LOYOLA UNIVERSITY MARYLAND
2014–2015

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

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
Communication (Emerging Media): 410-617-2528
Education: 410-617-5095
Liberal Studies: 410-617-2299
Psychology: 410-617-2696
Theology: 410-617-2290

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: 410-617-1903
Admission: 410-617-5020; 800-221-9107, ext. 5020
Financial Aid: 410-617-5020
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

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IMPORTANT

The provisions of this publication are not to be regarded as a contract between the student and Loyola University Maryland. 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 Maryland 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 Kathleen M. Parnell, Assistant Vice President for Human Resources, 5000 York Road, Room 206, 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 Kathleen M. Parnell, Assistant Vice President for Human Resources, 5000 York Road, Room 206, 410-617-2354.

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

NOTICE OF AVAILABILITY OF INSTITUTIONAL AND FINANCIAL AID INFORMATION

As provided by the Higher Education Opportunity Act reauthorized in 2008, Loyola University Maryland students are entitled to access information related to the University, financial aid available at the University, and the Family Educational Rights and Privacy Act of 1974 (FERPA). Much of this information can be found in the Community Standards Handbook and this catalogue. For additional information visit, www.loyola.edu/department/consumer-information.

Accreditation

Loyola University Maryland is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104; 267-284-5000. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Within Loyola College, the Master of Science (M.S.) in Pastoral Counseling is currently accredited in clinical mental health counseling by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). CACREP has accredited the Doctor of Philosophy (Ph.D.) in Pastoral Counseling under the Counselor Education and Supervision standards. The Psy.D. Program in Clinical Psychology offered through the Department of Psychology is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002; 202-336-5979; apaaccred@apa.org; www.apa.org/ed/accreditation. The Master of Science (M.S.) in Speech-Language Pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P–12 educators for professional development, relicensure, or other purposes. The graduate program in school counseling is also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Sellinger School of Business and Management is accredited by AACSB International–The Association to Advance Collegiate Schools of Business. Founded in 1916, AACSB International is the longest serving global accrediting body for business schools that offer undergraduate, master's, and doctoral degrees in business.

The University is approved by the following agencies:

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

The University is a member of the following agencies:

AACSB International–The Association to Advance Collegiate Schools of Business
American Association of Colleges for Teacher Education
American Association of Pastoral Counselors
American Speech-Language-Hearing Association (ASHA)
Association for American Colleges and Universities
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; 267-284-5000
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
Maryland Association for Higher Education
Maryland Chamber of Commerce
Maryland Independent College and University Association
Middle Atlantic Association of Colleges of 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

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

The University

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 6,000 undergraduate and graduate students representing two-thirds of the United States and 20 foreign countries. The University's graduate 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.

The Joseph A. Sellinger, S.J., School of Business and Management offers the Master of Business Administration (MBA), Master of Science in Finance (MSF), and Executive MBA programs tailored for professionals at different stages in their careers. It also offers the Emerging Leaders MBA program, designed for recent undergraduates and those with a few years of professional experience. The Sellinger School's 1988 accreditation (which was reaffirmed in 1999 and 2011) 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. In Fall 2014, Loyola started a specialized Master of Accounting (M.Acc.). The full-time, 12-month cohort program is designed for those with an undergraduate degree in accounting (or equivalent accounting coursework) who are seeking the 30 additional credits required to obtain licensure as a Certified Public Accountant (CPA).

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 training model to prepare students to work under the supervision of a licensed psychologist or to pursue doctoral training. The graduate psychology program, which trains students in both theory and skill development and offers field experiences at numerous sites throughout Baltimore, was expanded in 1996 to include a Doctor of Psychology (Psy.D.) in Clinical Psychology. The Psy.D. program is accredited by the American Psychological Association (APA). 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.

The School of Education, which marked its official launch in Fall 2009, builds on the long-standing achievements of Loyola's former Department of Education. Its primary aim is to develop highly effective

and ethical educational leaders and change agents who share the University's convictions about, and commitment to, bringing about social justice by improving education for all children, especially those who have suffered most from an inadequate system. 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.

In 2012, Loyola began offering a Master of Theological Studies (M.T.S.). The M.T.S. is a rigorous program designed to offer students both a broad exposure to the Christian tradition and a variety of theological specialties. The program allows students to explore a topic in depth through the preparation of a thesis, and it can be an excellent preparation for beginning a Ph.D. or further work in fields such as library science, education, ministry, social work, law, or publishing. All classes take place on the Baltimore Campus. The program is designed to be completed in two years for full-time students and four years for part-time students. In 2014, Loyola began offering a three-year, part-time Postbaccalaurate Certificate (P.B.C.) in Theology and Ministry for those who wish to further their academic theological education, but who are not interested in pursuing an academic career.

In Fall 2013, Loyola launched a Master of Arts (M.A.) in Emerging Media. The M.A. is an intensive program designed for working professionals, recent college graduates, and those generally interested in improving their understanding of emerging media. Participants master the skills needed to communicate effectively using new and emerging media platforms within defined contexts and professional settings, as well as explore the social, cultural, psychological, and economic impact of new communications platforms. All but two required classes are taken online. The program is designed to be completed in 12 months for full-time students and up to 44 months for part-time students.

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.

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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.

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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 the leading Catholic, comprehensive university 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 Maryland 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 founded in 1852, Loyola University Maryland adopts and adapts these characteristic emphases of the Ignatian heritage and reflects them in its life and work. Loyola's Jesuit tradition was complemented and enriched by the tradition of the Mercy Sisters when the Loyola 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. 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 GOALS

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 Maryland 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 Maryland maintains three campuses in the greater Baltimore metropolitan area. One, a traditional collegiate campus in northern Baltimore City, primarily houses undergraduate programs. The Timonium and Columbia Campuses focus on graduate programs. For maps and driving directions, visit www.loyola.edu/about/directions.

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 Campus Ministry. 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 and the office of the Vice President for Enrollment Management and Communications; offices for Undergraduate Admission, the Counseling Center, Financial Aid; International Programs, and the Center for Community Service and Justice; 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 departments within the School of Education and the Departments of 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, Academic Affairs for Varsity Athletics, 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 the office of the Dean of the School of Education.

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, Messina, the Department of Modern Languages and Literatures, a language learning center, the Records Office, Student Administrative Services, the Writing Department, the Writing Center, and classrooms. A major renovation, completed in 2002, increased academic space; added high-technology classrooms; and created a new, state-of-the-art language resource center.

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. It also houses the Student Experiential Learning Lab (SELL). Completed in 2010, the state-of-the-art SELL offers Loyola students access to the same technology, equipment, and real-time updates used by professionals in today's financial markets.

Donnelly Science Center was completed in 1978. Its construction enabled Loyola to expand and upgrade its science facilities to include laboratories, 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. A 2011 expansion 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 Mathematics and Statistics; Instructional Technology; 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 Departments of Communication and Fine Arts, 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 Notre Dame of Maryland University, 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 700,000 books, e-books, and periodicals 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 18,585 DVD and other media 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 100-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 51,000 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 Washington Adventist University (formerly Columbia Union College). Through the consortium, the library shares book holdings of more than one million 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 **Facilities Building**, located on the east side of campus, houses offices for facilities/project management and sustainability, as well as support operations for the Department of Public Safety/Campus Police. A number of facilities are situated opposite. The Technology Services Training Center is housed at **300 Radnor Avenue.** The **John Early House** is home to the Department of Military Science. Institutional Research and the Fine Arts Printmaking Studio are located in the **Justin Ocher House. McEneany Cottage** is used by the Department of Psychology for faculty research activities, and the **St. Alphonsus Rodriguez House** provides a venue for Campus Ministry.

Cardinal John Henry Newman Towers houses faculty offices for the Department of Speech-Language Pathology/Audiology, administrative offices, residence halls, and a dining facility.

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.

In March 2010, Loyola celebrated the grand opening of **The Reverend Harold Ridley, S.J., Athletic Complex**, a 6,000-seat facility that is home to its men's and women's lacrosse and soccer teams. Located two miles west of the Baltimore Campus, the Ridley Athletic Complex features a Sportexe Momentum synthetic turf competition field; video scoreboard; practice field; training facilities; locker rooms for home teams, visitors, coaches, and officials; athletics staff offices; press, presidential, and VIP boxes; concession areas; and event space.

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. The annex building at this location houses the York Road Initiative office.

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

In 2014, Loyola acquired **4806 York Road**, which houses administrative offices for Technology Services.

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, as well as offerings in education specialties, liberal studies, computer science, 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; technology classrooms; Montessori practice rooms; treatment and adjacent observation rooms for the Columbia extension of the Loyola Clinical Centers; and a hands-on science classroom. Student services include a networked computer lab with 24-hour access, two lounges with computers (one with 24-hour access), group meeting spaces, a bookstore annex, a writing center, and a career center.

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, Graduate Financial Aid, Advancement, and Marketing and Communications are also located 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 include programming space, a computer lab with 24-hour access, a bookstore annex, a student lounge, a writing center, and a career center.

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 is managed by Barnes & Noble College Booksellers, and it 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 offers rentals and e-books. The store also 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.loyola.bncollege.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 (ACN) 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 at all three campuses; contact the center for hours of operation.

Disability Support Services

The Disability Support Services (DSS) office ensures students with disabilities have an equal opportunity to fulfill Loyola's mission of learning, leading, and serving in a diverse and changing world. DSS provides students with disabilities access to the University's services and programs by coordinating accommodations and supports. On a case-by-case basis, DSS reviews documentation of disability, recommends classroom and/or residential accommodations, and coordinates supports. 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 assistance.

A student must self-identify and register with DSS by completing a DSS registration form, providing documentation of disability, and attending an intake meeting. Documentation must meet the University's guidelines, and information is confidentially housed in the DSS office.

DSS is located in Newman Towers West, Room 107. To schedule an appointment, students may call 410-617-2062/5137/2750 or e-mail mwiedefeld@loyola.edu or mmhenry@loyola.edu. For more information, visit www.loyola.edu/dss.

Health Insurance

All graduate students enrolled in a degree seeking program and taking a minimum of six (6) 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 on plan benefits or to enroll, visit www.aetnastudentshealth.com or call 800-232-5481. For more information on Loyola health insurance plan, contact Loyola's insurance broker at 410-512-4607 or Loyola@rcmd.com.

Housing

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

International Student Services

The Office of International Student Services (OISS) assists international undergraduate, graduate, and exchange students at the prospective, current, and postgraduate levels in areas such as immigration, maintaining legal status, visas, travel, academics, employment, cultural adjustment, and personal/social matters and concerns. A New International Student Orientation program is offered each semester. In addition, the office periodically organizes social events and trips, providing international students with the opportunity to explore areas outside of Baltimore and meet other Loyola students.

The role of OISS also includes serving as the primary liaison for university departments, governmental (federal, state, and local) agencies, and community contacts that work with international students. The office works with the Department of Homeland Security to issue immigration documents for all incoming F-1 international students.

OISS is located in the Humanities Center, First Floor, Suite 141. Hours are Monday–Friday, 8:30 a.m. – 5 p.m. To schedule an appointment, call 410-617-5245 or e-mail dzanzero@loyola.edu.

Loyola/Notre Dame Library

Students are encouraged to make extensive use of the library and its resources. The library catalogue is shared by three other academic libraries, providing ready access to over one million volumes, including more than 384,000 e-books. Books in the catalogue not owned by Loyola/Notre Dame may be requested online and shipped within two days. Current and bound periodicals, DVDs, and other media are also available at the library.

The library's website (www.loyola.edu/library) serves as a gateway to a variety of resources. A discovery service called *Seeker* enables students to find books, articles, and other resources on a topic with a single search. Students have access to numerous databases, including PsycINFO, Business Source Premier, ATLA (religion), ERIC (education), ComDisDome (speech and hearing), Academic Search Complete, and ScienceDirect. There is electronic access to full-text articles from over 55,000 periodicals. Research guides to a wide range of disciplines and topics provide students with links to many online resources and help guides. Students can connect with these resources from any computer on Loyola's campus network, including library workstations. Databases can be accessed from off-campus computers by current students who are registered library users. The library is wireless-enabled and provides in-house loans of laptops.

Librarians in the Research/Instruction Department assist students in selecting, searching, evaluating, and citing various information sources. Students can ask questions by phone, e-mail, 24/7 chat, instant messaging, or texting. Books and articles not owned by the library can usually be acquired through interlibrary loan. Customer Services Department staff are available to assist with reserve materials and copying/printing facilities. Students at the Timonium and Columbia Campuses can request books the library owns to be sent to those campuses for pickup. Periodical articles that the library owns only in bound form will be scanned and e-mailed to students. Many reserve readings are available electronically on the library's website.

The library building features several high-tech classrooms, a digital media/adaptive technology lab, a 96-seat auditorium, a screening room, and a variety of seating areas for individual or group study. Computer workstations are located on all four floors. 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 Student Post Office is located on the first floor of the College Center. Students can purchase stamps and money orders, send faxes, and mail packages via the U.S. Postal Service or UPS. Hours of operation are 8:30 a.m. to 4 p.m., Monday through Friday, with package pick up until 4:30 p.m. The Post Office accepts cash or Evergreen payment.

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 offerings, forms, calendars, and other helpful links, visit www.loyola.edu/records.

STUDENT ADMINISTRATIVE SERVICES

Student Administrative Services (Maryland Hall 140) provides services Monday through Friday, 7 a.m. to 5 p.m. For more information, visit www.loyola.edu/department/financialservices/sas.

STUDENT HEALTH AND EDUCATION SERVICES

The Student Health Center provides outpatient care during the academic year. 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 the Student Health Services webpage at www.loyola.edu.

TECHNOLOGY SERVICES

Loyola students have access to the Student Technology Center (STC), which is responsible for the management and oversight of all student interaction with Loyola's technology. The STC strives to maintain awareness of students' technology needs and to stay current with the challenging and dynamic methods used to learn and to socialize in an academic environment. Students with technology questions or concerns can reach the STC by phone, 410-617-5555; e-mail, ots@loyola.edu; or in person, Knott Hall 003.

Some technology highlights include:

- **Inside.Loyola,** an online campus portal for the Loyola community that offers access to student news, web-hosted software, e-mail, and campus communications.

- Student **e-mail** accounts powered by Microsoft Live@Edu. Students can access Loyola e-mail using Microsoft Outlook or Outlook Web Access. Loyola e-mail features include address books, calendaring, and SPAM control.

- **Moodle,** the course management system students use for their academic work.

- **Wireless internet service** is available in all residence halls and in all academic buildings. Technology Services recommends that students connect to Loyola's encrypted wi-fi network.

- **Cable television** service is available to all residential students.

- 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 have 24-hour access via student ID card. Labs may contain PCs, Macs, and printers.

To learn more about the technology resources available, visit www.loyola.edu/ots/newstudent.

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 Maryland 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. Students are responsible for civil classroom behavior as communicated by their course instructor, including in class use of technology. It is the responsibility of faculty and students alike to maintain the academic integrity of the 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 Registration 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 the 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 rel-evant information. Third parties (such as lawyers, advisors, and family members) are not permitted to attend Panel meetings, which are audio recorded. Once the Panel has made a decision regarding whether or not a violation of academic integrity occurred, it will communicate that decision to the chair or director no later than 10 business days after the Panel's last meeting.

If the Panel finds that a violation of academic integrity did occur, then the appropriate sanction(s) will be determined. If the student feels the academic sanction(s) is (are) disproportionate to the academic integrity offense, the student may appeal the sanction(s) through the process outlined below (see Process of Appeal for Academic Sanctions). Appeals of academic sanctions should be submitted only upon resolution of any appeal of the Panel's decisions.

If the Panel finds that a violation of academic integrity did not occur, the instructor is encouraged to follow the decision of the Panel and to impose no sanction on the student. The instructor will inform the Graduate Academic Standards Committee and the student, in writing, whether or not an academic sanction will be imposed (and what that sanction will be) no later than 48 hours of receiving notification from the Panel of the outcome of the hearing.

If an instructor remains convinced that an academic integrity violation occurred, despite the decision of the Panel, the instructor may persist in imposing the academic sanction originally proposed in the Charge. If an instructor imposes an academic sanction and the Panel has determined that no academic integrity violation has occurred, the student can appeal the instructor's action according to the procedures outlined below (see Process of Appeal for Academic Sanctions).

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 business 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.

Process of Appeal for Academic Sanctions

Appeals of academic sanctions should be submitted only upon resolution of any appeal of Review Panel decisions.

If the Panel has found that a student did commit a violation of the academic integrity policy, the student can appeal the academic sanction imposed by the Panel on the following grounds:

1. The academic sanction imposed is not the sanction listed in the Charge prepared by the instructor.

2. The academic sanction imposed does not conform to any stated academic integrity violation policy on the course syllabus, or the sanction imposed does not conform to any departmental academic integrity violation policy on file with the appropriate dean.

The appeal must be submitted in writing and received by the appropriate Dean no later than four (4) business days from the receipt of the notification from the instructor about the academic sanction to be imposed. (The appropriate Dean is the Dean of the school of the University in which the course of the contested grade is housed.) The written appeal must clearly state the grounds for the appeal. The Dean will review appeals for appropriate submittal (i.e., the appeal is timely and specifies the grounds for the appeal). Appeals rejected as untimely may not be resubmitted.

If the appeal is appropriately submitted, the Dean will consider whether the academic sanction imposed by the instructor conforms to information contained in items 1 and 2 above. If the sanction does conform to those instruments, the Dean will uphold the sanction. If the sanction does not conform to those instruments, the Dean will make the appropriate adjustments, including changing the final grade if deemed appropriate.

In general, the Dean will make a decision no later than 20 business days from receipt of an appropriately submitted appeal. The Dean will communicate the decision, in writing, to the faculty member and the student, including the reasons for the decision. **The decision of the Dean is final.** There is no further appeal by either the faculty member or the student.

If the Panel has found that a student did not violate the academic integrity policy, the Panel chair will notify, in writing, the student, the faculty member, and the appropriate Dean within 48 hours after the finding. The instructor will inform the Panel and the student, in writing, whether an academic sanction will be imposed (and what that sanction will be) no later than 48 hours of receiving notification from the Panel of the outcome of the hearing.

If the faculty member in question continues to impose an academic sanction, the student may appeal this action to the appropriate academic Dean. The appeal must be submitted in writing to the appropriate Dean no later than four (4) business days from the receipt of the notification from the instructor that the instructor intends to impose an academic sanction. (The appropriate Dean is the Dean of the school of the University in which the course of the contested grade is housed.) The written appeal must include a copy of the notification from the Panel indicating that it did not find that the student violated the academic integrity policy and a copy of the notification from the instructor that the instructor intends to impose an academic sanction. Appeals that do not include this documentation will be rejected as incomplete and may not be resubmitted. Appeals rejected as untimely may not be resubmitted.

If an appeal is properly submitted, the Dean will consider the case on its merits after consulting appropriate materials and persons related to the Review Panel proceedings. The Dean should confer with the student and the instructor, individually, and may confer with additional appropriate persons related to the hearing. Other parties, including parents or attorneys, are not permitted to attend these conferences. Ordi-

narily, the Dean will communicate the decision to the student, the faculty member, and the Graduate Academic Standards Committee no later than 20 business days after receipt of the student's appeal. This notification must include a brief rationale for the finding. If the Dean determines that an academic integrity offense occurred, the Dean will uphold the original academic sanction. If the Dean determines that an academic integrity offense did not occur, no academic sanction may be imposed, and the Dean will make the appropriate adjustments, including changing the final grade if appropriate. **The decision of the Dean is final.** There is no further appeal for either the faculty member or the student.

