Abadan Institute of Technology; M.B.A., D.B.A.,
The George Washington University; CMA

Norman H. Sedgley, Associate Professor of Economics
B.A., M.A., Ph.D., University of New Hampshire

Phoebe C. Sharkey, Professor of Information Systems
and Operations Management
A.B., Duke University; M.S., Georgetown University;
Ph.D., Johns Hopkins University

A. Kimbrough Sherman, Associate Professor
of Operations Management
A.B., Brown University; M.B.A., Ph.D., University
of Maryland

Martin F. Sherman, Professor of Psychology; Director
of Master's Education, Thesis Track (Psychology)
B.A., University of Connecticut; Ph.D., University
of Maine

Kathleen Siren, Assistant Professor of Speech-Language
Pathology/Audiology; Chair, Department of Speech-
Language Pathology/Audiology
B.A., M.A., Ph.D., University of Kansas; CCC-SLP

H. Lovell Smith, Assistant Professor of Sociology
B.S., Southern Methodist University; M.Ed., University
of Massachusetts (Amherst); Ph.D., University of
Maryland (College Park)

Kirby Smith, Affiliate Instructor of Finance
B.S., B.A., Georgetown University; M.B.A., George
Washington University; J.D., University of Baltimore
School of Law

Wendy M. Smith, Associate Professor of Education
B.S., State University of New York; M.Ed., University
of North Carolina; Ph.D., University of Wyoming

William J. Sneck, S.J., Affiliate Assistant Professor
of Pastoral Counseling
A.B., M.A., Ph.L., St. Louis University; M.Div.,
Woodstock College; Ph.D., University of Michigan

Dale E. Snow, Associate Professor of Philosophy;
Chair, Philosophy Department
B.A., Clark University; M.A., Ph.D., Emory University

James Snow, Affiliate Assistant Professor of Education
B.A., M.A., Ohio University; Ph.D., Temple University

Christopher Sny, Affiliate Assistant Professor
of Education
B.S., Drake University; M.A., Northern Illinois University;
Ph.D., University of Wisconsin

Jalal Soroosh, Professor of Accounting; Academic Director, Sellinger Scholars Program
B.S., Iranian Institute of Advanced Accounting; M.B.A., The George Washington University; Ph.D., University of Mississippi; CMA

G. Lawrence Sprigg, Affiliate Instructor of Computer Science
B.S., M.Ed., Towson University; M.E.S., Loyola College in Maryland

Patrick Stakem, Affiliate Instructor of Computer Science
B.S.E.E., Carnegie-Mellon University; M.S., Johns Hopkins University

Timothy J. Stapleton, Associate Professor of Philosophy
B.S., MacMurray College; M.A., Ph.D., Pennsylvania State University

Erin Stauder, Affiliate Clinical Faculty of Speech-Language Pathology/Audiology
B.A., M.S., Loyola College in Maryland; CCC-SLP

Anne Ross Stewart, Affiliate Assistant Professor of Pastoral Counseling
B.A., Drew University; M.Div., D.Min., Wesley Theological Seminary; LCPC

Joseph Stewart-Sicking, Assistant Professor of Pastoral Counseling
B.S., M.Ed., Xavier University; Ed.D., University of Cincinnati

Jeffrey D. Strain, Assistant Professor of Psychology
B.A., University of Nevada (Las Vegas); M.A., Holy Names College; Ph.D., Indiana State University

Paul Tallon, Associate Professor of Information Systems and Operations Management
B.Comm., M.Mgt.Sc., University College Dublin; F.C.A., Ph.D., University of California (Irvine)

Amanda McCombs Thomas, Professor of Psychology; Associate Vice-President for Graduate Studies
B.A., College of William and Mary; M.S., Ph.D., University of Georgia

Allyn S. Travis, Affiliate Clinical Faculty of Education
B.A., Michigan State University; M.A., Loyola College in Maryland; Director of Training, Association Montessori Internationale

Allan Tsai, Affiliate Assistant Professor of Pastoral Counseling
B.S., D.D.S., University of California; M.S.W.,

The Catholic University of America; Ph.D., Pacifica Graduate Institute; LCSW-C

Thomas A. Ulrich, Professor of Finance
A.B., Franklin and Marshall College; M.S., University of Delaware; Ph.D., Michigan State University; CMA; CFA

Michael L. Unger, Visiting Associate Professor of Management and International Business
B.S., Ohio State University; M.A., Washington University; Ph.D., Pennsylvania State University

Beth A. Vallen, Assistant Professor of Marketing
B.S., Lehigh University; M.B.A., Ph.D., Baruch College, The City University of New York

Garrett VanMeter, Affiliate Instructor of Computer Science
B.S., M.A., Ph.D., University of Maryland (College Park)

Barbara H. Vann, Associate Professor of Sociology; Chair, Sociology Department; Co-Coordinator, Gender Studies Minor; Director, Loyola Summer Program in Prague
B.A., University of Alabama (Birmingham); M.A., East Tennessee State University; Ph.D., University of Arizona

Joanne F. Vizzini, Affiliate Assistant Professor of Pastoral Counseling
B.A., Towson University; M.S., Ph.D., Loyola College in Maryland; LCPC

Lura Vogelman, Affiliate Clinical Faculty of Speech-Language Pathology/Audiology
B.A., Towson University; M.S., Loyola College in Maryland; CCC-SLP

Patricia Wallner, Affiliate Clinical Faculty of Education
B.A., San Diego State University; M.Ed., Loyola College in Maryland; Director of Training, Association Montessori Internationale

Stephen J. K. Walters, Professor of Economics
B.A., University of Pennsylvania; M.A., Ph.D., University of California (Los Angeles)

Kathleen Ward, Affiliate Clinical Faculty of Speech-Language Pathology/Audiology; Director, Audiology Clinic
B.S., M.S., Towson University; CCC-A

Marianne Ward, Associate Professor of Economics
B.A., The American University; M.A., Ph.D., University of Miami