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 Maryland 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 Maryland Alcohol Policies and Procedures, Section D of the Loyola University Maryland Community Stan-

dards: Student Conduct Process, 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/department/gradstudents/services/policies.aspx. 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 Maryland.

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.

SEPARATION FROM THE UNIVERSITY

A student may be separated from the University if it is determined that the student engages in, 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 refuses to cooperate with efforts necessary to determine whether the student's behavior falls within one or more of the above criteria. For specific information on this policy and its implementation, refer to Section F of the Loyola University Maryland Community Standards: Separation for Medical Reasons.

BUCKLEY AMENDMENT

Loyola University Maryland 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 Maryland 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 deci-

sion 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 support 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.

   If nondirectory information is needed to address a disaster or other health or safety emergency, school officials may disclose that information to appropriate parties, without consent, if the University determines that knowledge of that information is necessary to protect the health or safety of the student or other individuals.

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 Maryland, with certain exceptions, obtain the student's written consent prior to the disclosure of personally identifiable information from the student's education records. However, the 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 Maryland 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 electronic address directory. If a student does not want the 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. **Students should be aware that instructing the University not to release directory information could impact disclosures to potential employers, lending institutions, health insurance carriers, etc.**

The University may disclose educational records to the parents of a dependent student, as defined in Title 26 USCSS 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 (Maryland Hall 141) and online, www.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 and may be dismissed from the program.

Nondegree 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 application along with 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. The usual tuition, special course fees, and a $25 registration fee are charged each semester. Visiting students are ineligible for financial aid or a degree from Loyola University Maryland.

Visiting students in the Sellinger School of Business and Management must meet the same admission and prerequisite requirements as degree-seeking students. They must submit an application, an official transcript from their MBA program, and the authorization letter with course approvals. Students should contact their Loyola or home institution program director to review the options available.

Visiting students from another Jesuit MBA school may transfer credits from one program to another through the MBA Jesuit Transfer Agreement (JEBNET, www.jesuitmba.org). Visiting JEBNET students must submit an application; an official transcript from their MBA program; the authorization letter with course approvals; and the Jesuit MBA exchange form, completed by their MBA program director.

Special Students

Special students are those who have at least a bachelor's degree and wish to enroll in graduate courses without pursuing a graduate degree or certificate at Loyola. Applicants may take no more than six (6) credits as special students. Individuals who wish to continue beyond the two course, nondegree limit must formally apply for admission to a degree, postbaccalaureate, or postmaster's program.

To become a special student, an individual must submit an application, application fee, official transcripts which verify receipt of the college/graduate degrees, and if applicable, meet departmental graduate admission standards. Not all programs offer the special student option. Applicants must check with their program of interest to ensure that they are eligible to be considered.

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.

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. Admission requirements for postbaccalaureate status can be found under Admission.

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 (C.A.S.) in Education, 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 educational leadership, curriculum and instruction, literacy, Montessori education, school counseling, and special education.

Individuals with a qualifying master's degree from Loyola or another accredited institution may take specific courses in pastoral counseling, psychology, or school counseling in order to fulfill prelicensure

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 as Master's Plus 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, which do not lead to a degree.

STUDENT STATUS

A full-time student registers for at least nine credits during the fall semester, nine credits during the spring semester, and six credits during 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.

Three-quarter-time students register for greater than six and less than nine credits in the fall and spring semesters. They register for greater than three and less than six credits during the summer.

INTERNATIONAL STUDENTS

Requirements for Admission

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

- All students 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 students are required to submit the results of the Test of English as a Foreign Language (TOEFL). Loyola 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, visit the Educational Testing Service website, www.ets.org/toefl.

- Official transcripts are required for all graduate programs. Students 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. To obtain the application, visit www.loyola.edu/graduate/international.

Obtaining the Form I-20

Loyola University Maryland 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 supplemental documentation in addition to the academic credentials necessary for admission committee review. The following documents are required and **all** must be adequately completed and received before a Form I-20 can be issued:

- Affidavit of Financial Support 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 expenses.

- Declaration of Finances Form must be accompanied by a current, original bank letter (in U.S. dollars) verifying that the funds are available to support the student's studies at Loyola. To obtain the form, visit www.loyola.edu/graduate/international.

- A copy of the biographical page of the student's passport.

- If available, copies of the student's U.S. visa and most current U.S. entry stamp. If applicable, submit copies of the principle visa holder's biographical page of the passport, U.S. visa, and most current U.S. entry stamp.

- Proof of sufficient health insurance coverage for the first year of study at Loyola (must be renewed each academic year). Coverage must be equivalent to the Aetna Student Health Insurance Plan designed for Loyola students (www.aetnastudenthealth.com), and it must be transferable to the United States. Students are encouraged to purchase the Aetna plan.

- Tuition payment for the first nine credits. (Note: ELMBA students should contact the Office of International Student Services for the required amount of tuition payment.)

• The $25 registration fee.

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

International students must apply as full-time, degree-seeking students. In order to maintain F-1 nonimmigrant student status, accepted students must take and successfully maintain nine or more semester hours of graduate work each fall and 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, which is necessary to maintain the F-1 nonimmigrant student status.

Obtaining the F-1 Student Visa

Students must schedule an appointment for an F-1 student visa interview with the U.S. Embassy or Consulate in their home country. Since visa procedures may differ from one embassy or consulate to another, students should check for specific requirements prior to their interview. To obtain detailed information on the embassy or consulate in your area, visit the Department of State website, travel.state.gov. The consular officer interviews the student and decides whether or not to issue the visa based on the interview, validity of the passport, and the other required documents presented during the interview.

At least three business days prior to their visa interview at the U.S. Embassy or Consulate, students must pay a $200 USD SEVIS fee directly to the U.S. Department of Homeland Security. Students must present a receipt of this payment at the time of application for the F-1 student visa, as well as the U.S. port-of-entry. Canadian students must pay the fee and have the SEVIS fee receipt of payment prior to arrival at the U.S. port-of-entry.

Entering the United States

Students may not enter the United States more than **30 days** prior to the report date on their Form I-20. Upon arrival to a U.S. port-of-entry, a U.S. Customs and Border Protection (CBP) Officer will examine the student's Form I-20, SEVIS fee receipt, visa, and passport.

Maintaining Legal F-1 Status

Within three (3) days of the first day of the semester, international students are required to meet with the international student advisor in the Office of International Student Services and present their immigration documents. Copies of the student's passport, Form I-20, SEVIS fee receipt, and most recent U.S. entry stamp will be made and processed. To schedule an appointment, call 410-617-5245.

Continuing students are required to check-in with the international student advisor within the first five (5) days of each semester. The Office of International Student Services verifies information in the U.S. SEVIS immigration system and makes updates accordingly. Each student's F-1 immigration status must be validated through SEVIS registration every semester they are enrolled at Loyola.

Students must report any change of address or contact information to the international student advisor within ten (10) days of change. This information will then be reported to SEVIS. Students must also notify the Records Office to have their contact information updated in the University's database.

In order to maintain legal F-1 student status, students must take and successfully maintain a minimum of nine (9) credits of graduate coursework each fall and spring semester. Students must also remain in good academic standing to maintain their F-1 status.

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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 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

Students can generate **official** grade reports online using WebAdvisor. Online access requires a valid User ID and Password (same as Loyola e-mail). No grades are given in person or over the telephone. Official grades will not be released for students with outstanding financial obligations to the University or those who have borrowed and not returned equipment or supplies such as library books and 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 responsibility for completing all coursework within the agreed upon time rests with the student.

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

Appeal of a Final Grade

For any grade change or grade appeal related in whole or in part to an alleged violation of the academic integrity policy, follow the policy stated under Academic Integrity above. For all other appeals of final course grades or changes of grade, follow the processes outlined below.

Any student who has reason to question the accuracy of a final course grade should request in writing a **grade review** with the instructor, stating the grounds upon which the review is being sought. The student must request a review of the grade no later than 10 business days after the beginning of the subsequent fall semester for summer courses or spring semester for fall courses, and no later than 10 business days after final grades are due for spring semester courses. The instructor reports to the student and department chair (or program director), in writing, the result of the grade review (whether the grade is changed or not), ordinarily no later than 10 business days after the receipt of the student's request. The report must include an explanation of the reasoning behind the result. (If the instructor is the department chair or program director, the report is submitted to the appropriate Dean. The appropriate Dean is the Dean of the school of the University in which the course of the contested grade is housed.)

If a grade change is made by the instructor, the instructor states the reason for the grade change on the Change of Grade Form and submits the Change of Grade Form, along with a copy of the student's written request, to the department chair or program director for approval. (In the case where the department chair is also the instructor, the instructor will submit the materials to the appropriate Dean who will appoint a senior member of the department to review the grade.)

In reviewing a grade change, if the chair or program director (or senior member) is satisfied that established procedures were followed and that the grade was not changed in an arbitrary or capricious manner or for inappropriate reasons, the chair or program director (or senior member) communicates this to the faculty member and the student in writing and submits the Change of Grade Form to the Records Office. If, however, the chair or program director (or senior member) is not satisfied that established procedures were followed, or believes the grade was changed in an arbitrary or capricious manner or for other inappropriate reasons, the chair or program director (or senior member) communicates this in writing to the faculty member and the student and no change of grade occurs. In the case where the chair or program director (or senior member) does not have confidence

in the grade or adherence to the procedures, see the paragraph on considering a grade appeal below.

If the instructor does not change a grade, and the student is not satisfied with the instructor's grade review, the student may file a **grade appeal**. This student grade appeal must include an explanation of why the student thinks the result of the faculty review of the grade is in error. The grade appeal must be submitted in writing to the department chair no later than 10 business days after the instructor submits the written grade review to the student and department chair. (In the case where the department chair or program director is also the instructor, a senior member of the department or program chosen by the appropriate Dean will review the grade appeal.) **No grades may be appealed after a student graduates.**

In considering a grade appeal, the department chair or program director (or senior department member) should ensure that established procedures were followed and that the grade was not determined in an arbitrary or capricious manner or for inappropriate reasons. The chair or program director (or senior member) should confer with the student and instructor, individually. Other parties, including parents, spouses, or attorneys are not permitted to attend the grade appeal conference. The chair or program director (or senior member) should report the result of this review, in writing, to the instructor, the student, and the appropriate Dean, ordinarily no later than 10 business days after receiving the appeal. This report must include an explanation for the reasoning behind the decision. If the chair or program director (or senior member) determines that established procedures were not followed or that a grade was given in an arbitrary or capricious manner or based on inappropriate reasons, the chair or program director (or senior member) fills out a Change of Grade Form and submits it to the Records Office.

If either the student or instructor is not satisfied with the outcome of the department chair's or program director's (or senior department member's) review of a change of grade or of a grade appeal, the student and/or the instructor may appeal to the appropriate Dean by submitting all pertinent documents for further review. The Dean is expected to review the record and confer with the chair or program director (or senior member) and the student and instructor. Other parties, including parents, spouses, and attorneys, are not permitted to attend this conference. If the Dean is unavailable to adjudicate the appeal, the appropriate associate dean will do so on the Dean's behalf.

The Dean reports the outcome of the grade appeal review to the instructor, student, chair or program director, and Records Office, normally no later than 20 business days after the receipt of the information from the department chair or program director. **The Dean's review of all grade changes and grade appeals is final.**

If a dismissal involves a grade appeal, then both the appeal of the dismissal and the grade appeal must be filed no later than 30 days after the close of the semester. Students are allowed to remain enrolled in current courses while appealing grades that will result in dismissal; however, they will not be allowed to enroll for subsequent semesters until the appeal is resolved. Students already registered for the next semester will be removed from enrollment if, when the appeal is resolved, the dismissal stands. Students who have been academically dismissed and who are in the process of a grade appeal may not register for future semesters until the appeal is resolved. Students dismissed from an academic program may not reapply to the same program.

A *W* cannot be the result of a grade appeal. A *W* on an academic transcript indicates that a student has successfully withdrawn from a course(s), following the approved course withdrawal process (described below), including published deadlines.

Audit Policy

Audit status indicates that a student has registered as a listener for the course. Auditing students must meet the requirements for admission to a degree program. 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. Not all programs offer the audit option; therefore, applicants should check with their program of interest to ensure that they are eligible for consideration.

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. In cases where the academic dismissal is upheld, students may not reapply to the same program at a later date.

Federal financial aid is a separate appeal process, subject to the federal regulations governing the federal financial aid satisfactory academic progress policy found under Financial Aid.

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 Master of Arts (M.A.) in Emerging Media is designed to be completed in 12 months for full-time students and 44 months for part-time students.

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 (Ph.D. and M.S.–Ph.D) students are allowed seven years to complete all academic, clinical, and research requirements, including successful completion of the dissertation.

The Psychology Department allows students seven years to complete all degree requirements for the 48- or 60-credit M.S. program. 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 Master of Theological Studies (M.T.S.) is designed to be completed in two years of full-time study. It is possible to complete the program on a part-time basis. Part-time students have six (6) years to complete all of the degree requirements. The Theology Department allows students four years (eight semesters) to complete the requirements for the Postbaccaulureate Certificate (P.B.C.) in Theology and Ministry.

The Executive MBA has a fixed, 2.5-year schedule. The Emerging Leaders MBA has a fixed, 12-month schedule. The Master of Accounting has a fixed, 12-month schedule, and the Accounting Certificate has a fixed, 11-week schedule. The Cyber Security Certificate is a part-time program consisting of five, three-credit courses offered over a 12-month period. 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. Students on an approved leave of absence are not permitted to engage in academic coursework (thesis, dissertation, etc.) and/or work with faculty during this period of separation. (Note: Students receiving financial aid should see Student Status Changes under Financial Aid.)

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.

INDEPENDENT STUDY

Independent study courses are special courses that permit a student to study a subject or topic in considerable depth beyond the scope of a regular course. These are courses that are not ordinarily offered by a department or program and often are listed as "special topics" courses. The student works closely and directly with the instructor as a scholarly team. The format of the course may vary: laboratory research, prose or poetry writings, specialized study of a particular topic, etc. The student must expect to devote considerably more time to these courses than to a regular course. The student must use initiative, be highly motivated, and have a strong interest in the subject. Independent studies are not conducted as distance learning or as online courses and must include significant face-to-face time with the instructor on one of the Loyola campuses. Since the work is largely original on the part of the student, the instructor is only able to give a general direction and guidance to the work.

Registration for independent study courses requires submission of the Specialized Study Form no later than the end of the scheduled add/drop period. To gain approval for an independent study course, a student must:

1. Develop a syllabus, which includes readings, assignments, scheduled meeting times, etc., with the instructor who will direct the independent study and obtain the instructor's signature on the completed Specialized Study Form.

2. Present the syllabus to the department chair and obtain the chair's signature for approval of the course.

PRIVATE STUDY

Private study courses are regular courses (e.g., courses that appear in the catalogue and have numbers assigned to them with descriptive titles) that are not scheduled in a given semester and that the student has not been able to schedule in the regular sequence. Students are only allowed to enroll in courses as private study if they will be delayed in completing their program due to scheduling issues. The scope, assignments, and requirements for a private study course are the same as for the regular course, and the student is required to meet with the instructor on a regular basis. Private study courses are not conducted as distance learning or as online courses and must include significant face-to-face time with the instructor on one of the Loyola campuses.

Private study courses must be taken for a regular grade. **Registration for these courses requires submission of the Specialized Study Form, signed by both the instructor and department chair, no later than the end of the scheduled add/drop period.** To gain approval for a private study course, a student must:

1. Develop a syllabus, which includes readings, assignments, scheduled meeting times, etc., with the instructor who will direct the independent study and obtain the instructor's signature on the completed Specialized Study Form.

2. Present the syllabus to the department chair and obtain the chair's signature for approval of the course.

TEST MATERIALS

All examinations, tests, and quizzes assigned as a part of a course are the property of Loyola University Maryland. 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). The student must have a grade of at least a *B* (3.000) in each course under consideration; however, only credits (not grades) are brought into Loyola. Once

these courses are approved, they appear on the Loyola transcript.

In order to have courses considered for advanced standing, students must submit a written request for advanced standing and an official transcript must be submitted to the department chair or appropriate administrator as delegated at the time of admission. 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 department chair or appropriate program administrator prior to taking the course.

School of Education

Only courses from accredited schools and programs will be considered for transfer credit. Mode of course delivery is not a consideration in transfer decisions. No more than six (6) credits from advanced standing and/or transfer will be accepted from another institution toward the Loyola degree. A grade of at least a *B* (3.000) must be received for each course transferred; however, only credits (not grades) are brought into Loyola. Once these courses are approved, they appear on the Loyola transcript. Under exceptional circumstances, and only with prior written approval of the associate dean, may courses be transferred in after beginning degree work.

Sellinger School of Business and Management (SSBM)

Only courses from another AACSB-accredited school will be considered for transfer credit. Mode of course delivery is not a consideration in transfer decisions. No more than six (6) credits from advanced standing and/or transfer will be accepted from another institution toward the Loyola 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 of the assistant dean, may courses be transferred in after beginning degree work.

Upon acceptance to the MBA program, students who have completed an SSBM graduate certificate may, within three years of certificate completion, be granted up to 12 credits to be applied as appropriate electives within the degree. Students completing the Loyola M.B.A. or M.S.F. who wish to pursue a second Loyola graduate business program may be granted as many as 12 credits of appropriate SSBM coursework to be applied from one program to the other. Courses used as transfer credit from one Loyola business program to another must be at the 700-level or above.

TRANSCRIPTS

Student academic records are maintained in the Records Office. 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. Unofficial transcripts are printed on security paper; however, they do not bear the University seal or the signature of the director of records. Official transcripts are transmitted or mailed directly to another college or university or other official institution or agency. Official transcripts are printed on security paper, and they bear the seal of the University and the signature of the director of records.

Transcripts are issued only upon the written request of the student concerned or the submission of an electronic request using WebAdvisor or ScripSafe, Loyola's secure online transcript ordering service. **Due to authentication restrictions, e-mail, fax, and telephone requests are not accepted.** There is a charge of five dollars ($5) per official transcript. In addition, ScripSafe charges a three dollar ($3) convenience fee per address. There is no charge for unofficial 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; however, they can be delivered electronically through Loyola's online transcript ordering service.

Transcripts of work at other institutions or test scores submitted for admission or evaluation of credit cannot be copied or reissued by Loyola University Maryland. 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. All courses taken are considered part of the cumulative QPA, whether they apply to the program or not. 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.

In Loyola College and the School of Education the accumulation of two grades of *C*+ (2.333) or lower, earned at anytime during the student's program of study (including the last semester), makes the student ineligible to graduate and will result in dismissal from the program. In the Sellinger School of Business and Management, the accumulation of three grades of *C*+ (2.333) or lower, earned at anytime during the student's program of study (including the last semester), makes the student ineligible to graduate and will result in dismissal from the program. The receipt of a grade of *F* at anytime during the student's program of study (including the last semester) makes the student ineligible to graduate and will result in dismissal.

All students are required to file an application for graduation accompanied by the $150 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 Records Office website (www.loyola.edu/records) 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.

Loyola University Maryland 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. **Department and general fees are nonrefundable.**

TUITION/DEPARTMENT FEES

Communication: Emerging Media *(per credit)* $995

Computer Science *(per credit)* $850

Liberal Studies *(per credit)* $525

Pastoral Counseling

M.A./M.S./C.A.S. *(per credit)* $580

Ph.D. $580/$735
(per credit; dependent upon course level)

Doctoral Dissertation Fee $1,400
(per semester of dissertation guidance)

Clinical Training Fee
  M.S., Full-/Part-Time $1,128
    (per clinical course; minimum four courses)
  C.A.S. *(per semester; two semesters)* $1,128

Advanced Individual Supervisory Fee $250
(PC805/PC806, per semester)

Lab Fee $80

Psychology

M.S./C.A.S. *(per credit)* $775

Psy.D., Class of 2019 $29,000
Psy.D., Class of 2018 $29,000
Psy.D., Class of 2017 $28,562
Psy.D., Class of 2016 $27,730

Field Study Fee *(M.S./C.A.S.)* $300

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

Thesis Guidance Fee
  PY761–764 *(dist. over four semesters)* $1,200
  PY765 *(per semester)* $300

Lab Fee $75

Registration Fee *(PY950/PY951)* $25

Speech-Language Pathology *(per credit)* $775

Full-Time, Class of 2016 $26,010
Full-Time, Class of 2015 $25,500

Theology *(per credit)* $760

Full-Time, Class of 2016 $18,742
Full-Time, Class of 2015 $17,850

SCHOOL OF EDUCATION

M.A./M.A.T./M.Ed./C.A.S./TELL Certificate $525
  (per credit; excluding Montessori/School Counseling)

M.A./M.Ed./C.A.S. $555
  (per credit; School Counseling only)

Field Study Fee $200/$400
  Montgomery County only $187.50/$375/$750
  GC732–734 only *(per semester)* $134

Lab Fee $60

Montessori Education

M.Ed. $330
(per credit with affiliated off-site AMI Institutes)

M.Ed. $19,595
(full-time academic year; WMI at Loyola, Columbia Campus only; inclusive, excluding prerequisite course fee)

C.A.S. $14,425
(full-time academic year; WMI at Loyola, Columbia Campus only; inclusive, excluding prerequisite course fee)

Prerequisite Course Fee $2,145

SCHOOL OF BUSINESS AND MANAGEMENT

M.Acc. *(per credit)* $1,000

MBA/MSF *(per credit)*
  Start Date Prior to Summer 2011 $830
  Beginning Summer 2011 $910

Accounting Certificate *(per credit)* $1,000

Cybersecurity Certificate *(per credit)* $910

Emerging Leaders MBA *(all inclusive)* $63,000

Executive MBA, Class of 2017 *(all inclusive)* $76,500

GENERAL FEES

Application Fee	$60
Certificate Fee *(18/30 credits)*	$150
Declined Credit Card Fee	$25
Graduation Fee	$150
ID Card Replacement Fee	$15
Late Registration Fee	$25
Parking Fee *(Baltimore Campus)*	$10
Readmission Fee	$25
Registration Fee *(part-time, per semester)*	$25
Returned Check Fee *(insufficient funds)*	$25
Special Testing Fee	$15
Transcript Fee *(official, per copy)*	$5

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 second meeting	100%
prior to third meeting	80%
prior to fourth meeting	60%
prior to fifth meeting	40%
prior to sixth meeting	20%

Summer Sessions

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

Subsequently, no refund is made.

Federal Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term. Federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60 percent of a payment period or term, the Financial Aid Office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: percentage of payment period or term completed equals the number of days completed up to the withdrawal date, divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: aid to be returned equals 100 percent of the aid that could be disbursed, minus the percentage of earned aid, multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed, the institution would owe the student a post-withdrawal disbursement which must be paid within 180 days of the student's withdrawal. The institution must return

the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal. Refunds are allocated in the following order:

• Direct Unsubsidized Stafford Loans;
• Federal Direct Graduate PLUS Loans;
• Federal TEACH Grants for which a return of funds is required;
• other assistance under this Title for which a return of funds is required.

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PAYMENT OPTIONS

Payment in full for tuition and all fees is required at the time of web, in-person, or mail-in registration. Payment may be made by cash, personal check, money order, 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 registrations requiring third party billing, including tuition remission, must be accompanied by an immediately executable authorization (on official organization letterhead) or purchase order.

When registering via WebAdvisor, 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. Failure to meet payment requirements will result in an immediate hold being placed on the student's account and may result in cancellation of the requested registration information. **There will be no exceptions to this policy.**

All application materials for a Federal Direct Unsubsidized Stafford Loan must be completed and received by the Office of Financial Aid 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.

Financial Aid

GRADUATE ASSISTANTSHIPS

Graduate assistants provide research, instructional, and administrative support to Loyola's faculty and administration. Most spend between seven and 15 hours per week in their assistantship or fellowship role and devote the remainder of their time to their academic pursuits. This combination of service, study, research, and teaching (when applicable) constitutes a full-time commitment. Assistantships and fellowships are competitive positions that are highly sought after. They present a rewarding opportunity for students to participate in a vibrant academic community.

Loyola offers a number of assistantships to new and continuing graduate students in a wide range of professional areas. Each opportunity provides a stipend (paid biweekly) and a scholarship which is applied at the start of the assistantship contract. This combination of stipend and scholarship is typically split 50/50 to provide students with the greatest pretax benefit.

Only those graduate students who are in a degree-seeking program are eligible to apply for a graduate assistantship. Assistantships become available at the end of the current term as students holding positions complete their academic programs. Candidates interested in submitting an application for consideration are encouraged to contact the sponsoring department. For a full listing of positions, descriptions and availability, visit www.loyola.edu/department/graduateassistantships/positions.

FEDERAL STUDENT LOAN PROGRAMS

Federal Direct Unsubsidized Stafford Loan

This program allows all students, regardless of financial aid eligibility, 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 year. New borrowers must complete an electronic Master Promissory Note (MPN) and an online Entrance Counseling Session to borrow funds through this program.

The interest rate and origination fee for Federal Direct Unsubsidized Stafford Loans are established on **July 1** each year. The interest rate established for each loan is fixed and applies for the life of the loan. Interest accrual begins immediately during in-school and deferment periods. Interest accruing during those periods may be paid or capitalized. Current interest rate and origination fee information can be found on the Office of Financial Aid website, www.loyola.edu/financialaid.

Federal Direct Loan borrowers who graduate, withdraw, or drop below half-time enrollment must complete an online Exit Counseling session.

Federal Direct 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 Direct Unsubsidized Stafford Loans. Schools determine eligibility for the Federal Direct Unsubsidized Stafford Loan before determining any remaining eligibility for a Federal Direct Graduate PLUS Loan. The Office of Financial Aid calculates the maximum a student may borrow through the Federal Direct Graduate PLUS Loan program after completion of the Federal Direct Unsubsidized Stafford Loan application process. Students may apply for a Federal Direct Graduate PLUS Loan online at StudentLoans.gov. New borrowers must complete an electronic Master Promissory Note (MPN) and an online Entrance Counseling Session to borrow funds through this program.

The interest rate and origination fee for Federal Direct Graduate PLUS Loans are established on **July 1** each year. The interest rate established applies for the life of the loan. Interest accrual begins on the date of the first disbursement; the first payment is due within 60 days after the final disbursement, or students may defer payment while they are enrolled as at least half-time.

Federal Direct Loan borrowers who graduate, withdraw, or drop below half-time enrollment must complete an online Exit Counseling session.

Application Procedures

All new and renewal applicants for Federal Direct Unsubsidized Stafford Loans must complete the Free Application for Federal Student Aid (FAFSA) and submit the Federal Direct Stafford Student Loan Information Sheet. In some cases, additional documentation may be required. Students will be notified via their Loyola e-mail account if additional documentation is needed to complete their application.

All application materials for a Federal Direct Unsubsidized 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.**

The proceeds of student loans (federal and private) must be disbursed to Loyola University Maryland 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 language 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 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; 410-767-3300; website: www.mhec.state.md.us.

SATISFACTORY ACADEMIC PROGRESS POLICY

Federal regulations require students who are receiving financial aid to make deliberate and measurable progress toward their degree in order to continue to receive financial aid. This requirement is referred to as Satisfactory Academic Progress (SAP).

Loyola will monitor academic progress to ensure that students maintain a minimum cumulative GPA and make steady progress toward degree completion. This policy applies to federal, state, and need-based institutional aid. Students who do not meet the SAP requirements may lose their financial aid eligibility. If extenuating circumstances led to noncompliance, students may submit an appeal to the Financial Aid Office for consideration.

Only students with a current year FAFSA on file will be evaluated. If a current FAFSA is not on file, students will not be evaluated until a FAFSA is received for the upcoming academic year. The SAP review is based on the entire academic record, even if the student did not receive financial aid for previous semesters of enrollment.

Qualitative and Quantitative Standards

The University measures academic performance based on three standards: grade point average (GPA), pace, and maximum time frame. To be eligible for financial aid, graduate students must comply with the following requirements:

1. Cumulative Grade Point Average (GPA):

   Maintain a 3.000 minimum cumulative grade average. In the event that the program of study requires a higher GPA, it will supersede this policy.

   Limit grades of *C*.

   No more than one grade of *C* in graduate programs in Loyola College or the School of Education.

No more than two grades of *C* in graduate programs in the Sellinger School of Business and Management.

No grades of *F.*

2. Completion Rate (Pace):

Complete at least 67 percent of all attempted credits per semester. This calculation is performed by dividing the number of credits earned by the number of credit hours attempted.

Attempted credit hours include the following, whether or not paid for with financial aid: Earned hours; grades of *F, I, P, S, U, W, NG, NR, GL;* transfer credits; and courses taken from a change in major. Repeated courses for grade improvement count as hours attempted but only count once if passed as hours earned. Audit and noncredit classes are not eligible for financial aid and are not counted in SAP calculations. **Note:** Federal financial aid will pay for only one repeat of a previously passed course.

3. Maximum Time Frame: Earn the degree within the time frame specified under Academic Regulations and Policies.

Evaluations and Notifications

Satisfactory academic progress (SAP) is evaluated annually at the end of each spring term (after grades are posted). Students enrolled in a certificate program are evaluated at the end of each term. SAP is also reviewed at the end of each probationary period, if applicable. Students who fail to meet the minimum SAP standards will be notified electronically via their Loyola e-mail account.

The SAP policy applies to financial aid eligibility; it does not impact registration or academic standing. It is separate from the academic standard required by the University for continued enrollment. Students failing SAP are ineligible for financial aid for subsequent enrollment periods. Students are permitted to attend Loyola, but at their own expense until they demonstrate academic progress toward their degree. Federal student aid may only be used toward courses required to complete a graduate degree.

Appeal Process

Students not meeting the minimum SAP requirements have the right to petition the Satisfactory Academic Progress Appeals Committee to have their aid reinstated when extenuating circumstances exist. Circumstances which are considered extenuating are those which are unusual or unforeseen at the beginning of the enrollment period, such as the death of a relative, injury, illness, and family or financial difficulties. An appeal may not be based upon the need for assistance or lack of knowledge that assistance was in jeopardy. The committee will review the appeal and notify the student of its decision in writing via the student's Loyola e-mail account.

Appeals must be in writing and include an explanation of why the student was unable to meet the SAP requirements, and the circumstances that have changed which would allow the student to make SAP at the next evaluation. Students may include supporting documents. Written appeals must be filed within 30 days of notification or prior to the last day of add/drop for the semester in which aid is desired, whichever comes first.

Students must also meet with their academic advisor to create an academic plan. This plan must demonstrate that, if followed, the student will be meeting SAP standards at the next evaluation or by a specified point in time. This plan must be presented with the appeal letter.

Students should not assume that a SAP appeal will be approved and must accept responsibility for paying tuition and fees if the appeal is denied. SAP Appeals Committee decisions are final and may not be appealed to another source. Students may submit one appeal.

Financial Aid Probation and Reinstatement

When an appeal is approved, eligibility for aid will be reinstated on a probationary basis for one semester. The student's academic performance in that probationary semester will be reviewed to determine the status for the upcoming semester.

If the requirements for satisfactory academic progress are now being met, the student's eligibility will be reinstated.

If the student is successfully following an academic plan but still not meeting the SAP standards, the student will be permitted aid for the upcoming semester. The next review will take place at the annual SAP evaluation period or according to the terms of the student's plan, whichever comes first. As long as the

student continues to meet the requirements of the academic plan at each scheduled review period, the student is eligible to receive financial aid.

If it becomes mathematically impossible to meet degree completion and/or grade point requirements prior to the maximum time frame, the student immediately becomes ineligible for future financial aid.

All information is subject to change based on changes to federal law, regulation, or University policy and procedure. If changes are made, students must abide by the new policy.

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 Direct Stafford Loan 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 (e.g., 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;

• academic leave of absence

• any other changes in status that would affect the status of a loan.

Note: For federal aid purposes, a student who takes an academic leave of absence is considered to have withdrawn from the school and the federal refund requirements apply (see Return of Title IV Funds Policy under Fees). An academic leave of absence will affect a student's in-school status for the purposes of deferring student loans. The student's grace period begins on the date the student was last enrolled as at least half-time.

FEDERAL STUDENT FINANCIAL AID PENALTIES FOR DRUG LAW VIOLATIONS

Under the Federal Higher Education Opportunity Act (HEOA), students who are convicted for any offense related to any federal or state law involving the possession or sale of illegal drugs will lose eligibility for any type of Title IV, HEA grant, loan, or work-study assistance. When filing the Free Application for Federal Student Aid (FAFSA), students are required to report if they have ever been convicted of any drug-related offense involving the possession or sale of illegal drugs. Failure to answer this question will automatically disqualify the student from eligibility for federal student aid programs. Knowingly providing false or misleading information on the FAFSA is considered a crime and can carry a fine of up to $10,000 or imprisonment. If a student is convicted while receiving assistance through any federal student aid program, the student must notify the University's Financial Aid Office immediately. The student will be ineligible for further aid and required to repay all aid received after the conviction.

NATIONAL STUDENT CLEARINGHOUSE (NSC)

Loyola University Maryland 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 National Student Loan Data System (NSLDS) is the U.S. Department of Education's central database for student aid. It receives data from schools, agencies that guaranty loans, the Direct Loan program, and other U.S. Department of Education programs. In general, the agency that authorized the aid award is responsible for reporting aid information to NSLDS: specifically, Stafford Loans are reported by guaranty agencies; Direct Loans are reported by the Direct Loan Servicing Center; Perkins Loans are reported by schools (or their agents); and grants are reported by the U.S. Department of Education Common Origination and Disbursement System.

NSLDS provides a centralized, integrated view of Title IV loans and grants that are tracked through their entire cycle, from aid approval through closure. The NSLDS Student Access website (www.nslds.ed.gov) allows recipients of Title IV aid to access and inquire

about their Title IV loans and/or grant data. The site displays information on loan and/or grant amounts, outstanding balances, loan statuses, disbursements, and loan servicers. This data is protected under federal privacy laws; detailed information governing its access can be found on the website.

FINANCIAL AID OFFICE CODE OF CONDUCT

The Higher Education Opportunity Act (HEOA) of 2008 requires institutions of higher education to develop and enforce a code of conduct that prohibits conflicts of interest for financial aid personnel. Additionally, as members of the National Association of Student Financial Aid Administrators (NASFAA), Loyola University Maryland financial aid personnel adhere to the NASFAA Statement of Ethical Principles and Code of Conduct which contains principles specific to the financial aid profession.

Consistent with the requirements of the HEOA and the NASFAA Statement, Loyola University Maryland has adopted a Code of Conduct for its financial aid professionals. Other University employees, officers, and agents with responsibilities in respect to education loans must also comply with this policy. For detailed information, visit www.loyola.edu/financialaid.

All federal, state, and institutional financial aid recipients must be U.S. citizens, U.S. nationals, or eligible noncitizens 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).

Admission

APPLICATION PROCEDURES

Prospective applicants may apply for admission online via the Loyola website (www.loyola.edu) or download forms from the site to apply by mail. 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 to the address provided on the website.

Applicants are responsible for ensuring that their completed application, along with all necessary supplemental materials, is received by the applicable deadline. Applications and supplemental materials received after the stated deadline may not be reviewed.

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. Application materials, once submitted, become the property of Loyola University Maryland and cannot be returned.

Official transcripts from **all** post-secondary colleges or universities attended must be submitted as part of an application for graduate study. 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. The Office of Graduate Admission may, at it's discretion, waive a transcript for up to 12 credits of nonrelevant coursework. Applicants may not submit a request for advanced standing or course waivers without providing an official transcript for the coursework in question.

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 nondegree student (see Academic Regulations and Policies).

LOYOLA COLLEGE

COMMUNICATION

Program:

Master of Arts (M.A.) in Emerging Media

Application Deadlines

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

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis. *This program is not available for international students.*

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

- Two professional/academic letters of recommendation.

- Resume or curriculum vita.

Liberal Studies

Programs:

Master of Arts (M.A.) in Liberal Studies
Master's Plus

Application Deadlines

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

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis.

International Student Application Deadlines

International students may only be enrolled in full-time degree programs. In order to maintain a full-time status, students may be required to travel between Loyola's three campuses in Baltimore, Timonium, and Columbia. Public transportation is not available. International students must submit a complete application for admission (including all supplemental documentation) by the deadlines shown below. *The Master's Plus option is not available for international students.*

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

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

New Student Orientation attendance is required of all accepted applicants; new students will register for classes at the conclusion of orientation.

- Application form.

- Nonrefundable $60 application fee.

- Essay/personal statement.

- Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

- Two professional/academic letters of recommendation.

- Resume or curriculum vita.

- TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

- International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

Pastoral Counseling

Programs:

Master of Science (M.S.) in Pastoral Counseling
Master of Arts (M.A.) in Spiritual and Pastoral Care
Certificate of Advanced Study (C.A.S.)
  in Pastoral Counseling
Doctor of Philosophy (Ph.D.) in Pastoral Counseling
M.S.–Ph.D. Combination Program

Application Deadlines

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

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis.

International Student Application Deadlines

International students may only be enrolled in full-time degree programs. In order to maintain a full-time status, students may be required to travel between Loyola's three campuses in Baltimore, Timonium, and Columbia. Public transportation is not available. International students must submit a complete application for admission (including all supplemental documentation) by the deadlines shown below. *The C.A.S. in Pastoral Counseling is not available for international students.*

Fall Semester	January 1
Spring Semester	August 1
Summer Sessions	January 1

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

An interview is required of all applicants. An online, video interview is permitted for international students and those who live over two hours from campus.

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

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

• Two professional/academic letters of recommendation.

• Resume and/or full curriculum vita detailing personal competency and leadership potential.

• TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

• International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

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

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved 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 tests administered within five years of the application deadline. Loyola's institution code is 5370.

• Two letters of recommendation (major professor or clinical supervisor and faith community leader).

• Resume and/or full curriculum vita detailing personal competency and leadership potential.

• TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

• International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

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

- All graduate course syllabi from counseling courses, as requested.