Thomas Ward, Professor of Modern Languages and Literatures (Spanish)
B.A., Southern Connecticut State University; M.A., Ph.D., University of Connecticut

Jennifer Watkinson, Assistant Professor of Education; Internship Coordinator, School Counseling
B.A., Loyola College in Maryland; M.S., Johns Hopkins University; Ph.D., University of Maryland

Seth W. Weissman, Affiliate Assistant Professor of Economics
B.A., Yeshiva University; Ph.D., Columbia University

Anne Marie Wheeler, Affiliate Assistant Professor of Pastoral Counseling
B.A., The Catholic University of America; J.D., The George Washington University

Robert J. Wicks, Professor of Pastoral Counseling; Director, Certificate of Advanced Study Program (Pastoral Counseling)
B.A., Fairfield University; M.A., St. John's University; Psy.D., Hahnemann Medical College

Nancy A. Williams, Associate Professor of Economics
B.S., University of California (Riverside); M.A., Ph.D., University of California (Berkeley)

Stacy A. Williams, Instructor of Education; Internship Coordinator, Professional Development Schools (Elementary/Secondary)
B.S., James Madison University; M.A.T., Johns Hopkins University

James R. Wolgamott, Instructor of Education; Internship Coordinator, Professional Development Schools (Elementary)
B.S., Bowling Green State University; M.S., Johns Hopkins University

George M. Wright, Associate Professor of Information Systems
B.S., United States Naval Academy; M.B.A., D.B.A., The George Washington University

Jason Youngers, Affiliate Instructor of Computer Science
B.M., State University of New York at Fredonia; M.S., Towson University

Angelita M. Yu, Clinical Faculty of Psychology; Director of Doctoral Field Education (Psychology)
B.A., B.S., University of Maryland (College Park); M.A., Boston College; Ph.D., University of Utah

Rita S. Zener, Affiliate Clinical Faculty of Education
B.A., Trinity University; M.A., University of Portland; Ph.D., University of Maryland; Director of Training, Association Montessori Internationale

Qiyu (Jason) Zhang, Assistant Professor of Marketing
B.S., FuDan Management College; M.S., Franklin College of Arts and Sciences; Ph.D., University of Georgia

Hong Zhu, Assistant Professor of Accounting
B.S., Shanghai University of Finance and Economics; Ph.D., University of Missouri (Columbia)

EMERITI/AE FACULTY

Arleigh T. Bell, Jr., Associate Professor Emeritus of Economics
B.S., United States Military Academy; M.A., Ph.D., New School for Social Research

Gilbert Clapperton, Associate Professor Emeritus of Psychology
B.A., Bates College; M.A., University of New Hampshire; Ph.D., Baylor University

Arthur L. Delcher, Professor Emeritus of Computer Science
B.A., M.E.S., Loyola College in Maryland; M.A., M.S.E., Ph.D., Johns Hopkins University

Paul C. Ergler, Associate Professor Emeritus of Management
B.S., M.E., M.S., Drexel University; D.B.A., The George Washington University

Barry K. Estadt, Professor Emeritus of Pastoral Counseling; Founding Director, Pastoral Counseling Department
B.A., St. Fidelis College; M.A., Ph.D., The Catholic University of America

Faith D. Gilroy, Professor Emerita of Psychology
B.A., Mount Saint Agnes College; M.B.A., Loyola College in Maryland; Ph.D., St. Louis University

John A. Gray, Professor Emeritus of Law
B.A., St. Mary's Seminary; S.T.B., S.T.L., Gregorian University; S.T.D., The Catholic University of America; J.D., University of Baltimore

Joanne Marie Greer, Professor Emerita of Pastoral Counseling
B.S., St. Mary's Dominican College; M.Ed., Louisiana State University; Ph.D., University of Maryland

Frank R. Haig, S.J., Professor Emeritus of Physics
B.A., S.T.B., S.T.L., Woodstock College; Ph.D., The
Catholic University of America

John M. Jordan, Associate Professor Emeritus
of Economics
B.S., Loyola College in Maryland; M.S., Brigham
Young University; M.S., Ph.D., Purdue University

John C. Larson, Professor Emeritus of Economics
B.A., M.A., Ph.D., University of Minnesota

Charles R. Margenthaler, Professor Emeritus
of Operations Management
B.S., Bradley University; M.S., Arizona State University;
M.S., West Coast University; Ph.D., University of
Illinois; PE

Patrick A. Martinelli, Professor Emeritus of Marketing
B.S., Georgetown University; M.B.A., Ph.D., Ohio
State University

Donald J. Reitz, Professor Emeritus of Education
A.B., St. Mary's Seminary and University; M.A.,
The Catholic University of America; Ph.D.,
Johns Hopkins University

E. Barry Rice, Assistant Professor Emeritus
of Accounting
B.S., Virginia Polytechnic Institute and State University;
M.B.A., University of Maryland; CPA

Tagi Sagafi-nejad, Professor Emeritus of Management
and International Business
B.Sc., Pahlavi University; M.S., Ph.D., University
of Pennsylvania

Beatrice E. Sarlos, Professor Emerita of Education
Staatsexamen, Universitat der Stadt Berlin; M.A.,
Loyola College in Maryland; Ph.D., Johns Hopkins
University

Laurette P. Simmons, Associate Professor Emerita
of Information Systems
B.A., Ithaca College; M.B.A., Ph.D., University
of North Texas