- All clinical evaluations from practicums, internships, etc., as requested

PSYCHOLOGY

Programs:

Master of Science (M.S.) in Clinical Psychology
Master of Science (M.S.) in Counseling Psychology
Certificate of Advanced Study (C.A.S.)
Master's Plus
Doctor of Psychology (Psy.D.) in Clinical Psychology

Master of Science (M.S.)

Application Deadline

Fall Semester only   March 1

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

- Application form.

- Nonrefundable $60 application fee.

- Essay/personal statement.

- Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved 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. Report must be sent directly from the Educational Testing Service. Scores must be from tests administered within five years of the application deadline. Loyola's institution code is 5370. *The GRE requirement may be waived for applicants who possess a conferred graduate degree.*

- Three professional/academic letters of recommendation.

- Resume or curriculum vita.

- TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

- International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

Certificate of Advanced Study (C.A.S.)

Application Deadlines

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

This program is not available for international students.

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

- Application form.

- Nonrefundable $60 application fee.

- Essay/personal statement.

- All official graduate degree-posted transcripts. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

- Three professional/academic letters of recommendation.

- Resume or curriculum vita.

Master's Plus

Application Deadlines

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

This option is not available for international students.

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• All official graduate degree-posted transcripts. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

• Three professional/academic letters of recommendation.

• Resume or curriculum vita.

Doctor of Psychology (Psy.D.)

Degree requirements include 120 credit hours for students entering the first year of study (M.S.–Psy.D.), and 97 credit hours for those entering their second year (Psy.D.). In addition to a one-year, full-time internship, all students are required to complete comprehensive examinations and a doctoral dissertation.

Admittance to the doctoral program in psychology is contingent upon passing a criminal background check. Each student recommended for admission into the program will be required to obtain, pay for, and pass a criminal background check. These background checks are routinely required by the Loyola Clinical Centers, schools, hospitals and other agencies that participate in the clinical education of Loyola students. Failure to pass a criminal background check may make a student ineligible to complete require-

ments and result in revocation of the student's acceptance into the graduate program. Additional information regarding the criminal background check process will be included in the acceptance letter.

An interview (by invitation only) is requested of all finalists for the Psy.D. program. Interviews occur approximately eight weeks after the application deadline.

Application Deadline

Fall Semester only	December 1

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved 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. Report must be sent directly from the Educational Testing Service. Scores must be from tests administered within five years of the application deadline. Loyola's institution code is 5370.

• Three professional/academic letters of recommendation.

• Resume or curriculum vita.

• TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

• International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

Programs:

Master of Science (M.S.) in Speech-Language
 Pathology
Postbaccalaurate Coursework

Master of Science (M.S.)

Admittance to the master's program in speech-language pathology is contingent upon passing a criminal background check. Each student recommended for admission into the program will be required to obtain, pay for, and pass a criminal background check. These background checks are routinely required by the Loyola Clinical Centers, schools, hospitals and other agencies that participate in the clinical education of Loyola students. Failure to pass a criminal background check may make a student ineligible to complete requirements and result in revocation of the student's acceptance into the graduate program. Additional information regarding the criminal background check process will be included in the acceptance letter.

Application Deadline

Fall Semester only   February 1

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. **Transcripts for studies still in progress must show fall grades.** *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved 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 tests administered within five years of the application deadline. Loyola's institution code is 5370.

• Three professional/academic letters of recommendation.

• Resume or curriculum vita.

• Prerequisite Course Information Form. *This form is required for students who have not completed an undergraduate degree in speech-language pathology or communication science disorders.*

• TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

• International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

Postbaccalaurate Coursework

Application Deadlines

Fall Semester   August 1
Spring Semester   December 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis. *This option is not available for international students.*

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

- Application form.

- Nonrefundable $60 application fee.

- Essay/personal statement.

- Official transcripts from **all** postsecondary colleges or universities attended. **Transcripts for studies still in progress must show fall grades.** *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved 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.

THEOLOGY

Programs:

Master of Theological Studies (M.T.S.)
Postbaccalaureate Certificate (P.B.C.)
   in Theology and Ministry

Master of Theological Studies (M.T.S.)

Application Deadline

Fall Semester only   March 15

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis.

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

- Application form.

- Nonrefundable $60 application fee.

- Essay/personal statement.

- Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved 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 tests administered within five years of the application deadline. Loyola's institution code is 5370.

- Three professional/academic letters of recommendation (at least two of which are academic references)

- Resume or curriculum vita. *(optional)*

- A writing sample that emphasizes a student's theological interests and research. *(optional)*

- TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

- International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

**Postbaccalaureate Certificate (P.B.C.)
in Theology and Ministry**

Application Deadlines

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

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis. *This program is not available for international students.*

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. **Transcripts for studies still in progress must show fall grades.** *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

• Two professional/academic letters of recommendation (one professional/scholarly, one ministerial).

• Resume or curriculum vita.

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SCHOOL OF EDUCATION

EDUCATION SPECIALTIES

Curriculum and Instruction

Programs:

Master of Arts (M.A.)
Certificate of Advanced Study (C.A.S.)

Application Deadlines

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

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis. *The graduate programs in curriculum and instruction are not available for international students.*

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

• Professional/academic letters of recommendation. *(optional)*

• Resume or curriculum vita. *(optional)*

Educational Leadership

Programs:

Master of Arts (M.A.)
Master of Education (M.Ed.)
Certificate of Advanced Study (C.A.S.)

Application Deadlines

Fall Semester	July 15
Spring Semester	November 15
Summer Sessions	April 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis.

International Student Application Deadlines

International students may only be enrolled in full-time degree programs. In order to maintain a full-time status, students may be required to travel between Loyola's three campuses in Baltimore, Timonium, and Columbia. Public transportation is not available. International students must submit a complete application for admission (including all supplemental documentation) by the deadlines shown below. *The C.A.S. is not available for international students.*

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

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

• Professional/academic letters of recommendation. *(optional)*

• Resume or curriculum vita. *(optional)*

• TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

• International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

Educational Technology

Programs:

Master of Arts (M.A.)
Master of Education (M.Ed.)
Certificate of Advanced Study (C.A.S.)

Application Deadlines

Fall Semester	July 15
Spring Semester	November 15
Summer Sessions	April 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis. *The graduate programs in educational technology are not available for international students.*

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

• Professional/academic letters of recommendation. *(optional)*

• Resume or curriculum vita. *(optional)*

Kodály Music Education

Program:

Master of Education (M.Ed.)

Application Deadline

Summer Sessions only	May 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis. *This program is not available for international students.*

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

If accepted academically, the department will contact the student to schedule a Solfa test of sight singing and ear training skills to determine eligibility and placement.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

• Two professional/academic letters of recommendation.

• Resume or curriculum vita.

School Counseling

Programs:

Master of Arts (M.A.)
Master of Education (M.Ed.)
Certificate of Advanced Study (C.A.S.)

Application Deadlines

Fall Semester	July 15
Spring Semester	November 15
Summer Sessions	April 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis.

International Student Application Deadlines

International students may only be enrolled in full-time degree programs. In order to maintain a full-time status, students may be required to travel between Loyola's three campuses in Baltimore, Timonium, and Colum-bia. Public transportation is not available. International students must submit a complete application for admission (including all supplemental documentation) by the deadlines shown below. *The C.A.S. is not available for international students.*

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

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

• One professional/academic letter of recommendation.

• Resume or curriculum vita. *(optional)*

• TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

• International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

MONTESSORI EDUCATION

Programs:

Master of Education (M.Ed.)
Certificate of Advanced Study (C.A.S.)

Application Deadline

Fall Semester only   May 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis.

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

• Three professional/academic letters of recommendation.

• Resume or curriculum vita.

• TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

• International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

TEACHER EDUCATION

Literacy

Programs:

Master of Education (M.Ed.), Literacy Teacher
Master of Education (M.Ed.), Reading Specialist
Certificate of Advanced Study (C.A.S.), Literacy
Certificate in Teaching English Language
   Learners (TELL)

Literacy/Reading (M.Ed., C.A.S.)

Application Deadlines

Fall Semester   July 15
Spring Semester   November 15
Summer Sessions   April 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis.

International Student Application Deadlines

International students may only be enrolled in full-time degree programs. In order to maintain a full-time status, students may be required to travel between Loyola's three campuses in Baltimore, Timonium, and Columbia. Public transportation is not available. International students must submit a complete application for admission (including all supplemental documentation) by the deadlines shown below. *The C.A.S. is not available for international students.*

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

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

- Essay/personal statement.

- Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

- Two professional/academic letters of recommendation. *(optional)*

- Resume or curriculum vita. *(optional)*

- TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

- International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

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

TELL Certificate

Application Deadlines

Fall Semester	July 15
Spring Semester	November 15
Summer Sessions	April 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis. *This program is not available for international students.*

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

- Application form.

- Nonrefundable $60 application fee.

- Essay/personal statement.

- Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

- One professional/academic letter of recommendation. *(optional)*

- Resume or curriculum vita. *(optional)*

Special Education

Programs:

Master of Education (M.Ed.), Early Childhood
Master of Education (M.Ed.), Elementary/Middle
Master of Education (M.Ed.), Secondary
Certificate of Advanced Study (C.A.S.)
Nondegree Special Student Option

Application Deadlines

Fall Semester	July 15
Spring Semester	November 15
Summer Sessions	April 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis.

International Student Application Deadlines

International students may only be enrolled in full-time degree programs. In order to maintain a full-time status, students may be required to travel between Loyola's three campuses in Baltimore, Timonium, and Columbia. Public transportation is not available. International students must submit a complete application for admission (including all supplemental documentation) by the deadlines shown below. *The C.A.S. and the Nondegree Special Student Option are not available for international students.*

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

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

• Praxis I (PPST) scores (or Maryland state-approved equivalent). Report must be sent directly from the Educational Testing Service. Loyola's institution code is RA5370. *A list of Maryland state-approved equivalencies is available on the School of Education website (www.loyola.edu/schoolofeducation).*

• Professional/academic letter of recommendation. *(optional)*

• Resume or curriculum vita. *(optional)*

• TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

• International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

Teacher Education

Programs:

Master of Arts in Teaching (M.A.T.), Elementary (Grades 1–6)

Master of Arts in Teaching (M.A.T.), Secondary (Grades 7–12)

Master of Arts in Teaching (M.A.T.), Secondary (Grades PK–12)

Application Deadlines

Fall Semester	July 15
Spring Semester	November 15
Summer Sessions	April 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis.

International Student Application Deadlines

International students may only be enrolled in full-time degree programs. In order to maintain a full-time status, students may be required to travel between Loyola's three campuses in Baltimore, Timonium, and Columbia. Public transportation is not available. International students must submit a complete application for admission (including all supplemental documentation) by the deadlines shown below.

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

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

A personal interview may be required.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement (500–750 words). *Additional information regarding essay questions/topics can be found on the School of Education website (www.loyola.edu/schoolofeducation).*

- Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

- Two professional/academic letters of recommendation (MAT recommendation form preferred).

- Resume or curriculum vita. *(optional)*

- Praxis I scores (or Maryland state-approved equivalent). Report must be sent directly from the Educational Testing Service. Loyola's institution code is RA5370. *A list of Maryland state-approved equivalencies can be found on the School of Education website (www.loyola.edu/schoolofeducation).*

- TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

- International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

SELLINGER SCHOOL OF BUSINESS AND MANAGEMENT

MASTER OF ACCOUNTING (M.ACC.)

Application Deadline

Summer Entry only   May 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis.

International Student Application Deadlines

International students may only be enrolled in full-time degree programs. In order to maintain a full-time status, students may be required to travel between Loyola's three campuses in Baltimore, Timonium, and Columbia. Public transportation is not available. International students must submit a complete application for admission (including all supplemental documentation) by the deadlines shown below.

Summer Entry only   February 1

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

- Application form.

- Nonrefundable $60 application fee.

- Essay/personal statement.

- Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved 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. Report must be sent directly from the Educational Testing Service. Scores must be from tests administered within five years of the application deadline. Loyola's institution code is 5370. *Applicants with a minimum 3.250 undergraduate grade point average and at least five (5) years of significant, relevant work experience (typically postbaccalaureate) or an advanced degree with quantitative content may submit a request for a GMAT waiver to mba@loyola.edu. Applicants who have already taken the GRE revised General Test (August 2011 and later) may supply this score in lieu of the GMAT. Test score reports must be sent directly from the Educational Testing Service (ETS). Scores will be converted using the GRE Comparison Tool for Business Schools produced by the ETS.*

- One professional letter of recommendation.

- Resume or curriculum vita.

- TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should*

contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.

• International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

Master of Business Administration (MBA)

Application Deadlines

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

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis.

International Student Application Deadlines

International students may only be enrolled in full-time degree programs. In order to maintain a full-time status, students may be required to travel between Loyola's three campuses in Baltimore, Timonium, and Columbia. Public transportation is not available. International students must submit a complete application for admission (including all supplemental documentation) by the deadlines shown below.

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

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved 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. Report must be sent directly from the Educational Testing Service. Scores must be from tests administered within five years of the application deadline. Loyola's institution code is 5370. *Applicants 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 academic advisor. Requests for a GMAT waiver may be made on the application. The admission committee reserves the right to require a GMAT score from an applicant even if the basic conditions are met. Applicants who have already taken the GRE revised General Test (August 2011 and later) may supply this score in lieu of the GMAT. Test score reports must be sent directly from the Educational Testing Service (ETS). Scores will be converted using the GRE Comparison Tool for Business Schools produced by the ETS.*

• One professional letter of recommendation.

• Resume or curriculum vita.

• TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

• International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

Master of Science in Finance (MSF)

Application Deadlines

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

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis. *This is a part-time program; therefore, international students with an F-1 visa status which requires full-time attendance are not eligible for this program.*

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved 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. Report must be sent directly from the Educational Testing Service. Scores must be from tests administered within five years of the application deadline. Loyola's institution code is 5370. *Applicants 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 academic advisor. Requests for a GMAT waiver may be made on the application. The admission committee reserves the right to require a GMAT score from an applicant even if the basic conditions are met. Appli-*

cants who have already taken the GRE revised General Test (August 2011 and later) may supply this score in lieu of the GMAT. Test score reports must be sent directly from the Educational Testing Service (ETS). Scores will be converted using the GRE Comparison Tool for Business Schools produced by the ETS.

• One professional letter of recommendation.

• Resume or curriculum vita.

Accounting Certificate

Application Deadline

Summer Entry only	May 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis. *This program is not available for international students.*

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. **Applicants for admission to the Accounting Certificate program must possess an undergraduate degree in accounting.** *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved 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. Report must be sent directly from the Educational Testing Service. Scores must be from tests administered within five years of the application deadline. Loyola's institution code is 5370. *Applicants with a 3.200 GPA in accounting courses and an overall 3.400 GPA may request a waiver of the GMAT. This waiver is available only for accounting graduates of Loyola University Maryland and other AACSB-accredited accounting programs. Requests for a GMAT waiver should be submit-*

ted to mba@loyola.edu. Applicants who have already taken the GRE revised General Test (August 2011 and later) may supply this score in lieu of the GMAT. Test score reports must be sent directly from the Educational Testing Service (ETS). Scores will be converted using the GRE Comparison Tool for Business Schools produced by the ETS.

• One professional letter of recommendation.

• Resume or curriculum vita.

Cyber Security Certificate

Application Deadline

Spring Entry only   December 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis. *This program is not available for international students.*

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. **Applicants must possess a minimum of an undergraduate degree.** *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved 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.

Master's Plus

Application Deadlines

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

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis. *This option is not available for international students.*

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

• One professional letter of recommendation.

• Resume or curriculum vita.

Emerging Leaders MBA

Application Deadlines

Round One   February 1
(decisions by March 1)
Round Two   May 1
(decisions by June 1)

Deadlines are for fall entry only. The first and second rounds of admission ensure first consideration for the limited scholarship opportunities available and early admission to the cohort. Applications must be complete with all supplemental materials received by the deadlines to ensure a decision by the first and second round. After June 1, applications will be reviewed with rolling admission as space is available.

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

Candidates who meet the minimum admission requirements and complete all documentation will be invited to interview (via Skype/phone) with the program manager as the last step in the admissions process.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement (minimum 250 words).

• Official transcripts from **all** postsecondary colleges or universities attended. **Candidates must be within range of a 3.000 cumulative GPA to be competitive for admission.** *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved 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. Report must be sent directly from the Educational Testing Service. Scores must be from tests administered within five years of the application deadline. Loyola's institution code is 5370. *Candidates must be within range of a 550 GMAT or comparable GRE to be competitive for admission. At the discretion of the department, the GMAT/GRE requirement may be waived for applicants who possess a conferred graduate degree which includes quantitative content. Requests for a GMAT waiver should be submitted to elmba@loyola. edu. Applicants who have already taken the GRE revised General Test (August 2011 and later) may supply this score in lieu of the GMAT. Test score reports must be sent directly from the Educational Testing Service (ETS). Scores will be converted using the GRE Comparison Tool for Business Schools produced by the ETS.*

• Two professional/academic letters of recommendation.

• Resume or curriculum vita.

• TOEFL/IELTS score report. *The TOEFL or IELTS examination 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. Test scores must be from tests administered within two years of the application deadline. Official scores must be sent directly from the Educational Testing Service. Applicants should contact the Office of Graduate Admission to determine minimum test scores required for admission. Loyola's institution code is 5370.*

• International Student Supplemental Forms. *These forms are required only if a student visa is needed; they must be completed no later than 90 days prior to the start of the program. Forms are available on the Loyola website (www.loyola.edu/graduate/international).*

Application Deadline

Fall Entry only   June 1

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis. *This program is not available for international students.*

Application Materials

It is the responsibility of the applicant to ensure that a completed application and all supplemental materials are received by the application deadline. Supplemental materials, once received, become the property of Loyola University Maryland and cannot be returned.

An interview is required of all applicants.

• Application form.

• Nonrefundable $60 application fee.

• Essay/personal statement.

• Official transcripts from **all** postsecondary colleges or universities attended. *Applicants who hold degrees or have earned credits from non-U.S. institutions (excluding study abroad programs) must have a course-by-course evaluation and translation of their academic records done by an approved evaluation services agency before they can be considered for admission to a degree program. Loyola recommends World Education Services, Inc. (www.wes.org).*

• One professional letter of recommendation.

• Resume or curriculum vita.

Honors and Awards

HONOR SOCIETIES

Alpha Sigma Nu – The National Jesuit Honor Society

Alpha Sigma Nu is the national Jesuit honor society for men and women. Students nominated by the members of the society, approved by the dean of their school and the president of the university, who have demonstrated outstanding qualities of scholarship, service, and loyalty to the university are elected to the society in junior and senior years.

Beta Gamma Sigma – The National Honor Society for Collegiate Schools of Business

Founded in 1913, Beta Gamma Sigma is the national honor society in the field of business administration recognized by AACSB International–The Association to Advance Collegiate Schools of Business. The objectives of Beta Gamma Sigma are to encourage and honor academic achievement and personal excellence in the study and practice of business; to promote the advancement of education in the art and science of business; and to foster integrity in the conduct of business operations. Membership in Beta Gamma Sigma is a singular honor and carries with it lifetime affiliation.

Each fall and spring semester, in accordance with Beta Gamma Sigma regulations, Loyola's chapter invites undergraduates majoring in accounting or business administration to join the national honor society. Spring invitations are extended to the top 10 percent of the junior class; fall invitations are extended to the top 10 percent of the senior class. In all cases, the official cumulative GPA used is as established by the student's academic record maintained by the Loyola University Maryland Records Office. (**Note:** Students who study abroad should consult with the Dean of International Programs to understand the timing of grades received from international study abroad programs.)

Discipline-Associated Honor Societies

Chi Sigma Iota – Counseling Academic and
 Professional Honor Society International
Kappa Delta Pi – International Honor Society
 in Education
Mu Kappa Tau – National Marketing Honorary
 Society
Psi Chi – The National Honor Society in Psychology

Sigma Iota Rho – National Honor Society
 for International Studies
Upsilon Pi Epsilon – Honor Scoiety for the
 Computing Sciences

MEDALS AND AWARDS

Student Recognition

The Reverend John E. Wise, S.J., Medal – Distinguished
 Achievement in Education
Dr. Barry K. Estadt Medal – For Excellence in
 Pastoral Counseling
Graduate Medal of Achievement Excellence in
 Psychology
Dr. Bernard A. Saltysiak Medal – Clinical Excellence
 in Speech-Language Pathology

Community Recognition

The **Milch Award** was founded in 1979 by the Milch family. It is conferred annually on an individual or group who has contributed most significantly to the betterment of the intellectual, cultural, social or commercial life of greater Baltimore.

The **Carroll Medal** was established in 1939 and named in honor of Archbishop John Carroll, founder of the See of Baltimore and the Catholic Hierarchy in America. The award is made each year to recognize distinguished alumni for noteworthy and meritorious service on the University's behalf.

The **John Henry Newman Medal** was established in 2002 in recognition of the University's Sesquicentennial Anniversary. The medal recalls the life and work of Cardinal Newman, who delivered a series of lectures in 1852—the year of Loyola's founding—that became the foundation for his seminal work on Catholic higher education, *The Idea of the University*. The award is made at the discretion of the University's Trustees to recognize individuals whose intellectual attainments, contributions to education, and steadfast commitment to the ideals of scholarship and service distinguish them as exemplars of Loyola's Jesuit tradition.

The **President's Medal** was established in 1950 to show appreciation and gratitude to the cherished friends and benefactors who have performed some signal service for the University's advancement and prestige, or who have demonstrated loyalty in a notable manner.

Loyola College

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

Associate Dean for the Humanities: Cindy Moore, Associate Professor of Writing
Office: Humanities Center, Room 250f
Telephone: 410-617-2830

Associate Dean for the Natural and Applied Sciences: Barhram Roughani
Office: Donnelly Science Center, Room 149
Telephone: 410-617-5572

Associate Dean for the Social Sciences and Graduate Programs: Jeffrey E. Barnett, Professor of Psychology
Office: Beatty Hall, Room 220c
Telephone: 410-617-5382

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.

In 2012, Loyola began offering a Master of Theological Studies (M.T.S.). The M.T.S. is a rigorous program designed to offer students both a broad exposure to the Christian tradition and a variety of theological specialties. The program allows students to explore a topic in depth through the preparation of a thesis, and it can be an excellent preparation for beginning a Ph.D. or can lead to further work in fields such as library science, education, ministry, social work, law, or publishing. In 2014, Loyola began offering a three-year, part-time program Postbaccalaurate Certificate (P.B.C.) in Theology and Ministry for those who wish to further their academic theological education, but who are not interested in pursuing an academic career.

In Fall 2013, Loyola launched a Master of Arts (M.A.) in Emerging Media. The M.A. is an intensive program designed for working professionals, recent college graduates and those generally interested in improving their understanding of emerging media. Program participants master the skills needed to communicate effectively using new and emerging media platforms within defined contexts and professional settings, as well as explore the social, cultural, psychological, and economic impact of new communications platforms. All but two required classes are taken online. The program is designed to be completed in 12 months for full-time students and up to 44 months for part-time students.

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: College Center, Room M014c
Telephone: 410-617-2528
e-mail: emergingmedia@loyola.edu
Twitter: @goaheadgetahead
Website: www.loyola.edu/academic/emergingmedia

Chair: Elliot King, Professor
Assistant Chair: Russell Cook, Professor
Director of Graduate Studies: Neil Alperstein, Professor
Director of Program Operations:
Veronica Gunnerson

Professors: Neil Alperstein; Russell J. Cook; Elliot King
Assistant Professors: Gregory Hoplamazian; Jonathan J. Lillie; Sara Magee; Tania Rosas-Moreno; Karsonya Wise Whitehead
Affiliate Faculty: Veronica Gunnerson

The communication environment in contemporary society is one of continual change, transforming the ways in which information and other content are created and disseminated. A generation ago, the World Wide Web burst into public consciousness, and it has been followed in rapid succession by new communications platforms including blogging, YouTube, Facebook, and Twitter. This rapid evolution of media platforms will undoubtedly continue in the future. Each of these services has had a significant impact on the way individuals communicate with each other personally as well as in business, politics, entertainment, and education. As with all change, new communications platforms open new opportunities in the creation and distribution of information through society. They also create challenges that must be addressed. The Master of Arts (M.A.) in Emerging Media gives students the knowledge base, the broad and deep understandings, and the practical skills needed to shape the use of new media in their organizations and in society at large.

LEARNING GOALS

Students who graduate with an M.A. in Emerging Media will:

• have the skill to strategically evaluate emerging media platforms;

• have the vision to create programs, campaigns, and content utilizing new and emerging media platforms;

• have the ability to investigate and explain the legal, economic, social, political, and cultural impacts of new and emerging media; and

• have the background to identify new communication opportunities for helping to create a socially just world.

ADMISSION CRITERIA

The program is designed to be completed in 12 months for full-time students and 44 months for part-time students. Applicants must have a bachelor's degree from an accredited college or university. A bachelor's degree in communication is not required for admission. Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

PROGRAM OF STUDY

The degree consists of 33 graduate credit hours, distributed as shown below. ME602 and ME701 are taken on campus; the remaining courses are taken online.

Orientation to Online Learning (non-credit)
An online orientation to Loyola's learning platforms and tools that includes strategies for student success for online learning. This orientation must be completed within four weeks of beginning the first course.

Required Courses   *(27 credits)*

ME601	Exploring Digital Culture
ME602	Content Creation Boot Camp
ME701	Ethical Issues in New and Emerging Media
ME710	Media Innovation
ME715	Emerging Media in Strategic Communication
ME720	The User Experience
ME725	Emerging Media Applications
ME730	Social, Political, and Cultural Issues and Emerging Media
ME735	Emerging Media Law and Regulation

Capstone Course   *(6 credits)*

ME798	Emerging Media Capstone Project I and II

COURSE DESCRIPTIONS

ME601 Exploring Digital Culture   (3.00 cr.)
Students investigate the social, political, cultural, intellectual, and economic impact of new communication services such as Facebook, Twitter, blogging, the World Wide Web, and others. Students assess the way the Internet and its applications have influenced the way we see ourselves and others; the way we interact and govern ourselves formally and informally; the ways we do business; and even the way we think. Critical issues such as privacy, cyber-bullying and civility, identify theft and security, and free speech are addressed. *Must be taken in the first semester of enrollment.*

ME602 Content Creation Boot Camp   (3.00 cr.)
New media combine words, images, audio, and video. This course provides an overview of the tools such as Photoshop, Dreamweaver, Adobe Premier, and others used to create new media content, as well as the techniques and strategies used in new media content development. *A one-week course which must be taken on a Loyola campus. (Summer only)*

**ME701 Ethical Issues in New
        and Emerging Media   (3.00 cr.)**
An examination and discussion of the different ethical issues and situations that arise when dealing with new media. The ethics of using the Internet and new technology for sourcing, promotions, marketing, and journalism are covered. Students engage in conversations about their ethical beliefs and how or what they need to do to adapt them to today's changing, technologically advanced society. The overall goal is to provide students with a solid grounding and understanding of new media ethics. *A one week course which must be taken on a Loyola campus. (Summer only)*

ME710 Media Innovation   (3.00 cr.)
The most important characteristic of emerging media is that it is new. Baseline concepts such as where good ideas come from, how innovation moves through society, and the relationship of emerging media to existing media are explored. Students develop a set of tools that enable them to assess the potential use and impact of emerging media.

**ME715 Emerging Media in Strategic
        Communication   (3.00 cr.)**
Students learn how new media technologies are being integrated as part of emerging advertising and public relations campaigns, as well as how they are being used to deliver traditional messages in novel times and spaces. In an increasingly competitive and diversifying media space, communicators are finding new ways to reach their intended audiences. This course fosters an understanding of the roles and limitations of new

media for delivering messages and engaging with key audiences, publics, and markets, while allowing students to critically analyze how to best utilize new media to connect with consumers.

ME720 The User Experience   (3.00 cr.)
Reviews the latest theories and research methods developed to better understand how and why people use new media technologies. Students cover a diverse range of perspectives on how users come to identify and make meaning from media, individual motivations and behavior, and the role of user communities. Students then review and apply the latest qualitative methods used by scholars and media companies to better understand target user groups, including usability studies, focus groups, interviews, and web-based surveys.

ME725 Emerging Media Applications   (3.00 cr.)
Best practices in the use of the most current new communications tools and platforms are explored. Topics include how to set up appropriate accounts, use the latest technology in applied settings, assess and measure new media viability, and strategically integrate social media to the advantage of the organization.

**ME730 Social, Political, and Cultural Impact
        of New and Emerging Media   (3.00 cr.)**
Students analyze and interpret the ways that race, class, gender, and ethnicity impact the access to, use of, and knowledge of technology, information, and communication. By looking at both in- and out-of-country usage, students also discuss the technological divide between countries, communities, neighborhoods, and people.

**ME735 Emerging Media Law
        and Regulation   (3.00 cr.)**
Emerging media frequently test the existing legal and regulatory framework for speech. Key legal and regulatory issues raised by new media are explored, including copyright and piracy, net neutrality, free speech, privacy, and democratic governance.

**ME740 Global Communication and Social Media:
        Policy and Trends   (3.00 cr.)**
Recommended Prerequisite: ME601. New and emerging media are changing the ways in which people around the world communicate. However, access to new media is subject to local laws, regulations, and customs. Therefore, it is important for communication professionals to think globally, but act locally. Students research the political economy, media ownership, regulations, and laws of some of the fastest growing economies in the world. Students also review social media policies and gain an understanding of new and emerging media

strategies that are utilized by global organizations and brands.

**ME796   Emerging Media Capstone
          Project I   (3.00 cr.)**
Working under the tutelage of an instructor/practitioner in the department, students have the option to engage in original research on a subject relevant to new and emerging media, then present their findings in a format of their choosing; or, to develop a project in which they demonstrate their proficiency using new and emerging media. *By arrangement with the faculty advisor.*

**ME797   Emerging Media Capstone
          Project II   (3.00 cr.)**
Prerequisite: ME796. A continuation of ME796. *By arrangement with the faculty advisor.*

**ME798   Emerging Media Capstone
          Project I and II   (6.00 cr.)**
Working under the tutelage of an instructor/practitioner in the department, students have the option to engage in original research on a subject relevant to new and emerging media, then present their findings in a format of their choosing; or, to develop a project in which they demonstrate their proficiency using new and emerging media. *By arrangement with the faculty advisor.*

**ME799   Capstone Continuation
          Guidance   (0.00 cr.)**
Prerequisite: ME798. Students work with their advisor toward the completion of their capstone project. *By arrangement with faculty advisor. A guidance fee is charged. Pass/Fail*

Office: Donnelly Science Center, Room 127a
Telephone: 410-617-2464
Website: www.loyola.edu/academic/computerscience

Chair: Dawn J. Lawrie, Associate Professor

Director: David W. Binkley
Academic Coordinator, Computer Science:
James Reeder
Academic Coordinator, Software Engineering:
Mohammad S. Raunak
Academic Coordinator, Web Development:
Yaakov Chaikin

Professors: David W. Binkley; Arthur L. Delcher
(emeritus); Roger D. Eastman; Roberta Evans Sabin
(emerita)
Associate Professor: Dawn J. Lawrie
Assistant Professors: Sibren Isaacman; Megan M.
Olsen; Mohammad S. Raunak
Affiliate Faculty: Douglas A. Ashworth; Michael
E. Berman; Hossein Beyzavi; Yaakov Chaikin;
Nathan D. DeGraw; Dennis P. Dworkowski;
Marco Figueiredo; Kalman Hazins; Alp Kayabasi;
Geoffrey L. Matrangola; David T. Opitz; A. Spencer
Peterson; Carl M. Powell; James Reeder; Timothy
M. Richards; Clark Richey; Patrick Stakem; Garrett
VanMeter; Christopher G. Wagner; Jason Youngers

(Note: This program is closed to new students.)

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 three required
courses and seven electives. The degree programs
in computer science and software engineering are
offered with courses alternating between Loyola's
Columbia and Timonium Campuses. A sequence of
preparatory courses is offered for students holding
bachelor's degrees in nontechnical fields.

Designed to meet the diverse needs of computer sci-
ence professionals, the M.S. in Computer Science
offers a practitioner-oriented curriculum that includes
the study of advanced algorithms, computer network-
ing, web programming, software engineering, and
database systems. In addition, students may elect
courses from many areas of computer science, such
as object-oriented analysis and design, network secu-
rity, and service-oriented architecture. Two focused tracks
are available in computer science. The web program-
ming track builds on the core study of advanced
algorithms and database systems. It includes courses
in advanced HTML coding and design, web applica-

tion development with servlets and JavaServer Pages,
Java design patterns, and XML technologies. The
networking track builds on the required study of
advanced algorithms, web programming, and data-
base systems. It is designed to provide a detailed
understanding of how computer systems communi-
cate and exchange data.

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 assur-
ance techniques. Students have many opportunities
to develop these skills in project-based courses, a pro-
cess that often continues 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 com-
plete all of the degree requirements for each degree.
Some courses for the first degree may satisfy require-
ments for the second degree. If so, they need not be
repeated. However, at most, three common courses
may be counted to satisfy the requirements of the
second degree.

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

Learning Aims

- Students will be proficient problem-solvers using current computer science techniques (e.g., database systems, web programming, and network systems).

- Students will be able to analyze and design high quality solutions to real problems using well-established principles of software engineering and be able to evaluate those solutions by rigorous means.

- Students will understand the fundamental principles of computer science theory in support of becoming a lifelong learner ready to build and understand tomorrow's technologies.

Degree Requirements

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

Preparatory Courses

The preparatory courses must be taken, unless waived based on previous college experience. These courses do not count toward the 30 required credit hours. Unless otherwise noted, CS700-level courses have all three CS600-level courses as prerequisites.

CS610	Discrete Mathematics and Algorithm Analysis
CS630	Computing Fundamentals I
CS631	Computing Fundamentals II

Required Courses

CS722	Object-Oriented Programming
CS724	Algorithm Design and Analysis
CS770	Software Engineering

Application Electives

Choose two of the following courses:

CS712	Web Application Development with Servlets and JavaServer Pages
CS730	Networking
CS762	Database Systems

Electives

Choose five courses at the CS700-level or above. One of the electives may be an approved graduate business (GB) course offered by the Sellinger School of Business and Management.

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
CS730	Networking
CS731	Advanced Networking
CS750	Special Topics in Computer Science or Software Engineering
CS751	Independent Study
CS760	Advanced Operating Systems
CS762	Database 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	Networking
CS732	Local Area Networks
CS731	Advanced Networking
CS764	Network Security

Program of Study

As seen in the suggested course sequence below, CS722 is the expected entry point for the program. Students interested in the networking track should take CS730 as their first application elective, while students interested in the web programming track should take CS712 as their first application elective. 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), which shows the expected offerings of the required and elective courses, is available to help plan a course of study.

Preparatory Year

Fall Term
  CS610   Discrete Mathematics
           and Algorithm Analysis
  CS630   Computing Fundamentals I

Spring Term
  CS631   Computing Fundamentals II
  CS774   Human-Computer Interaction

Summer Term
  CS700   Advanced Data Structures
           and Algorithm Design*

First Year

Fall Term
  CS722   Object-Oriented Programming*
  CS7xx   Application Elective

Spring Term
  CS724   Algorithm Design and Analysis
  CS7xx   Application Elective

Summer Term
  Elective

Second Year

Fall Term
  CS770   Software Engineering
  Elective

Spring Term
  CS7xx   Application Elective *(if not taken in preparatory sequence)*
  Elective

*   Students with limited background, but beyond that covered in the preparatory courses, should start with CS700 the summer before taking CS722.

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

Learning Aims

- Students will understand requirements elicitation, the specification of software architecture, and the organization of software systems.

- Students will understand the appropriate implementation techniques from the front-end of a software system through to the back-end.

- Students will understand software quality considerations such as best design practices, management considerations, software security, and testing.

Degree Requirements

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. 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
CS730   Networking

Required Courses

CS770   Software Engineering
CS780   Software Reliability and Testing
CS790   Software Architecture and Integration

Core Electives

Choose two of the following courses:

CS762   Database Systems
CS773   Software System Specification
CS774   Human-Computer Interaction

Electives

Five courses satisfying the following requirements:

• Three CS750-level or above courses

• At least one, but not more than two, 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 director.

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
CS731   Advanced Networking
CS750   Special Topics in Computer Science or Software Engineering
CS751   Independent Study
CS760   Advanced Operating Systems
CS762   Database 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
GB751   Strategic Security Planning
GB753   Legal, Ethical, and Global Perspectives of Cyber Security
GB754   Introduction to Cyber Security

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), which shows the expected offerings of the required and elective courses, is available to help plan a course of study.

First Year

Fall Term
CS770   Software Engineering
CS7xx   Core Elective

Spring Term
CS7xx   Core Elective
Elective

Summer Term
Elective

Second Year

Fall Term
CS790   Software Architecture and Integration
Elective

Spring Term
CS780   Software Reliability and Testing
Elective

MASTER'S PLUS

Through the Master's Plus, individuals holding master's degrees from accredited colleges or universities may take courses for which they have the background. Students may take an unlimited number of courses, as long as they maintain good standing as a graduate student (GPA of 3.000 or higher, with no more than one grade of *C*). *The Master's Plus does not lead to a degree.*

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

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 created and implemented in a high-level, object-oriented language to perform mathematical computations and data processing. Includes basic control flow constructs, elementary data structures (strings and arrays), and object-oriented design.

CS631   Computing Fundamentals II   (3.00 cr.)
Prerequisite: CS630. Intermediate programming emphasizing object-oriented methodologies for development, debugging, and testing of programs. Topics include inheritance, file processing, basic algorithm analysis, recursion, and data structures such as lists, stacks, queues, binary trees, and hash tables.

**CS700   Advanced Data Structures
            and Algorithm Design   (3.00 cr.)**
Prerequisite: CS610 and CS631, or equivalent. Algorithms and advanced data structures are designed, analyzed, and implemented using an object-oriented language. Examples include elementary graph algorithms; sorting algorithms; and data structures for maps, graphs, search trees, and priority queues. *Last semester offered, Summer 2014.*

**CS701   Principles of Programming
            Languages   (3.00 cr.)**
Prerequisite: CS722. 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.)
Prerequisite: CS722 or written permission of the program director. 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 Scheme, 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 concentrates 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.