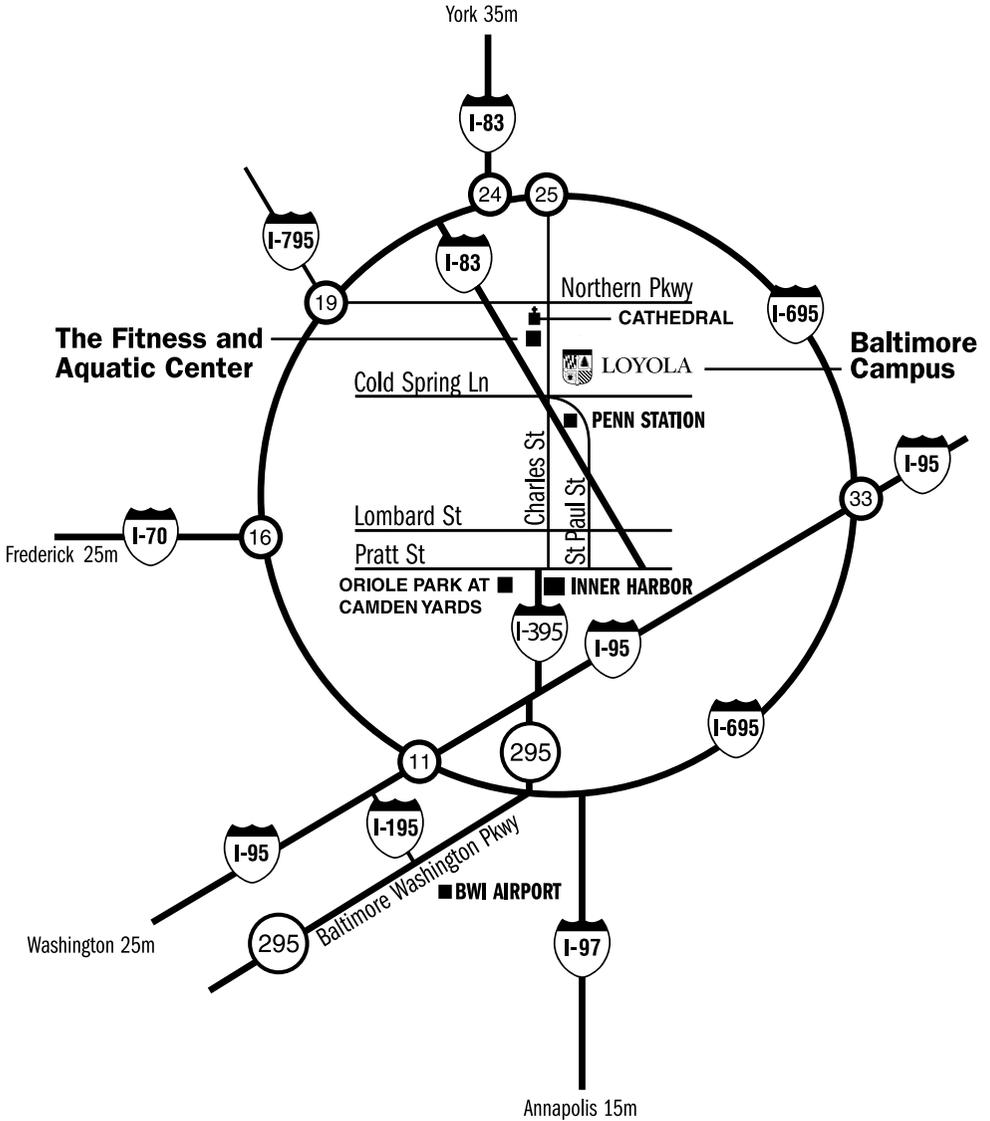
Leroy F. Simmons, Professor Emeritus of Information
Systems and Operations Management
B.A., Washburn University; M.S., University
of Missouri; Ph.D., University of Tennessee

Bernard J. Weigman, Professor Emeritus of Computer
Science, Engineering Science, and Physics
B.S., Loyola College in Maryland; Ph.D., University
of Notre Dame

MAPS

BELTWAY GUIDE

Loyola University Maryland is located at the corner of Cold Spring Lane and North Charles Street in Baltimore City. When using I-695 (the Baltimore Beltway), take Exit 25 (Charles Street). Proceed south on Charles Street, just north of the Cold Spring Lane intersection. For information on campus office locations, consult the Campus Map.



BALTIMORE CAMPUS
4501 N. CHARLES STREET

- 1. Newman Towers**
ATM Machine (SunTrust)
Disability Support Services
Event Services and Auxiliary Management
Primo®: The New Marketplace
Salsa Rico
Sodexo Marriott Dining Services
Administrative and Catering Offices
Speech-Language Pathology/Audiology Department
- 2. Avila Hall**
- 3. Bellarmine Hall**
Evergreen Annual
Greyhound
WLOY Radio Station
- 4. Claver Hall**
- 5. Dorothy Day Hall**
Communication Lab
Sand Volleyball Court
WLOY Television
- 6. Campion Tower**
Studio Campion
Telecommunications
- 7. Seton Court**
Alcohol and Drug Education and Support Services
Health Services-Health Education Programs
Student Life Office
Office of Sophomore Initiatives
Women's Center
- 8. Southwell Hall**
- 9. Hopkins Court**
- 10. Lange Court**
- 11. Fitness and Aquatic Center**
Recreational Sports
- 12. USF&G Pedestrian Bridge**
- 13. Knott Hall**
Mathematical Sciences Department
Physics Department
Technology Services
- 14. Donnelly Science Center**
Biology Department
Chemistry Department
Computer Science Department
Engineering Science Department
- 15. Alumni Memorial Chapel**
- 16. Cohn Hall**
Campus Ministry
Center for Community Service and Justice
- 17. Beatty Hall**
Dean-School of Education
Education Department
Political Science Department
Psychology Department
Sociology Department
- 18. Xavier Hall**
First Year Research
Institutional Research
Vice President for Enrollment Management and Communications

- 19. Jenkins Hall**
Academic Affairs and Diversity
Academic Coordinator for Varsity Sports
Government and Community Relations
Human Resources Service Center
Mother's Room
Resource Management
The Study
Vice President for Academic Affairs
Vice President for Administration
Vice President for Advancement
Vice President for Finance and Treasurer
Vice President for Student Development and Dean of Students
Writing Center
- 20. Rev. Francis X. Knott, S.J. Humanities Center**
Admission
Graduate
Undergraduate
Advancement
Alumni Relations
Classics Department
Counseling Center
Creative Services
Dean-College of Arts and Sciences
English Department
Financial Aid
History Department
Hug Lounge
Philosophy Department
Phonathon Center
President's Office
Public Relations
Refectory
Research and Sponsored Programs
Theology Department
Writing Department
- 21. Sellinger School of Business and Management**
Accounting Department
Café à la Cart
Copy Center
Dean-Sellinger School of Business and Management
Economics Department
Finance Department
Information Systems and Operations
Management Department
Management and International Business Department
Marketing, Law and Social Responsibility Department
- 22. Maryland Hall**
Academic Publications
Center for Academic Services and Support
Dean of First-Year Students and Academic Services
International Programs
Instructional Services
Language Learning Center

- Modern Languages and Literatures Department
National Fellowships Office
Records
Student Administrative Services
- 23. DeChiaro College Center**
ATM Machine (First Federal Financial)
Black Box Theatre
The Career Center
Communication Department
Conference Rooms
Cyber Café
Emil G. "Lefty" Reitz Arena
Julio Fine Arts Wing
Art Gallery
Fine Arts Department
McManus Theatre
Recital Room
Post Office
Salsa Rico
Sellinger VIP Lounge
Student Mailboxes
Surf N' Joe's
 - 24. Andrew White Student Center**
ALANA Services
ATM Machines (M&T, Wachovia and Bank of America)
Athletic Department
Bookstore
Boulder Garden Café
Box Office
Commuter Affairs
Leadership and New Student Programs
McGuire Hall
Student Activities
Student Government Association
 - 25. Diane Geppi-Aikens Field**
 - 26. Armiger House**
President's House
 - 27. Ignatius House**
Jesuit Community Residence
 - 28. Hammerman House**
Fava Chapel
 - 29. Maroger Art Studio**
 - 30. Butler Hall**
 - 31. Service Building**
Facilities Operations
Project Management and Facilities Maintenance
Public Safety Dispatch
 - 32. 300 Radnor Avenue**
Institute for Migration, Cultures and Ministry
 - 33. 302 Radnor Avenue**
Military Science/ROTC

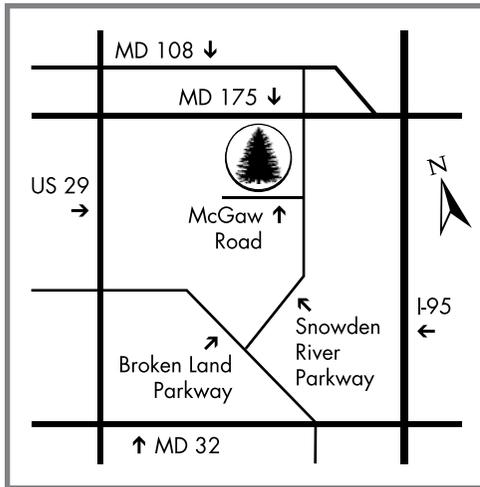
- 34. 305 Rossiter Ave.-McEneaney Cottage**
Psychology Department
- 35. 301 Rossiter Ave.-Justin Ocher House**
Fine Arts Print Studio
- 36. Early House**
Military Science/ROTC
- 37. 304 Rossiter Ave.-St. Alphonsus Rodriguez House**
Campus Ministry
- 38. Tennis Courts**
- 39. Flannery O'Connor Hall**
Jazzman's Café
- 40. Loyola/Notre Dame Library**
Archives
- 41. Notre Dame Alumnae Field**
- 42. Ahern Hall**
- 43. McAuley Hall**
- 44. Aquinas Hall**
- 45. 5104 York Road**
Central Duplicating
Environmental Health and Safety
Post Office Sorting Room
Public Safety Administration
Transportation and Parking
- 46. 5000 York Road**
Accounts Payable/Disbursements
Document Services
Financial Services
Controller
Payroll
Systems and Operations
Human Resources
Systems Development
Technology Services: ASD
- 47. The Loyola Clinical Centers at Belvedere Square**
- 48. Rahner Village**



The Graduate Center – Columbia Campus
8890 McGaw Road

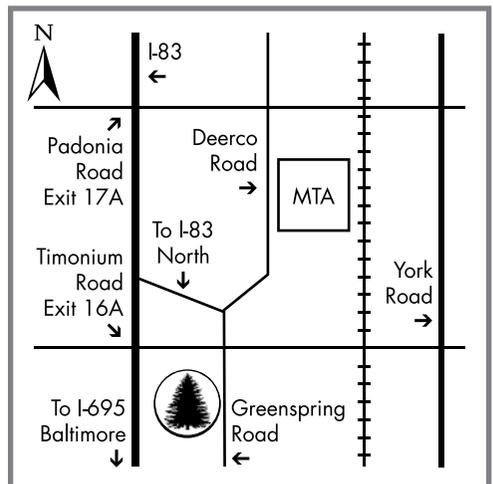
From Baltimore: Take I-95 South to 175 West to Snowden River Parkway South to McGaw Road; OR: Take I-70 West to 29 South to 175 East to Snowden River Parkway to McGaw Road.

From Washington, D.C.: Take I-95 North to 32 West to Broken Land Parkway North to Snowden River Parkway to McGaw Road; OR: Take 29 North to 32 East to Broken Land Parkway North to Snowden River Parkway to McGaw Road.



The Graduate Center – Timonium Campus
2034 Greenspring Drive

Take I-83 to Exit 16A, Timonium Road East. Make first right on Greenspring Drive and right again into Timonium Campus (approx. 100 yards).