CS722   Object-Oriented Programming   (3.00 cr.)
Prerequisite: CS630, CS631, and CS700; or written permission of the program director. 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. *Last semester offered, Fall 2014.*

CS724   Algorithm Design and Analysis   (3.00 cr.)
Prerequisite: CS610 and CS700; or written permission of the program director. A study of the design and analysis of efficient and correct computer algorithms. Topics include probabilistic algorithms, sorting and order statistics including lower bounds, dynamic programming, graph algorithms, and NP-completeness. *Last semester offered, Spring 2015.*

CS730   Introduction to Networking   (3.00 cr.)
Prerequisite: CS722 or written permission of instructor. An overview of the concepts of computer networking, including the TCP/IP suite, network interfaces, and design and performance issues. The course provides familiarity with network tools and network programming and considers some contemporary issues, both technical and social, concerning network technologies.

CS731   Advanced Networking   (3.00 cr.)
Prerequisite: CS730. An in-depth look at contemporary networking challenges, including peer-to-peer, multimedia, and mobile/wireless devices. Offers hands-on experience at all network levels from low-level router behavior to the analysis of global-scale network traffic. Students also have the opportunity to read and present on modern research topics.

**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, with a detailed analysis of virtualization, embedded systems, and cloud computing.

CS762   Database Systems   (3.00 cr.)
Prerequisite: CS610 and CS631, or equivalent; CS722 (may be taken concurrently). 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 cycle 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.)
Corequisite: 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: CS630. Corequisite: CS631. 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. Explores approaches to testing and analysis aimed at improving software quality, safety, and reliability across the software development lifecycle. Topics include concepts, models, and design techniques related to software reliability. 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. *Last semester offered, Spring 2015.*

**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: 410-617-2299
e-mail: liberalstudies@loyola.edu
Website: www.loyola.edu/academic/liberalstudies

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

Core Faculty
Professors: Neil Alperstein; Richard P. Boothby; 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 its 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 traditions of Loyola University Maryland. 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 broader perspective on contemporary problems and opportunities; and become, in the Jesuit ideal central to Loyola's educational mission, men and women for others.

Grounded in a core commitment to the liberal arts and sciences central to the 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. Inquiries and questions can be sent to liberalstudies@loyola.edu.

LEARNING AIMS

The graduate program in liberal studies operates within the framework of the University's larger educational mission which seeks intellectual excellence by educating the whole person—the hallmark of Jesuit education. The program seeks to liberate in the classic sense of that term. Its primary aim is to deliver a rich and satisfying intellectual experience in an environment that respects a broad spectrum of cultural traditions and nurtures the development of strong analytical and communication skills. Although the learning aims of individual courses will likely differ in their specifics, each will address the overarching educational aims, namely to foster and develop: *eloquentia perfecta,* i.e., precision in oral and written communication; critical acumen in thinking, reading, and analyzing; appreciation for and understanding of the diversity of the human experience; and the promotion of justice.

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.

At the discretion of the department, applications will continue to be reviewed after the deadline on a space-available basis. The Admission Committee considers most favorably those graduates who maintained at least a *B* (3.000) average during the final two years of college. Students who have been accepted will be notified in writing 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.

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

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 six credits, or two 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:

- graduate-level courses completed prior to admission to Loyola

- graduate-level courses in Loyola College programs other than liberal studies

- graduate-level courses in Loyola's School of Education

All students must complete at least 10 courses or 30 credits within Loyola's liberal studies program. No more than six 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. Students must have completed nine credits in liberal studies courses before they are eligible to request the transfer of prior graduate credits or to register for a course outside of liberal studies.

Special topics courses are permitted 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

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.

MASTER'S PLUS

Through the Master's Plus, individuals holding master's degrees from accredited colleges or universities may take courses for which they have the background. Students may take an unlimited number of courses, as long as they maintain good standing as a graduate student (GPA of 3.000 or higher, with no more than one grade of *C*). *The Master's Plus does not lead to a degree, and students are not eligible for financial aid.*

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

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.

LS798   Special Topics in Liberal Studies   (3.00 cr.)
An opportunity for students to pursue research on a specific topic with a faculty mentor. *The student is responsible for securing permission, prior to registration, from the faculty member who will direct the project. The student must submit a completed specialized study form with registration.*

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 or electronic 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.

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.*

LS608   Latino Perspectives
              on the United States   (3.00 cr.)
Traces the development of Hispanic or Latino culture in the United States, beginning with the first Spanish who explored North America, continuing with nineteenth-century Hispanic realities in California and New York, and concluding with Chicano persistence and the Cuban, Puerto-Rican, and Central American Diasporas.

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."

LS613   The American Ethos   (3.00 cr.)
Ethos refers to the characteristic spirit of a culture, era, or people as manifested in its beliefs and aspirations. Questions about the nature of the American "character" in this broader sense often permeate the national dialogue. No matter what the topic of debate, everyone seems to have a firm idea of what being an American means. Yet invariably individual definitions of the American identity differ widely. This course probes a broad spectrum of material, from belletristic literature and academic studies to icons of popular culture and time-honored symbols of the United States, to come to a better understanding of those enduring, if sometimes contested, American values. *Required of students in their first semester.*

LS614   Working in Baltimore:
              Local and Global Perspectives   (3.00 cr.)
From steel, the port, and drug wars to technology and globalization, this course considers a range of political and economic issues in Baltimore and postindustrial America in a changing world. It considers historical and modern developments, from the individual and local experience to the national and global contexts. This course relies in part on David Simon's HBO series, "The Wire." *Service-learning option available.*

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 Mon-
etary 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 clas-
sics, the controversial, and current events.

LS621   Reading the Nobel Prize Winners (3.00 cr.)
From DNA to the expanding universe, from Marie
Curie to arms control, from *The Jungle Book* to the
Arab Spring: the scientists, economists, writers, and
peacemakers of the last one hundred years have made
essential contributions to improving our world and
our understanding of it. Selected writings are exam-
ined from a wide range of those whom Alfred Nobel
hoped would have "conferred the greatest benefit on
mankind." Students explore common and competing
themes, their cumulative impact toward improving
the human condition, and how we mortals can stand
on the shoulders of these giants. No particular back-
ground in mathematics or the sciences is required.

LS623   Another America, Central America   (3.00 cr.)
This course focuses on and compares contemporary
Guatemala, Nicaragua, and El Salvador. Topics for
discussion include the continuing Spanish conquest
and indigenous resistance to it; military dictatorships
and genocide; U.S. interventions; social revolutions;
and the rise of gang violence. Readings range from
fiction and poetry to personal testimony and social
science statistical research.

LS625   The American Civil Rights Movement,
**   1954–1976   (3.00 cr.)**
An investigation of the growth and decline of the strug-
gle 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 Ameri-
cans in the United States in the late twentieth century.

LS626   Music and Technology,
**   1700 to the Present   (3.00 cr.)**
Music in the Western world undergoes continual
evolution, and technology contributes to such evolu-
tion in a major way. For example, the invention of the
microphone eliminated the need for vocalists to proj-

ect to the audience in a large hall. The valve in brass
instruments made it possible for music to change keys
more frequently and rapidly. The audio recording has
afforded unparalleled access to alien musical cultures
but, paradoxically, may have retarded tonal progress.
Students explore the influence of technology on music
from 1700 to the present. Musicians and works con-
sidered range from Beethoven and Wagner to Frank
Zappa, Brian Eno, and beyond. Students also have the
opportunity to explore others via their own projects.

LS628   Scientists and Psychics   (3.00 cr.)
By the end of the nineteenth century, a strange con-
fluence of events had allowed some of the leading
chemists, biologists, and psychologists of the day to
investigate seances, hypnotic trances, precognition,
clairvoyance, and telekinesis. This examination of
late Victorian science explores the assumptions upon
which physicists and psychics based their research, as
well as the cultural milieu that provided such a fertile
ground for both sets of investigations. The discover-
ies of Sir William Crookes, Sir Oliver Lodge, and
Dr. Anna Kingsford serve as the focus for a detailed
study of the "mutability" of facts within the context of
science in fin-de-siècle Britain.

LS630   The Philosophy of Faith   (3.00 cr.)
This course considers religious belief and its place in
human existence. It examines factors that foster reli-
gious conviction(s) and their possible consequences for
the individual believer, while asking whether the possi-
bility of a meaningful existence must (or can) be predi-
cated upon belief in a religious "absolute." Ultimately,
students attempt to determine what constitutes faith,
what can stand as a legitimate object of faith, and why
(or whether) faith is significant for human existence.

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 "mod-
ernism" 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 liter-
ary 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, Afri-
can 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.

**LS636   Deconstructing Postmodernism:
              Literary Theory in a Postmodern,
              Postcolonial World   (3.00 cr.)**
This course looks at the ways artists of the twentieth and the twenty-first century view their world and recreate it in their works. Students study modern literature from around the world and reflect on the various ways in which different cultural traditions have confronted the questions of individual and collective identity. This course provides students with a working knowledge of the most important contemporary trends and figures from a wide range of literary traditions while examining the historical and social context in which each writer's work develops. *All works will be read in English.*

**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.

**LS709   The Moral and Political Ideas of Tolkien's
              The Lord of the Rings   (3.00 cr.)**
One of the most popular literary works of all time, *The Lord of the Rings* is filled with moral, political, philosophical, and religious ideas. Exploring Tolkien's great themes of friendship, war, mercy, treachery, possession, land, and totalitarianism, students take a close look at Tolkien's writings, the film trilogy, and philosophical works upon which he likely relied.

LS710   Fiction and Film of the 1980s   (3.00 cr.)
Students examine how today's contentious society took shape in the 1980s; how, for example, conservatism in politics and religion gathered steam in the late seventies and eighties, even as "postmodernism" (in its many guises) triumphed in the academy and the arts. The course undertakes a study of the two trends which defined American culture in the 1980s, with effects that still linger today. The first was the assimilation, into the mass media and elsewhere, of values and attitudes associated with the counterculture of the sixties and seventies. The second was the rise, also widely celebrated in the commercial culture, of money-making as a preeminent social goal.

LS711   Comedy and the Novel   (3.00 cr.)
The novel was born under a comic sign: the ribald satire of *Gargantua and Pantagruel;* the zany burlesque of *Don Quixote;* the comic prose epic of *Tom Jones;* and the baroque playfulness of *Tristram Shandy.* While comedy in its generic purity has resided comfortably through the centuries in stage drama and later film, it has undergone a delightful and instructive mongrelization in narrative. This course blends historical and theoretical texts on the nature of comedy in its diverse forms with an eclectic grouping of comic novels.

**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 originally came from someplace else, or at least their forebears did.

This course examines immigration primarily as a cultural phenomenon, focusing on the process and its impact on the individual immigrant. Students investigate the political, social, and economic conditions that may have motivated someone to leave his or her native country, as well as the adjustments a person had to make upon arrival in North America. 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 the unique appeal of the detective story. Students are urged to reflect on what the detective story reveals about the culture of the intended audience. They also examine the theories developed to discover to what psychological and cultural needs the fantasy of the detective-hero responds. Readings and film adaptations include stories or novels by Poe, Doyle, Hammett, Chandler, Parker, Grafton, Lippman, and others.

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   Contemporary Mysticism
          and Spirituality   (3.00 cr.)**
A mystical world-view attentive to the unity of all things, the possibility of release from suffering, an awakening to a "higher" plane of reality or to the richness of the natural world, has long been a theme of ancient philosophies, both Eastern and Western. Such spiritual themes are also central to contemporary authors writing in both popular and explicitly philosophical ways. Students explore a series of such twentieth- and twenty-first-century (American) texts, as well as their own beliefs and experiences.

**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.

**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 Philosophy of Happiness   (3.00 cr.)
What is happiness? How can we create and discover it within our own lives? What are the barriers—personal, social, and existential—that seem to make this so difficult? Classical and contemporary answers to these questions are explored, including figures such as Aristotle, Epictetus, and the Buddha, and their modern re-interpreters. This course also considers the findings of modern psychology, and how these findings shed light on the perennial questions of human happiness.

LS647   Jesus and Relationships   (3.00 cr.)
A study of Jesus with a focus on his attention to the dynamics of human living, the conditions of human existence, the problem of dissatisfaction, and the pursuit of wholeness, as well as how the social sciences might help us understand Jesus' teachings. Readings include the Gospels and interpretations of the teachings of Jesus from the second through the twentieth century, including Augustine, Howard Thurman, and Flannery O'Connor.

**LS649   Philosophical Anthropology
          in Slave Narratives   (3.00 cr.)**
The most frequently used argument against slavery
is that slaves are human beings. This is a problem of
philosophical anthropology. Students read Ameri-
can slave narratives with the purpose of uncovering
the picture of humanity which emerges from those
sources. The course leads students to investigate the
philosophical foundations of the phenomenon of
slavery that brought a very specific kind of diversity of
human perspectives into the United States. Its pur-
pose is to utilize the literary productions of African
Americans for philosophical anthropology.

**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.

LS651   Fashion and Philosophy   (3.00 cr.)
Fashion is impossible to escape. One's phone, clothes,
car, house, hobbies, all connect at the same place:
where design and industry meet. This course exam-
ines multiple issues surrounding the art and business
of fashion. Ethical and social philosophy is used to
explore topics that include the body, working condi-
tions, design leaders, film portrayals, and fashion's
contribution to art and civilization.

LS652   American Foreign Policy   (3.00 cr.)
Students examine tools and topics in American for-
eign policy, including historical cases and perspec-
tives 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 that
students will acquire a solid foundation in American
foreign policy, including some historical context, a
keen grasp of the key debates today, and the tools to
evaluate future (or other historical) cases.

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 suffer-
ing 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.

**LS655   World Short Fiction: Diversity
          and Common Ground   (3.00 cr.)**
A variety of modern and contemporary short stories by
authors from all over the world are examined. Stu-
dents learn about other cultures, yet also discover
that many of the themes and emotions revealed in
the stories are universal. Readers can connect with
the stories even if the specific experiences are not
ones that they themselves have had. *All works will be
read in English.*

**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 stu-
dent 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   Democracy and
          Democratization   (3.00 cr.)**
A multidisciplinary examination of democracy and
democratization, including domestic and foreign
(U.S., U.N.) efforts to build democracy. Cases exam-
ined include post–World War II Germany and Japan,
Latin America, post-communist Europe, and the
Middle East.

LS658   Revisiting the Classics   (3.00 cr.)
This course revisits some ancient classics to see what
they have to tell us about the big questions—good
and evil, life and death, suffering and redemption,
God and humanity. Selections from the Bible, Homer,
Dante, Shakespeare, and Milton converse with each
other and with modern retellings in print and on film
by authors such as Elie Wiesel, Derek Walcott, T. S.
Eliot, Tom Stoppard, and William Young.

**LS659   Violence and Competition
          in Urban America   (3.00 cr.)**
The character and origins of ethnic and racial con-
flict in America's cities: cultural, social, and politi-

cal factors associated with competition and violence between and within these communities. Among the issues studied are political contest and coalition building, intergroup violence, economic restructuring, drug warfare, welfare and welfare reform, housing opportunities, and school desegregation.

LS661 Exploring Digital Culture (3.00 cr.)
Since the early 1990s, the Internet has emerged as a powerful new platform for communication. Students investigate the social, political, cultural, intellectual, and economic impact of new communication services such as Facebook, Twitter, blogging, Second Life, the World Wide Web, and others. Discussions address such critical issues as privacy, cyber-bullying and civility, identify theft and security, free speech, and more. They also assess the way the Internet and its applications have influenced the way we see ourselves and others, the way we interact, and even the way we think. *The class is conducted primarily online. No expertise in the specific internet applications examined or used is required.*

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.

LS663 Between the Cracks:
Reviving Neglected Texts (3.00 cr.)
The course focuses on works which too often go untaught, unread, unseen, and underappreciated, because they do not readily fit traditional, generic, or disciplinary expectations. Each of the works taken up will challenge received ideas and settled interpretive strategies. Students are encouraged to read against the grain in ways both unsettling and liberating. *The reading list varies from semester to semester. May be repeated for credit.*

LS664 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.

LS730 Tragedy, Comedy, and the Human
Condition (3.00 cr.)
Too often people tend to think about tragedy and comedy primarily in terms of dramatic structure: do things end poorly or well, in death and destitution or in communion and procreative hope. Instead, what if people thought about tragedy and comedy as modes rather than genres, as tragic and comic ways of seeing and understanding themselves in the world rather than handy descriptors of plot? Nowadays, when comedy and tragedy too often serve as degraded semantic markers (everything's "tragic," everyone's a "comedian") or flatten out into melodrama and farce, is there still value in a genuinely tragic or comic vision of the human condition? Students examine these questions.

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.

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 microeconomics, history, philosophy, marketing, and popular culture, this course focuses

specifically on how the powerful and ubiquitous forces of capitalism serve to shape, not just culture, but 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 place 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.

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   Stories of the South   (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.*

LS742   Shades of Black: *Film Noir*
**   and Post-War America   (3.00 cr.)**
The darkest genre in American cinema, with tales of crime, corruption, and anti-heroism. *Film noir* has its origins in German expressionist film, but as it developed, it reflected and shaped post-World War II cultural anxieties about gender, race, power, and violence. Students view films, read source novels, and consider important critical writings about the genre.

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.

LS744   American Manhood
**   in the Making   (3.00 cr.)**
With the dawn of the American democratic experiment came new opportunities for identity and gender construction. Men and women from all over the world poured into America and brought with them their own notions of what it meant to be men and women. Although manhood is often viewed as stable and fixed—rooted in biological truths—history and literature tell a story of gendered contingency and uncertainty, often paired with intense anxiety. Students look at the way manhood has changed in America by reading the historical and literary documents that influenced Americans' perceptions of themselves and their individual and collective manhood.

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   Studies in Catholic
              Autobiography   (3.00 cr.)**
Some literary theorists propose that Christianity may fairly be credited with creating the genre of autobiography. Under the influence of Augustine, 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 along with the value and limits of autobiography as a method of theological reflection.

**LS751   Holy Land: Freedom and Truth
              in a Violent World   (3.00 cr.)**
Jews, Christians, and Muslims have long debated and fought among themselves and between each other over "the holy land." Why? This question is pursued by reading, talking, and writing about traditional Jewish, Christian, and Islamic scriptures, as well as competing contemporary accounts—including competing accounts urging religious views of the whole planet as holy, as well as nonreligious views of land as not holy at all.

LS752   Sex and Modernity   (3.00 cr.)
Human beings have always been interested in sex, but modern civilization is downright obsessed with it. Indeed, revolutions in both sexual behavior and attitudes toward love and sex are central to the phenomenon called "modernity." Questions of sexuality now preoccupy political struggles, religious debates, social movements, and psychological theories, to say nothing of the role played by sex in the emergence of a commodity culture. Sexuality is the central metaphor, the privileged myth of modern world. Students examine the nature and function of sexuality in modern life through readings from psychological and political theorists and from literature. In doing so, they consider questions about the history of conceptions of love and sex, a history that takes them back to the ancient world. Students are also required to absorb some key lessons from some of greatest thinkers of the modern period, including Foucault, Freud, de Beauvoir, and Arendt. Literary works by Fauset, Wedekind, Nabokov, and others. *Taught from a feminist perspective.*

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.

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   (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.*

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   Understanding Comics: The World
of Graphic Literature   (3.00 cr.)**
Comics, narratives which juxtapose words and images in sequential panels, have been with us as long as written language itself. Graphic literature today is challenging, vibrant, promiscuous, forthrightly multicultural, and often aggressively independent. In this course, students experience a wide array of graphic literature, explore the inherently interdisciplinary nature of the medium, and try to take the full measure of its sophistication.