INDEX

A

Absence, Leave of	24
Federal Policy	24
Academic Calendar	183
Academic Dismissal	
Psychology	
M.S. Candidates	81
Psy.D. Candidates	87
Speech-Language Pathology/Audiology	99
Academic Integrity	14
Academic Regulations and Policies	14
Academic Integrity	14
Academic Standards and Dismissal	22
Advanced Standing	24
Background Checks	18
Buckley Amendment	17
Classification of Students	
Continuing Professional Education Students	19
Degree Students	18
Nondegree Students	18
Postmaster's Students	19
Grades	21
Appeal of	22
Audit Policy	22
Grade Reports	21
Incomplete Grade	21
Withdrawals	22
Graduation	25
International Students	19
Entering the U.S.	20
Obtaining the F-1 Student Visa	20
Obtaining the I-20	20
Reporting Requirements	20
Requirements for Admission	19
Leave of Absence	24
Federal Leave Policy	24
Standards of Conduct	16
Student Status	19
Test Materials	24
Time Limit	23
Transcripts	24
Transfer Credit	24
Academic Requirements, Speech Pathology	98
Academic Standards and Dismissal	22
Academic Standards, Speech Pathology	99
Accelerated Master's Option, Special Education	138
Accounting Concentration (MBA)	153
Accreditation	
Education, Division of	108
Pastoral Counseling	60
Psychology (Psy.D.)	85
Speech-Language Pathology	97
The University	4

Admission	31
Application Dates	32
Application Materials	33
Application Procedures	31
International Students	31
Admission Criteria	
Education, School of	107
Executive Master of Business Administration	174
Liberal Studies	47
Application Deadlines	47
Master of Business Administration	150, 164
MBA Fellows Program	168
Pastoral Counseling	
C.A.S. Candidates	61
C.S.T. Candidates	61
General	61
M.S./M.A. Candidates	61
Ph.D. Candidates	61
Psychology	
M.S. Candidates	79
Psy.D. Candidates	85
Speech Pathology	97
Admission, Special Education	138
Advanced Standing	24
Advancement to Candidacy, Speech Pathology	97
ALANA Services	11
Appeal of a Grade	22
Application Deadlines	32
Education, School of	108
Liberal Studies	47
Master of Business Administration	164
International Students	150, 164
Pastoral Counseling	
M.A./M.S./C.A.S./C.S.T. Applicants	61
M.S.–Ph.D. Applicants	61
Ph.D. Applicants	61
Psychology	
M.S. Programs	79
Psy.D. Program	86
Application Materials	33
Application Procedures	31
Executive Master of Business Administration	175
Federal Direct Stafford Loan	28
Master of Business Administration	150
Master of Science in Finance	164
MBA Fellows Program	169
Approved by	4
Assistantships	
Graduate	28
Psychology	89
Resident	28
Audit Policy	22

B		Continuing Professional Education Students	19
Background Checks	18	Course Descriptions	
Baltimore Campus Map	206	Computer Science	43
Beltway Map	205	Education	111
Board of Trustees	185	Educational Leadership	109
Bookstore	11	Educational Technology	113
Buckley Amendment	17	Executive Master of Business Administration	177
Business Administration, Master of	150	Kodály Music Education	118
		Liberal Studies	48
C		Literacy	122
Calendar, Academic	183	Master of Business Administration	154
Campuses and Buildings		Master of Science in Finance	154
Baltimore Campus	8	Master's Plus Program (Sellinger School)	154
Columbia Campus	10	MBA Fellows Program	170
Timonium Campus	10	Montessori Education	120
Career Center, The	11	Pastoral Counseling	69
Certificate in Spirituality and Trauma, Pastoral Counseling	64	Psychology	89
Certificate of Advanced Study		School Counseling	114
Education (CASE)		Speech-Language Pathology/Audiology	101
Curriculum and Instruction	135	Teacher Education	127
Educational Leadership	133	Credits Required	
Literacy	145	Education, School of	108
Montessori Education	143	Liberal Studies	48
School Counseling	136	Pastoral Counseling	62
Special Education	141	Psychology	
Pastoral Counseling (C.A.S.)	64	M.S. Candidates	80
Psychology (C.A.S.)	84	Psy.D. Candidates	86
School Management (C.S.M.)	133	Speech Pathology	98
Change of Student Status	29	D	
Classification of Students	18	Deadlines, Application	32
Continuing Professional Education Students	19	Degree Requirements	
Degree Students	18	Executive Master of Business Administration	175
Nondegree Students		Liberal Studies	48
Postbaccalaureate Students	19	Master of Business Administration	151
Special	19	Master of Science in Finance	165
Visiting	18	MBA Fellows Program	169
Postmaster's Students	19	Pastoral Counseling	62
Clinical/Counseling Options, Psychology	83	Psychology	
Clinical Placement (Psy.D.), Psychology	88	M.S., Clinical or Counseling	82
Clinical Practicum, Speech Pathology	99	Psy.D., Clinical	88
Clinical Requirements, Speech Pathology	99	Speech Pathology	98
Colloquium, Psychology	88	Degree Students	18
Comprehensive Examinations		Departmental Program, Financial Aid	28
Psychology (M.S.)	80	Directory	187
Psychology (Psy.D.)	87	Disability Support Services	11
Speech-Language Pathology/Audiology		Dissertation (Psy.D.), Psychology	87
Praxis Exam	98	Diversity Statement	7
Computer Facilities	11	Doctor of Philosophy (Ph.D.), Past. Counseling	66
Computer Science	40	Admission Criteria	61
Course Descriptions	43	Application Deadlines	61
M.S., Computer Science	41	Course Descriptions	69
Program of Study	41	Language Requirement	62
M.S., Software Engineering	42	M.S.–Ph.D. Program	68
Program of Study	43	Supervisory Process	62

Doctor of Psychology (Psy.D.)	
in Clinical Psychology	84
Accreditation	85
Admission Criteria	85
Clinical Placement/Internship	88
Colloquium	88
Credits Required	86
Goals	85
Mission/Philosophy of Training	84
Model of Professional Training	85
Philosophy of Training	85
Program of Study	88
Student Evaluation	
Comprehensive Examinations	87
Dissertation	87
Evaluation and Review	87
Grades	87
Grades and Academic Dismissal	87
E	
Educational Aims	
Loyola College	38
Selling School of Business and Management	147
The University	7
Education, School of	
Accreditation	108
Admission Criteria	107
Application Deadlines	108
Course Descriptions	
Education	111
Educational Leadership	109
Educational Technology	113
Kodály Music Education	118
Literacy	122
Montessori Education	120
School Counseling	114
Teacher Education	127
Course Waivers	108
Credits Required	108
Curriculum and Instruction	134
Certificate of Advanced Study in Education (CASE)	135
Master of Arts (M.A.)	134
Master of Education (M.Ed.)	135
Educational Leadership	132
Certificate of Advanced Study in Education (CASE)	133
Certificate of Advanced Study in School Management (C.S.M.)	133
Certification in	133
Master of Arts (M.A.)	132
Master of Education (M.Ed.)	132
M.Ed., Private School Management	132
Educational Objectives	107
Educational Technology	135
Master of Arts (M.A.)	135
Master of Education (M.Ed.)	135
Kodály Music Education	137
Master of Education (M.Ed.)	137
Purpose and Scope	137
Literacy	144
Certificate of Advanced Study in Education (CASE)	145
M.Ed., Literacy Teacher	144
M.Ed., Reading Specialist	144
Master of Arts (M.A.)	108
Mission	107
Montessori Education	
Admission	142
Certificate of Advanced Study in Education (CASE)	143
Course of Study	142
Master of Education (M.Ed.)	142
Prerequisite Course	142
Purpose/Scope	142
School Counseling	
Certificate of Advanced Study in Education (CASE)	136
Master of Arts (M.A.)	136
Master of Education (M.Ed.)	136
Master's Comprehensive Examination	136
Special Education	138
Accelerated Master's Option	138
Admission	138
Certificate of Advanced Study in Education (CASE)	141
Exams and Practicums	138
Graduation	138
M.Ed., Early Childhood	139
M. Ed., Elementary/Middle	139
M.Ed., Secondary	140
Prerequisite Courses/Experiences	138
Special Students	108
Teacher Education	145
M.A.T., Elementary Education	145
M.A.T., Secondary Education	145
Education Specialties	132
Curriculum and Instruction	134
Certificate of Advanced Study in Education (CASE)	135
Master of Arts (M.A.)	134
Master of Education (M.Ed.)	135
Educational Leadership	132
Certificate of Advanced Study in Education (CASE)	133
Certificate of Advanced Study in School Management (C.S.M.)	133
Certification in	133
Master of Arts (M.A.)	132
Master of Education (M.Ed.)	132
M.Ed., Private School Management	132

Educational Technology	135	Refund Policy	27
Master of Arts (M.A.)	135	Flat Rate	27
Master of Education (M.Ed.)	135	Per Credit	27
Kodály Music Education	137	Tuition	26
Master of Education (M.Ed.)	137	Fellowships/Traineeships, Speech Pathology	101
Purpose and Scope	137	Fellows Program, MBA	168
School Counseling		Finance Specialization (MBA)	153
Certificate of Advanced Study in Education		Financial Aid	28
(CASE)	136	Assistantships	
Master of Arts (M.A.)	136	Graduate	28
Master of Education (M.Ed.)	136	Resident	28
Master's Comprehensive Examination	136	Departmental Programs	28
Special Education	138	Executive Master of Business Administration	175
Accelerated Master's Option	138	Federal Direct Stafford Loan Program	
Admission	138	Application Procedures	28
Certificate of Advanced Study in Education		Subsidized	28
(CASE)	141	Unsubsidized	28
Exams and Practicums	138	Federal Loan Programs	
Graduation	138	Federal Graduate PLUS Loan	29
M.Ed., Early Childhood	139	Loan Processing Deadline	29
M.Ed., Elementary/Middle	139	Master of Business Administration	151
M.Ed., Secondary	140	Master of Science in Finance	164
Prerequisite Courses/Experiences	138	MBA Fellows Program	169
Exams, Special Education	138	National Student Clearinghouse (NSC)	30
Executive Master of Business Administration		National Student Loan Data System (NSLDS)	30
(EMBA)	174	State Programs	
Admission Criteria	174	Maryland Loan Assistance Repayment Program	
Application Procedures	175	(LARP)	29
Basic Competencies	175	Maryland State Senatorial/Delegate	
Course Descriptions	177	Scholarships	29
Degree Requirements	175	Workforce Shortage Student Assistance Grants	29
Financial Aid	175	Student Status Changes	29
Financial Information	175	Foundation Courses, Sellinger School	152
Program of Study	176		
Scholarships	175		
Externships, Psychology	80		
F		G	
Fast Track, MBA	151	General Business Specialization (MBA)	153
Federal Leave of Absence Policy	24	GMAT Waiver Policy	150
Federal Loan Programs		Grades	21
Federal Direct Stafford Loan Program		Appeal of	22
Subsidized Loan	28	Audit Policy	22
Unsubsidized Loan	28	Grade Reports	21
Federal Graduate PLUS Loan	29	Incomplete Grade	21
Fees	26	Withdrawals	22
Non-Refundable		Graduate Assistantships	28
Departmental	26	Graduation	25
General	26	Special Education Program	138
Payment Options		Grants	29
In-Person/Mail-In Registration	27		
Payment Plans	27		
Web Registration	27		

H

Health Insurance 12

History

Loyola College 38
 Sellinger School of Business and Management 147
 The University 5