**LS680   Critical Methodologies:
Humor Studies   (3.00 cr.)**
This course, of potential interest to anyone who laughs, proposes that humor serves as one of the best ways to understand literature and culture. From Archilochus to Rushdie, parody and the playful are productive: they illuminate serious forms, as well as generating their own discourse and conventions. Writers use humor to reveal the local and the universal, to speak truth in multiple voices, to refashion art and expectation.

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.

LS684   All is Fair in Love and War: A Survey of Women's Texts from 900 to 2012   (3.00 cr.)

The adage "all is fair in love and war" connotes a strategic iciness in two of humanity's most commonly held experiences; it also betrays a disconcerting equation of humanity's capacities for love and violence. This class focuses on texts, mostly by women from Europe and America, broadly related to the ideas and experiences of love and war, as well as issues of race, history, and political activism. Canonical and non-traditional texts are discussed, among them novels, poems, short stories, memoirs, academic articles/works, journalism, films, and music. This course emphasizes how these texts represent gender, how literature contributes to identity-formation, and how women have used the written word to change their social and imaginative conditions. *Taught from a feminist perspective.*

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 own blank sheets. While refining nonfiction writing strategies, students carefully examine how some well-known writers have used theirs. Workshop-style exploration of the nature of quality creative nonfiction is the method; an understanding of how good writers elegantly make their language choices is the goal.

LS689   American Film Classics   (3.00 cr.)

Students are encouraged to examine and reflect upon traditional American values as portrayed in a set of eight vintage films. The central focus of the films chosen varies but could include foundational myths like the self-made man, the cowboy and the Wild West, the pioneer spirit, or individual freedom. *May be repeated for credit.*

LS690   The 1970s: Ideas Have Consequences   (3.00 cr.)

Examines writings and films produced during the decade in which our current culture, for better or worse, took clear shape. Most aspects of the cultural revolution of the 1960s were absorbed into *mainstream* culture during the 1970s, even as a conservative counter-cultural revolution began to emerge that would reach full bloom in the 1980s. Students study works that are either interesting in their own right, or that shed light on the ideas and debates that prevailed during a curious and tumultuous time associated with the rise of postmodernism, feminism, libertarianism, mass narcissism, and much more. They also consider why film historians regard the 1970s as a particularly rich decade that brought forth both the American New Wave, and the rise of the summer blockbuster—Hollywood's standard for success for years to come. Readings include Tom Wolfe's *The Me Decade* and Christopher Lasch's *The Culture of Narcissism.*

LS691   Writing a Life: Architecture of the Memoir   (3.00 cr.)

The popularity of life-writing genres has grown extensively in the past half century. Creative nonfiction, including the memoir, has supplanted some of the literary territory previously reserved for novels and other thinly-veiled fiction. Of all nonfiction, the memoir offers perhaps the most daunting research and exploration. The process of mining one's own life for material offers an emotional challenge but also a substantial reward: a chance at fresh self-invention and self-interpretation. The memoir also offers a vision of how one's life appears in the context of a creative work. Because of the proliferation of memoir genre, much theory has been developed to assess it. Students explore these concepts while examining diverse examples of strong memoirs from the past century, along with the writing of peers. The principal written work of the course is the production of three formal sections of a personal memoir.

LS695   Books in Context: The American Best Seller, 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 best seller 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).

LS696   Theory and Practice of Autobiographical Solo Performance   (3.00 cr.)
Autobiographical solo performance has been on the rise ever since Spalding Gray redefined the form over thirty-plus years of self-chronicling. Looking at performers working today, and drawing on the personal stories of class participants, the course experiments with a variety of techniques for creating autobiographical solo work, as well as the many shapes the work can take. The course culmination is a public performance by students of works-in-progress.

LS697   Reading Television   (3.00 cr.)
This course contends that, while television is primarily a visual and oral medium, anything like an adequate appreciation of its pervasive contributions to American culture requires something much more akin to mastering a unique and comprehensive literacy. Students learn how to "read" television by viewing a handful of exceptional seasons of highly successful television series and placing them in social, historical, generic, aesthetic, and theoretical contexts. Possible series include: *All in the Family, M*A*S*H, Dallas, Buffy the Vampire Slayer, The West Wing, 24, Star Trek: The Next Generation, The Simpsons, The Sopranos,* and *Deadwood.*

LS760   Women on the Verge: Adventures in the Transgressive Feminine   (3.00 cr.)
Who dares do all that may become a woman…and then some? What happens when the lives, loves, and accomplishments of women exceed the horizon of expectations placed upon them? From shrews to witches, sirens to saints, and madcap heiresses to *femme fatales,* this course explores the transgressive feminine in literature, film, and theory.

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.

LS770   Relationships Between Men and Women in Literature   (3.00 cr.)
In literature, trouble is interesting, and relationships between men and women certainly provide plenty of opportunity for trouble. Students examine a variety of stories, poems, and plays that deal with those relationships. Readings include texts by authors such as Chopin, Hemingway, Faulkner, Lawrence, Oates, O'Connor, Glaspell, Bishop, and Plath.

LS772   The Sagas of the Seventies   (3.00 cr.)
What most of us think of as the sixties happened in the early 1970s. The films, books, and pop culture of the era reflected a deepening questioning and cynicism that began with the previous decade. By the decade's end, the President would declare a "national malaise." Then again, he wouldn't be president much longer. This course examines the inquiries into order, coherence, form, and values that grew out of the cultural redefinitions underway as the 1960s drew to a semi-apocalyptic close. Texts include six novels, five films, and three television series that defined and interpreted that decade of excess.

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.

LS776   Thinking through Genre   (3.00 cr.)
This course considers what it means to create, experience, and analyze through the lens of genre. How does understanding a work of art or popular culture as a *kind* or *type,* and subsequently interpreting it with and against such expectations, affect how we order and make sense of the world? How does genre both constrict and enable? Students read theorists of the concept of genre, as well as critics writing about specific genres, and apply what they learn to two of the following four genres (as chosen by students): the western, romantic comedy, *film-noir,* and horror.

LS777   Short Story Writing   (3.00 cr.)
Students closely examine the short story as a distinctive art form, paying particular attention to its development over the twentieth century and the various shapes it now takes. A variety of story types (including the mini-novel, the Checkhovian tale, and the cryptic story) by a strong assortment of masters of the genre are read and discussed. Students also write and revise a story of their own.

Pastoral Counseling

Office: Columbia Campus
Telephone: 410-617-7620 or 800-221-9107, x7620
Website: www.loyola.edu/academic/
pastoralcounseling

Chair: L. Mickey Fenzel, Professor

Founding Director: Barry K. Estadt
Director, M.A. Program: Thomas E. Rodgerson
Director, M.S. Program: Lawrence M. LeNoir
Director, C.A.S. Program: Sharon E. Cheston
Director, Ph.D. Program: Joseph Stewart-Sicking
Director, Clinical Education:
Danielle LaSure-Bryant
Director, Program Operations: Betsy Davis Church

Professors: Sharon E. Cheston; Barry K. Estadt
(emeritus); L. Mickey Fenzel; Joanne Marie Greer
(emerita); Ralph L. Piedmont; Robert J. Wicks
(emeritus)
Associate Professor: Joseph Stewart-Sicking
Assistant Professors: Jesse D. Fox; Lawrence M.
LeNoir; Gina Magyar-Russell; Kari A. O'Grady;
Jill L. Snodgrass
Affiliate Faculty: Christine Ciecierski Berger;
Ruth P. Dennison-Tedesco; Beverly E. Eanes;
Karyn M. Felder Moore; Geraldine M. Fialkowski;
Kathy Glyshaw; John S. Jeffreys; Anthony F.
Krisak; Danielle LaSure-Bryant; Catherine Remey
McCarthy; Carol Z. A. McGinnis; Janet R. Merkel;
John D. Mojzisek; Patricia A. Parachini, SNJM;
Dee Preston-Dillon; Bernard M. Raiche; Mary
M. Raphel; Frank J. Richardson, Jr.; Thomas
E. Rodgerson; Deborah G. Rollison; Donna K.
Shannon; William J. Sneck, S.J.; Anne Ross Stewart;
Allan Tsai; Anne Marie Wheeler; Adona Wimberly

The pastoral counseling program is holistic in scope.
It seeks to understand the human search for mean-
ing 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 physi-
ological, the intellectual, the emotional, the social, and
the spiritual. Further, the program addresses the indi-
vidual search for meaning within and beyond the con-
crete circumstances of daily life and the reaching out
for spiritual understanding. It encourages a transcen-
dent faith in which participants explore the richness of
the human person and of their own individuality.

In alignment with the mission of Loyola University
Maryland, the overall purpose of the Department
of Pastoral Counseling is to educate its students in
counseling and caregiving techniques which integrate
the pastoral/spiritual, clinical, and scientific dimen-
sions. The department creates a collaborative cul-
ture that encourages students to flourish in a rapidly
changing and diverse global society and helps them
develop deeply and broadly into competent caregiv-
ers and counselors. Members of the department seek
to be a reflective presence to students, embodying
the Jesuit values of discernment, social justice, and
cura personalis. The department implements this mis-
sion through inspired teaching, service to others,
and rigorous scholarship that addresses contempo-
rary clinical, research, and pastoral concerns. The
department aspires to be a leader in the pastoral,
counseling, and psychological professions.

The master's, certificate of advanced study, and doc-
toral degree programs in pastoral counseling and
the master's program in spiritual and pastoral care
allow for both full- and part-time participation. The
department recognizes that candidates vary widely
in prior theoretical background, counseling experi-
ence, and experience in ministry. Candidates who
believe they possess experience or background that
could alter their program of study will need to dis-
cuss their situation with the program director.

Graduates make a point of stressing that the train-
ing had a profound impact on their style of minis-
tering in areas other than counseling and individ-
ual pastoral care, pointing to an increased person-
centeredness in their teaching, preaching, organiz-
ing, and celebrating.

ACCREDITATION

The Council for Accreditation of Counseling and
Related Educational Programs (CACREP), a special-
ized accrediting body recognized by the Council for
Higher Education Accreditation (CHEA), has con-
ferred clinical mental health counseling accreditation
to the Master of Science (M.S.) in Pastoral Counsel-
ing. CACREP has accredited the Doctor of Philosophy
(Ph.D.) in Pastoral Counseling under the Counselor
Education and Supervision standards.

ADMISSION CRITERIA

An interview is required of all applicants. An online, video interview is permitted for international students and those who live over two hours from campus.

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

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 with a college degree and a GPA that is less than 3.000 may be admitted on a probationary status. 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 a closely related field.

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.

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 Graduate Center, about 25 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, more opportunities are available to students who reside in Baltimore or Columbia. For further information about housing, contact the Pastoral Counseling Office or the Graduate Student Organization, 410-617-2353 or gso@loyola.edu.

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. 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, defined as eight semesters with a minimum of 96 total graduate-level credit hours.

THERAPY REQUIREMENT

All M.S. and clinical C.A.S. 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. To receive a waiver of the therapy requirement, the 20 sessions must have occurred within the previous five years.

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 PC703–704 series of classes or may have been completed within the last three years prior to taking this course sequence.

PROFESSIONAL ASSESSMENT REVIEW (PAR)

If concerns are raised about a student's professional development, a faculty member may appoint a Professional Assessment Review (PAR) Committee to meet with the student to discuss those concerns and provide recommendations for remediation. For full details regarding the PAR process, refer to the student handbook.

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 professional clinical mental health counseling and for an opportunity to seek licensure or certification. The M.S. in Pastoral Counseling requires 66 credits; however, advanced standing for prior graduate-level theology coursework (within 5 years) or waivers for advanced degrees in a theology-based program (D.D., D.Min., M.Div., M.Th., M.T.S., or M.A. in Theology only) may reduce this requirement to 60 or 63 credits. Upon admission, each student's transcripts are reviewed to determine if advanced standing or waivers are possible. Advanced standing is dependent upon the nature of the prior coursework completed, and at a rate of three graduate credits for a three-credit course. Waivers are not available for courses other than PC608 or PC665. All previous coursework considered for advanced standing or waivers must have been successfully completed with a *B* or better and a GPA of 3.000 or better. The degree also requires completion of a paper which serves to integrate the student's didactic development, counseling experience, theological reflection, and personal growth.

With special permission and consistent with satisfactory academic progress, students may be able to select electives which can be used to specialize or diversify their areas 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.

The American Association of Pastoral Counselors (AAPC) has certified the M.S. program as an approved training program.

Learning Aims

As a result of successfully completing the program, students will be able to:

• demonstrate skillfulness in functioning as counselors in a variety of clinical settings through the ability to elicit essential client data resulting in accurate understanding of client issues, diagnosis, appropriate treatment planning, and the use of at least one theoretical approach to counseling;

• demonstrate the ability to integrate religious, spiritual, and faith issues in their clinical practices and coursework;

• demonstrate maturity and openness to supervision and learning by hearing and incorporating feedback in classes, clinical experiences, and interactions with faculty, students, and supervisors;

• exhibit cultural sensitivity to others in all aspects of the program;

• demonstrate ethical behavior in all areas of the program;

• demonstrate professional identity as counselors, specifically pastoral counselors, as exhibited by participation in professional organizations.

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

PC650, PC670, PC674, PC675, PC676, PC678, PC726, and PC808 must be completed prior to PC661. Students must obtain a *B* or better in PC675 to continue in the program. Students must have a 3.000 or better prior to beginning PC661.

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 280 being client contact hours. The clinical courses must be taken in sequence, and all clinical work must be completed in compliance with satisfactory academic progress.

Students using their workplace as a clinical placement site, or those who are at a placement site where there is no qualified doctoral supervisor, will be assigned an additional supervisor to avoid any dual relationship. To this end, students must also enroll in an individual supervision course (PC805/PC806, PC905/PC906) for the entire clinical year. These courses involve supervision by a department faculty member.

Students who drop out of clinical then resume may need to wait an entire year before being able to take the next clinical course in sequence. Students who take a clinical leave of absence will be assigned an additional individual supervisor upon returning to the clinical track to ensure clinical support.

Students who are dismissed from a clinical placement site may be required to participate in a Professional Assessment Review (PAR) before resuming clinical internship. The PAR may result in further disciplinary action, including dismissal from the program. Students may also need to wait an entire year before being able to take the next clinical course in sequence.

Theology/Spirituality (6 credits)

PC608   Theological Anthropology
PC665   Contemporary Religious Perspectives

These courses must be waived or completed prior to taking PC700. Consult the department website for the official course sequence to determine when these courses should be taken.

Integrative *(6 credits)*

PC690   Professional Seminar
PC700   Pastoral Integration Seminar

PC700 is taken during the penultimate semester before graduation, while PC690 is taken the final semester before graduation.

Master of Arts (M.A.) in Spiritual and Pastoral Care

The 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.

Learning Aims

As a result of successfully completing the program, students will be able to:

- exhibit a pastoral presence marked by excellent listening and responding skills, comfort with silence, nonjudgmental acceptance of recipients, and the ability to display empathy and compassion, as well as to be present to another's grief and anger;

- practice effective crisis intervention skills, including assessment, intervention, and referral;

- evaluate ministry situations using classical and contemporary methods of theological reflection that lead to an understanding of the "heart of the matter";

- create and execute a plan for professional identity through lifelong learning comprised of continuing education, participation in professional organizations, critical self-examination, and appropriate self-care;

- exhibit sensitivity to an awareness of multicultural issues, interfaith issues, social justice issues, ethical issues, and the importance of securing appropriate boundaries.

Program of Study

Spiritual Direction, Chaplaincy, and Pastoral Ministry Tracks

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 *or*
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
          (PC709 may be substituted)
Elective

Chaplaincy Track
PC707   Chaplaincy Internship *(PC709 may be substituted) 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 cho-

sen 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
PC732   Spiritual and Theological Dimensions
            of Suffering
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.

Faith and Social Justice Track

Core Courses   *(30 credits)*

Skills are acquired from the following courses in the areas of crisis intervention, the pastoral helping relationship, pastoral diagnosis, theological reflection, and Praxis:

PC608   Theological Anthropology *or*
PC665   Contemporary Religious Perspectives
PC673   Crisis Intervention
PC674   Human Development
PC679   Pastoral Helping Relationship
PC697   Biblical Spirituality
PC701   Spiritual and Pastoral Care
PC702   Theology of Ministry

Integration Course (3 credits)

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

PC695   Pastoral Care Professional Seminar

Specialized Courses (18 credits)

The following courses help students develop the human service skills necessary for contemporary, justice-oriented ministries:

PC708 Supervised Faith and Social Justice
            Internship *(PC709 may be substituted)*
PC726   Diversity Issues in Counseling

PC732   Spiritual and Theological Dimensions
            of Suffering
PC741   Foundations of Social Justice
PC742   Transformational Leadership
PC743   Theologies and Ethics of Social Justice
PC744   Class and Poverty: Scriptures, Theologies,
            and Praxis

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.

Learning Aims

As a result of successfully completing the program, students will be able to:

• identify the areas of professional growth that would advance their understanding of the field of professional counseling, specifically pastoral counseling;

• function as advanced-level clinicians with the ability to form clinical relationships with a variety of clients using advanced levels skills;

• demonstrate an advanced-level of ability to identify spiritual issues as they present themselves, accept others' points of view concerning religious, spiritual, and faith issues and to assist clients to explore their own issues in a safe place;

• demonstrate advanced-level self-reflection through seeking opportunities to learn and grow in situations that require contemplation and deliberation of current behavior, thoughts, emotions, and beliefs, especially as these areas intersect with multicultural differences;

• demonstrate ethical behavior as clinicians.

Program of Study

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.

For information about the estimated costs, related standard occupations, and normal completion time for this program, visit www.loyola.edu/department/consumer-information.

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, other 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 emphasizes supervisory training; clinical expertise; theological, spiritual, and religious understanding; teaching skills; 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. curricular 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 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. Ph.D. students also receive supervised training in counselor education and supervision.

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.

Learning Aims

As a result of successfully completing the program, students will be able to:

• function as advanced-level clinicians with the ability to form clinical relationships with a variety of clients using advanced-level skills of psychological assessment, accurate multilevel diagnoses, and precise client-centered treatment planning utilizing a variety of the theoretical approaches;

• work in advanced-level areas of the counselor education field (pastoral integration, supervision, teaching, and research) by demonstrating the ability to be effective teachers, researchers, and supervisors of masters-level counselors;

• demonstrate an advanced-level of ability to identify spiritual issues as they present themselves, accept others' points of view concerning religious, spiritual, and faith issues, and assist clients to explore their own issues in a safe place;

• demonstrate advanced-level self-reflection through seeking opportunities to learn and grow in situations that require contemplation and deliberation of current behavior, thoughts, emotions, and beliefs, especially as these areas intersect with multicultural differences;

• demonstrate ethical behavior as clinicians, teachers, researchers, and supervisors;

• demonstrate leadership skills as evidenced by becoming leaders in the counseling field, especially in areas related to pastoral counseling and the integration of religion and spirituality into clinical practice.