Housing 12

Pastoral Counseling 61

I

Important Information 4

Incomplete Grade 21

Information Systems Specialization (MBA) 153

Insurance, Health 12

International Business Specialization (MBA) . . 154

International Students 19, 31

Entering the United States 20

Obtaining the F-1 Student Visa 20

Obtaining the I-20 20

Reporting Requirements 20

Requirements for Admission 19

Internships, Psychology 88

K

Kodály Music Education 137

Course Descriptions 118

Master of Education (M.Ed.) 137

Purpose and Scope 137

L

Lab Facilities, Psychology 89

Language Requirement, Pastoral Counseling . . 62

Learning Aims

Loyola College 38

Sellinger School of Business and Management . 147

The University 7

Leave of Absence 24

Federal Leave Policy 24

Liberal Studies 47

Admission Criteria 47

Application Deadlines 47

Course Descriptions 48

Credits Required 48

Degree Requirements 48

Library 12

Literacy 144

Certificate of Advanced Study in Education

(CASE) 145

Course Descriptions 122

M.ED., Literacy Teacher 144

M.Ed., Reading Specialist 144

Loans

Federal Direct Stafford (Subsidized) 28

Federal Direct Stafford (Unsubsidized) 28

Federal Graduate PLUS Loan 29

Locations 2

Loyola College 38

Computer Science 40

History 38

Liberal Studies 47

Mission and Educational Objectives 38

Pastoral Counseling 60

Psychology 78

Speech-Language Pathology/Audiology 97

M

Management Specialization (MBA) 154

Maps 205

Baltimore Campus 206

Beltway 205

Columbia Campus 207

Timonium Campus 207

Marketing Specialization (MBA) 154

Master of Business Administration (MBA) 150

Admission Criteria 150, 164

Application Procedures 150

Concentrations, Specializations, and Electives . 153

Accounting Concentration 153

Finance Specialization 153

General Business Specialization 153

Information Systems Specialization 153

International Business Specialization 154

Management Specialization 154

Marketing Specialization 154

Course Descriptions 154

Degree Requirements 151

Fast Track 151

Financial Aid 151

GMAT Waiver Policy 150

MBA Core 152

MBA Foundation 151

Foundation Courses 152

Pre-Program Competencies 152

Waiver Exams 151

Prerequisites/Basic Competencies 151

Master of Science in Finance (MSF) 164

Application Procedures 164

Course Descriptions 154

Degree Requirements 165

Financial Aid 164

GMAT Waiver Policy 164

Prerequisites/Basic Competencies 165

Master's Comprehensive Examination,

Education 136

Master's Degrees

Computer Science	
M.S., Computer Science	41
M.S., Software Engineering	42
Education	
M.Ed., Montessori Education	142
Education Specialties	
M.A., Curriculum and Instruction	134
M.A., Educational Leadership	132
M.A., Educational Technology	135
M.A., School Counseling	136
M.Ed., Curriculum and Instruction	135
M.Ed., Educational Leadership	132
M.Ed., Educational Technology	135
M.Ed., Kodály Music Education	137
M.Ed., Private School Management	132
M.Ed., School Counseling	136
M.Ed., Special Education	138
Literacy	
M.Ed., Literacy Teacher	144
M.Ed., Reading Specialist	144
Pastoral Counseling	
M.A., Spiritual and Pastoral Care	63
M.S., Pastoral Counseling	62
Psychology	
M.S., Clinical or Counseling	78
Sellinger School of Business and Management	
M.B.A.	150, 168, 174
M.S.F.	164
Special Education	
M.Ed., Early Childhood	139
M.Ed., Elementary/Middle	139
M.Ed., Secondary	140
Speech-Language Pathology, M.S.	98
Teacher Education	
M.A.T., Elementary Education	145
M.A.T., Secondary Education	145
Master's Plus (LCPC)	
Psychology	84
Master's Plus Program, Sellinger School	167
Course Descriptions	154
Master's Thesis	
Psychology, M.S. Candidates	81
Speech Pathology	98
Materials, Application	33
MBA Fellows Program	168
Admission Criteria	168
Application Procedures	169
Basic Competencies	169
Course Descriptions	170
Degree Requirements	169
Financial Aid	169
Financial Information	169
Program of Study	169
Scholarships	169
Memberships	4

Mission

Loyola College	38
Psychology	
M.S. Program	78
Psy.D. Program	84
Sellinger School of Business and Management	147
The University	6
Montessori Education	142
Admission	142
Certificate of Advanced Study in Education (CASE)	143
Course Descriptions	120
Course of Study	142
Education Core Courses	142
Montessori Course (AMI)	142
Master of Education (M.Ed.)	142
Prerequisite Course	142
Purpose and Scope	142

N

National Student Clearinghouse (NSC)	30
National Student Loan Data System (NSLDS)	30

Nondegree Students

Postbaccalaureate	19
Special	19
Visiting	18

Nonrefundable Fees

Departmental	26
General	26

P**Parking**

Baltimore Campus	12
Columbia/Timonium Campuses	12

Pastoral Counseling

Accreditation	60
Admission Criteria	61
C.A.S. Candidates	61
C.S.T. Candidates	61
M.S./M.A. Candidates	61
Ph.D. Candidates	61

Application Deadlines

M.A./M.S./C.A.S./C.S.T. Applicants	61
M.S.–Ph.D. Applicants	61
Ph.D. Applicants	61
Certificate in Spirituality and Trauma	64
Certificate of Advanced Study (C.A.S.)	64
Course Descriptions	69
Credits Required	62
Degree Requirements	62

Doctoral Programs

M.S.–Ph.D., Pastoral Counseling	68
Ph.D., Pastoral Counseling	66
Housing	61
Language Requirement	62

Master's Degree Programs	
M.A., Spiritual and Pastoral Care	63
M.S., Pastoral Counseling	62
Payment Options	61
Third Party Billing	61
Spiritual Direction Requirement	62
State Licensure, Professional Counselor	65
Supervisory Process, M.S./C.A.S./Ph.D.	62
Therapy Requirement	62
Payment Options	
In-Person/Mail-In Registration	27
Payment Plans	27
Third Party Billing, Pastoral Counseling	61
Web Registration	27
Ph.D., Pastoral Counseling	66
Admission Criteria	61
Application Deadlines	61
Course Descriptions	69
Credits Required	62
M.S.–Ph.D. Program	68
Supervisory Process	62
Policies	14
Postbaccalaureate Students	19
Postmaster's Students	19
Post Office	12
Practicums, Special Education	138
Preprogram Competencies, Sellinger School	152
Prerequisites	
Executive Master of Business Administration	175
Master of Business Administration	151
Master of Science in Finance	165
MBA Fellows Program	169
Psychology	
M.S. Candidates	80
Psy.D. Candidates	86
Special Education	
Special Education	138
Speech Pathology	
Foundation Program	97
Private School Management, M.Ed.	132
Procedures, Application	31
Psychology	78
Assistantships	89
Certificate of Advanced Study (C.A.S.)	84
Course Descriptions	89
Lab Facilities	89
Master's Plus (LCPC)	84
M.S., Clinical or Counseling Psychology	78
Admission Criteria	79
Degree Programs	82
Externships	80
Grading and Academic Dismissal	81
Master's Comprehensive Examination	80
Master's Thesis	81
Mission	78
Prerequisites	80
Program Requirements	80
Psy.D., Clinical Psychology	84
Accreditation	85
Admission Criteria	85
Clinical Placement/Internship	88
Colloquium	88
Credits Required	86
Goals	85
Mission/Philosophy of Training	84
Model of Professional Training	85
Philosophy of Training	85
Program of Study	88
Student Evaluation	87
R	
Records Office	13
Refund Policy	27
Flat Rate	27
Per Credit	27
Regulations, Academic	14
Reports, Grade	21
Resident Assistantships	28
S	
Scholarships	29
Executive Master of Business Administration	175
MBA Fellows Program	169
School Counseling	136
Certificate of Advanced Study in Education	
(CASE)	136
Course Descriptions	114
Master of Arts (M.A.)	136
Master's Comprehensive Examination	136
School of Education	106
Education Specialties	132
Montessori Education	142
Teacher Education	144
Sellinger School of Business and Management	147
Educational Objectives	147
Executive Master of Business Administration	
(EMBA)	174
Admission Criteria	174
Application Procedures	175
Basic Competencies	175
Course Descriptions	177
Degree Requirements	175
Financial Aid	175
Financial Information	175
Program of Study	176
Scholarships	175
Faculty	148
History	147
Locations	149

Master of Business Administration (MBA)	150	Special Education	138
Admission Criteria	150, 164	Accelerated Master's Option	138
Application Procedures	150	Admission	138
Concentrations, Specializations, and Electives	153	Certificate of Advanced Study in Education (CASE)	141
Course Descriptions	154	Exams and Practicums	138
Degree Requirements	151	Graduation	138
Fast Track	151	M.Ed., Early Childhood	139
Financial Aid	151	M.Ed., Elementary Middle	139
GMAT Waiver Policy	150	M.Ed., Secondary	140
MBA Core	152	Prerequisite Courses/Experiences	138
MBA Foundation	151	Special Students	19
Prerequisites/Basic Competencies	151	Education, School of	108
Master of Science in Finance (MSF)	164	Speech-Language Pathology/Audiology	97
Application Procedures	164	Academic Coursework	98
Course Descriptions	154	Academic Requirements	98
Degree Requirements	165	Clinical Practicum	99
Financial Aid	164	Clinical Requirements	99
GMAT Waiver Policy	164	Academic Standards	99
Prerequisites/Basic Competencies	165	Admission Criteria	97
Master's Plus Program	167	Advancement of Candidacy	97
Course Descriptions	154	Course Descriptions	101
Second Specialization	167	Credits Required	98
MBA Fellows Program	168	Degree Requirements	98
Admission Criteria	168	Fellowships and Traineeships	101
Application Procedures	169	Foundation Program	97
Basic Competencies	169	Master's Thesis	98
Course Descriptions	170	Praxis Exam	98
Degree Requirements	169	Speech-Language-Hearing Centers	100
Financial Aid	169	Spiritual Direction Requirement,	
Financial Information	169	Pastoral Counseling	62
Program of Study	169	Standards of Conduct	16
Scholarships	169	State Licensure, Pastoral Counseling	65
Mission	147	Statement, Diversity	7
Programs	148	State Programs, Financial Aid	
Services		Maryland Loan Assistance Repayment Program (LARP)	29
ALANA Services	11	Maryland State Senatorial/Delegate Scholarships	29
Bookstore	11	Workforce Shortage Student Assistance Grants	29
Career Center, The	11	Student Administrative Services	13
Computer Facilities	11	Student Health and Education Services	13
Disability Support Services	11	Students	
Health Insurance	12	Continuing Professional Education	19
Housing	12	Degree	18
Library	12	International	31
Parking	12	Nondegree	
Baltimore Campus	12	Postbaccalaureate	19
Columbia/Timonium Campuses	12	Special	19
Post Office	12	Visiting	18
Records Office	13	Postmaster's	19
Student Administrative Services	13	Student Status	19
Student Health and Education Services	13	Student Status Changes	29
Software Engineering (M.S.), Computer Science . 42		Supervisory Process, Pastoral Counseling	62
Course Descriptions	43		

T

Teacher Education	144, 145
Course Descriptions	127
Literacy	144
Certificate of Advanced Study in Education (CASE)	145
M.Ed., Literacy Teacher	144
M.Ed., Reading Specialist	144
M.A.T., Elementary Education	145
M.A.T., Secondary Education	145
Technology, Educational	135
Master of Arts (M.A.)	135
Master of Education (M.Ed.)	135
Test Materials	24
Therapy Requirement, Pastoral Counseling	62
Thesis Guidance, Psychology	81
Time Limit	23
Traineeships/Fellowships, Speech Pathology	101
Transcripts	24
Transfer Credit	24
Trustees, Board of	185

U

University, The	5
Campuses and Buildings	
Baltimore Campus	8
Columbia Campus	10
Timonium Campus	10
Diversity Statement	7
History	5
Learning Aims	7
Mission	6
Services	
ALANA Services	11
Bookstore	11
Career Center, The	11
Computer Facilities	11
Disability Support Services	11
Health Insurance	12
Housing	12
Library	12
Parking	12
Post Office	12
Records Office	13
Student Administrative Services	13
Student Health and Education Services	13
Values	7
Vision	6

V

Values, The University	7
Vision, The University	6
Visiting Students	18

W

Waiver Exams, Sellinger School	151
Waiver Policy, GMAT	150, 164
Waivers, School of Education	108
Withdrawals	22