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)*

PC873   Crisis Intervention
PC900   Theory and Practice of Counselor
            Education

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 *(8 credits)*

PC842   Transformational Leadership
PC932   Group Leadership
PC933   Advanced Treatment in Family Systems
PC934   Educational Technology
PC936   Advanced Career Development Practices
PC937   Advanced Professional, Legal, and
            Ethical Issues

Research *(18 credits)*

PC754   Statistics II (Multiple Regression)
PC755   Statistics III
PC914   Quantitative Research Methods I
PC915   Quantitative Research Methods II
PC916   Qualitative Research Methods I
PC917   Qualitative Research Methods II

Clinical *(18 credits)*

PC901   Doctoral Clinical Case Conference I
PC902   Doctoral Clinical Case Conference II
PC941   Doctoral Mentoring I
PC942   Doctoral Mentoring II
PC952   Theory and Practice of Supervision I
PC953   Theory and Practice of Supervision II

Candidates are to obtain no less than 1,100 total hours of clinical experience, with no less than 350 being client contact hours. These doctoral hours are above and beyond the required 800 clinical hours

(which includes 280 client contact hours) gained at the master's level. Four consecutive semesters of doctoral clinical internship are typically needed to meet this requirement, and all clinical work must be completed in compliance with satisfactory academic progress. Candidates who use their work setting as their clinical placement will also need to participate in PC943 and PC944. Students who have not completed the necessary hours by the end of PC953 will be required to continue (a minimum of one additional semester) in doctoral clinical until the hour requirements are met.

Integrative   *(9 credits)*

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

Electives   *(3 credits)*

Ph.D. Qualifying Process

Before advancing to doctoral candidacy, Ph.D. students must demonstrate competency in five core areas: clinical, counselor education, supervision, research, and integration. In each area, students will be assessed for their mastery of core content, capacity for critically synthesizing aspects of this knowledge, and readiness to undertake independent scholarship of doctoral caliber. A qualifying exam will be offered once at the midpoint of each semester, and students must register their intent to take the exam with the director of the Ph.D. program at the beginning of that semester. Students are eligible to take the exam in the third-to-last semester of their program of study (excluding dissertation).

Students are provided a set of prospective questions for each core area when they enter the program. These questions are edited each year, with changes to take effect in the following year. For the exam, the Ph.D. program director or a designee selects two questions from each core area (three in the case of research) for each student to answer. These questions are distributed electronically at the beginning of the exam period. Students have a two week period to complete their responses and submit them electronically.

Grading is completed by a faculty committee within two weeks of submission and determines whether the response in each section is satisfactory to proceed to the oral defense. Oral defenses are held before a committee of three pastoral counseling faculty members who vote on the outcome for each section. Based upon these outcomes, students may move on to doctoral candidacy once they have completed coursework, be required to re-take a portion or the entirety of the exam, or be dismissed from the program.

Dissertation

In addition to successfully completing the qualifying exam, the doctoral program requires that students earn a *B* or better in all courses. If a grade of *B* or better is not achieved in each course, additional work will be required in the subject area needing remediation before a student will be granted permission to begin the doctoral dissertation.

Candidates officially begin work on the dissertation when Dissertation Guidance (PC960 or 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 immediately following that in which all coursework has been completed and the portfolio has been passed. 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 exam.

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 two degrees in a seamless manner. The program may be completed in six to seven years by highly motivated candidates willing to commit at least two to three days per week of full-time study including summers.

Program of Study

The typical program of study consists of five to six 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

PC650, PC670, PC674, PC675, PC676, PC678, PC726, and PC808 must be completed prior to PC661. Students must obtain a *B* or better in PC675 to continue in the program. Students must have a 3.000 or better prior to beginning PC661.

Clinical   *(6 credits)*

PC661   Clinical Case Supervision I: Practicum
PC662   Clinical Case Supervision II

Students are to obtain no less than 800 total hours of clinical experience, with no less than 280 being client contact hours, prior to a master's degree conferment. The clinical courses must be taken in sequence, and all clinical work must be completed in compliance with satisfactory academic progress.

Students using their workplace as a clinical placement site, or those who are at a placement site where there is no qualified doctoral supervisor, will be assigned an additional supervisor to avoid any dual relationship. To this end, students must also enroll in an individual supervision course (PC805/PC806, PC905/PC906) for the entire clinical year. These courses involve supervision by a department faculty member.

Students who drop out of clinical then resume may need to wait an entire year before being able to take the next clinical course in sequence. Students who take a clinical leave of absence will be assigned an additional individual supervisor upon returning to the clinical track to ensure clinical support.

Students who are dismissed from a clinical placement site may be required to participate in a Professional Assessment Review (PAR) before resuming clinical internship. They may also need to wait an entire year before being able to take the next clinical course in sequence.

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. 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

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 academic advisor 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: 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.)
Prerequisite: PC676 or PC679. 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.)
Prerequisite: PC675 or PC679. 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: PC650, PC670, PC674, PC675, PC676, PC678, PC726, PC778, PC808. PC778 may be taken concurrently. Thirty-five hours per semester of clinical supervision in a small group. The student participates in a practicum experience under the supervision of a doctoral-level student. 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, PC778. Thirty-five hours per semester of clinical supervision in a small group. The student participates in internship experiences under the supervision of a doctoral-level student. 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. Additional supervision may be assigned based on faculty recommendation. *A clinical training fee is charged. (Fall only)*

PC664   Clinical Case Supervision IV   (3.00 cr.)
Prerequisite: PC663. A continuation of PC663. Additional supervision may be assigned based on faculty recommendation. *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.

PC667   Clinical Case Supervision: Skill Building   (3.00 cr.)
Prerequisite: Written or electronic permission of the program director. For students required to build upon the clinical and professional skills developed in a clinical case supervision course.

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.*

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 caregiver 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 PC661.*

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 prior to 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. *Must be taken prior to PC661.*

PC678   Psychopathology   (3.00 cr.)
An introduction to the major psychiatric diagnoses 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 multicultural 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 current 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.

PC681   Family Counseling   (3.00 cr.)
Prerequisite: PC675 or PC679. 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. *A lab fee is charged.*

PC690   Professional Seminar   (3.00 cr.)
Prerequisite: PC663, 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. *To be taken in the 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 department chair. *Guidelines for submitting a proposal are available from the Pastoral Counseling Office.*

PC695 Pastoral Care Professional
Seminar   (3.00 cr.)
Prerequisite: PC608 or PC665, PC673, PC674, PC679, PC697, PC701, PC702, PC706 or PC707 or PC708 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, PC665, PC662. Prepares students to integrate psychology and spirituality in their own lives and work in pastoral counseling. 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. *PC690 may not be taken concurrently.*

PC701 Spiritual and Pastoral Care   (3.00 cr.)
Prerequisite: PC679. 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 25 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 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.*

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.

**PC708   Supervised Faith and Social Justice
              Internship   (3.00 cr.)**
Prerequisite: PC679, PC701, PC741. Offers students the opportunity to integrate theoretical insights with the practical issues emerging in ministries of faith and social justice, while simultaneously refining their pastoral skills, vocational identities, and the art of theological reflection. The internship experience consists of on-site hours in a justice praxis determined by a placement setting. Placements are chosen by the student in consultation with the academic advisor and may involve community organizing, advocacy, volunteer management, and congregation- or community-based justice work. In addition, classroom hours at Loyola for supervision are required.

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.

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. *Must be taken prior to PC661.*

**PC732   Spiritual and Theological Dimensions
              of Suffering   (3.00 cr.)**
Prerequisite: PC679. 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.

PC741   Foundations of Social Justice   (3.00 cr.)
Explores the philosophical, ethical ,and theological foundations for social justice. Particular attention is placed upon Catholic social teachings and ethics. Students learn the ethical and theological imperatives for justice, such as those found in the gospels, toward the development of their personal, faith-based theo-ethic of justice. The course concludes by examining how such foundations influence applied ministry in particular contexts.

PC742   Transformational Leadership   (3.00 cr.)
Explores the role of leadership in efforts to transform thinking, communities, systems, and policies. Traditional approaches to leadership that focus on authoritative and commanding individuals are contrasted with newer models that attend to the complexities of today's justice issues. Students learn leadership models that recognize the need to work collaboratively to navigate relationships, structures, processes, and institutional dynamics. Particular attention is given to leadership in community organizing and nonprofit management. *Restricted to M.A. students.*

**PC743   Theologies and Ethics
              of Social Justice   (3.00 cr.)**
Prerequisite: PC741. Students are introduced to religious social ethics, as well as moral and liberation theologies. This course builds upon PC741 to help students develop and refine their theo-ethic of justice and hone skills in social analysis and theological reflection. Students apply these skills to contemporary issues such as immigration, consumerism, globalization, and world poverty.

**PC753   Statistics I: Introduction to Univariate
              Statistics   (3.00 cr.)**
Prerequisite: College algebra or PC653. 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: Multivariate Statistics   (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.

PC778   Treatment of Psychopathology   (3.00 cr.)
Prerequisite: PC661 (may be taken concurrently). Students learn advanced skills in case conceptualization, differential diagnosis, and treatment strategies that are the foci of outpatient and inpatient intervention.

PC800   Adlerian Psychotherapy   (3.00 cr.)
Prerequisite: PC661. 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. *Must be taken prior to PC661.*

PC842   Transformational Leadership   (3.00 cr.)
Explores the role of leadership in efforts to transform thinking, communities, systems, and policies. Traditional approaches to leadership that focus on authoritative and commanding individuals are contrasted with newer models that attend to the complexities of today's social change and justice issues. Students learn leadership and consulting models that recognize the need to work collaboratively to navigate relationships, structures, processes, and institutional dynamics. Particular attention is given to leadership in community organizing and nonprofit management, as well as consulting, program development, and evaluation in diverse organizations in counseling and related fields. Includes discussions of social change theory, multiculturalism, and advocacy action planning. *Restricted to M.S.–Ph.D. and Ph.D. students.*

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.

PC873   Crisis Intervention   (3.00 cr.)
Crisis intervention theory, skills, and techniques. Change, crises in different cultures, and the legal implications of crisis intervention are studied. Practice focuses on caregiver awareness and understanding.

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, 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, PC755, PC897, PC915, PC917. 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.

PC900   Theory and Practice of Counselor Education   (3.00 cr.)
Prerequisite: PC902 or written permission of the instructor. Students enter into a mentoring relationship with a Loyola faculty member who supervises and evaluates their development as educators through a practicum format. Students are directed by the faculty member in readings on the theory and practice of counselor education, while also serving as co-instructor in a selected course, videotaping lectures, grading work products, and evaluating students.

PC901   Doctoral Clinical Case Conference I   (3.00 cr.)
Prerequisite: PC662 or equivalent, PC700, PC778. 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. *A clinical training fee is charged.*

PC902   Doctoral Clinical Case Conference II   (3.00 cr.)
Prerequisite: PC901. A continuation of PC901. *A clinical training fee is charged. (Spring 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: PC953. 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: PC900. 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: PC755, PC915, PC917, and written or electronic permission of the program director. 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   Quantitative Research Methods I   (3.00 cr.)
Prerequisite: PC755. Restricted to M.S.–Ph.D. and Ph.D. students. An overview of the philosophy of science and its application to research. Focuses on quantitative research designs. Topics include constructing testable hypotheses, significance testing, randomization and sample selection, power, factorial designs, interactions, and quasi-experimentation. Issues of internal and external validity, generalization of research results, research ethics, scale development, and critical analysis of published research are addressed. Stu-

dents are expected to develop a research proposal and to participate in data collection.

**PC915 Quantitative Research
Methods II (3.00 cr.)**
Prerequisite: PC914. Restricted to M.S.–Ph.D. and Ph.D. students. A continuation of PC914. Students complete an independent research project, including data analysis, manuscript write-up, and scholarly conference presentation. The course focuses on advanced data management and statistical analysis, including both factorial and single-subjects designs. Psychometric theory and scale evaluation are also reviewed.

PC916 Qualitative Research Methods I (3.00 cr.)
Prerequisite: PC753 or equivalent. Restricted to M.S.– Ph.D. and Ph.D. students. Focuses on theoretical and practical issues related to designing and conducting qualitative research, procedures to generate data relationships, interpretation, and presentation. Includes grounded theory, ethnographic, and phenomenological methodologies.

PC917 Qualitative Research Methods II (3.00 cr.)
Prerequisite: PC916. An advanced-level, qualitative research course that addresses research methodologies in counseling, with a focus on design, data collection, analyses, and writing. Advanced exploration of grounded theory, ethnography, phenomenological research, and action research is included. Students prepare to present their qualitative findings in a scholarly conference presentation or journal publication.

PC921 Cognitive-Behavior Therapy (3.00 cr.)
Prerequisite: A master's degree in a related field and two years of clinical practice, or written permission of the instructor. An overview of the theoretical foundations of cognitive-behavioral therapy (CBT). Students review CBTs causal assumptions, assessment methodologies, and intervention strategies, as well as religious and spiritually integrated CBT. Through classroom demonstrations, exercises, and a personal growth project, students also familiarize themselves with the applied issues that arise in cognitive-behavioral assessment and counseling interventions.

**PC922 Psychodynamic Theory
of Psychotherapy (3.00 cr.)**
Prerequisite: A master's degree in a related field and two years of clinical practice, or written permission of the 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: A master's degree in a related field and two years of clinical practice, or written permission of the 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, PC681, PC930. Theory, research, and practical skill development in various types of consultation. *Pass/Fail*

PC932 Group Leadership (1.00 cr.)
Prerequisite: PC655. 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. 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*

**PC936 Advanced Career Development
Practices (1.00 cr.)**
Prerequisite: PC654. 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: PC902 and written or electronic permission of the program 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. *May be repeated for credit. Pass/Fail*

PC942   Doctoral Mentoring II   (3.00 cr.)
Prerequisite: PC941. A continuation of PC941. *May be repeated for credit. Pass/Fail*

PC943   Doctoral Mentoring III   (3.00 cr.)
Prerequisite: PC942. A continuation of PC942. *May be repeated for credit. Pass/Fail*

PC944   Doctoral Mentoring IV   (3.00 cr.)
Prerequisite: PC943. A continuation of PC943. *May be repeated for credit. Pass/Fail*

**PC950   Psychospiritual Applications
              in Clinical Practice   (3.00 cr.)**
Prerequisite: PC700, PC755, PC897, PC898, PC900, PC915, PC917, PC943, PC953, and written or electronic 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, PC937, PC938; or written 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.

**PC953   Theory and Practice
              of Supervision II   (3.00 cr.)**
Prerequisite: PC952. A continuation of PC952.

**PC960   Directed Doctoral Research
              Supervision   (3.00 cr.)**
Prerequisite: Successful completion of the qualifying process, and written or electronic permission of the instructor and the program director. 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.)
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
Website: www.loyola.edu/academic/psychology

Chair: Beth A. Kotchick, Associate Professor
Associate Chair: Matthew W. Kirkhart, Associate Professor

Director of Clinical Training: Heather Z. Lyons
Division Director, Behavioral Health and Assessment Services, The Loyola Clinical Centers: La Keita D. Carter
Director of Doctoral Field Education: Angelita Yu
Director of Master's Education, Thesis Track: Martin F. Sherman
Interim Director of Master's Education, Practitioner Track: Jeffrey Lating
Director of Master's Field Education: Katie J. Loomis
Director of C.A.S. and Master's Plus: Anthony Parente

Professors: Jeffrey Barnett; Faith D. Gilroy (emerita); Jeffrey M. Lating; Martin F. Sherman; Amy R. Wolfson
Associate Professors: Carolyn McNamara Barry; David G. Crough (emeritus); Sharon Green-Hennessy; Rachel L. Grover; Christopher I. Higginson; Matthew W. Kirkhart; Beth A. Kotchick; Charles T. LoPresto; Jen L. Lowry; Heather Z. Lyons; Alison A. Papadakis; Steven A. Sobleman (emeritus)
Assistant Professors: Marianna E. Carlucci; Mary Jo Coiro; Theresa DiDonato; Frank Golom; Michiko Iwasaki; Adanna J. Johnson; Jason Prenoveau
Clinical Faculty: La Keita D. Carter; Katie J. Loomis; Angelita M. Yu
Affiliate Faculty: George S. Everly, Jr.; 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 courses of study 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: Licensed Clinical Professional Counselor (LCPC) Courses
Psy.D. in Clinical Psychology

Loyola'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.

Goals

Goal 1: Ethical Conduct. Students will conduct themselves in accordance with the American Psychological Association Ethics Code in all interactions and activities in their roles as graduate students and will demonstrate the effective application of ethical decision-making processes when confronted with ethical dilemmas.

Goal 2: Cultural Diversity. Students will demonstrate sensitivity to cultural diversity—to include all aspects of diversity included in Principle E of the American Psychological Association Ethics Code—by behaving inclusively, demonstrating receptivity to feedback, and fostering collaboration based on awareness of privilege in all roles (e.g., peer, clinician, supervisee, assessor, researcher) and in all settings (e.g., classroom, externship site, lab) in which students represent Loyola University Maryland.

Goal 3: Professional and Personal Demeanor. Students will display professional conduct to include written and verbal communications, attire, and interactions appropriate to all settings where students represent Loyola University Maryland, as aligned with departmental and agency policy.

Goal 4: Research and Scholarship. Students will apply the scientific approach to evaluate psychological information and to use this information in professional settings (practitioner and thesis tracks). Students will conduct scientific studies to generate new knowledge and will communicate their findings effectively (thesis track).

Goal 5: Appraisal and Assessment. Students will act in accordance with professional standards in the selection, use, scoring, and interpretation of appraisal and assessment measures appropriate to each client's referral question. Students will use this information to inform case conceptualization and diagnosis and effectively communicate these findings to clients and referral sources.

Goal 6: Treatment and Intervention. Students will demonstrate the ability to develop and implement evidence-based treatment and intervention plans with groups and individuals from a diverse society.

Goal 7: Supervision. Students will actively participate in and effectively utilize supervision while engaged in professional activities. Students will seek out additional supervision when warranted and will be receptive to feedback from supervisors. Students will be aware of and receive/provide supervision in accordance with the standards of their profession's code of ethics and with sensitivity to individual differences.

Admission Criteria

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. 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. If the bachelor's degree is in a field other than psychology, the following minimum prerequisite coursework must have been completed at the undergraduate level: introductory psychology, psychopathology, 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.).

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

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 have online access to the Student Handbook describing program requirements and departmental policies.

The M.S. in Clinical or Counseling Psychology requires 48 graduate credits and allows students to petition to complete a 60-credit degree (see Extended Master's Option). Students may enroll full- or part-time. 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 seven 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 available online to all current students. 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 academic calendar on the Records website (www.loyola.edu/records). 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 (application and theory, ethics and diversity, and research) given over a two-day period. Exam scoring may vary according to the particular concentration. Students are required to pass the exam within the seven-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 practical training and experience under the supervision of a mental health worker, clinician, or researcher in a community-based facility, hospital or other mental health setting.

The department maintains an extensive list of approved externship sites which meet the training requirements of the program. Students work with the director of field education and their 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 a minimum of 18 credits including the following courses:

PY600   Assessment and Appraisal with Lab
PY603   Intellectual and Objective Personality Assessment with Lab
PY620   Theories of Counseling and Psychotherapy
PY621   Principles and Practices in Psychotherapy with Lab

Counseling practitioner students may not register for externships until they have completed a minimum of 18 credits including PY620 and PY621. To register for an externship, all practitioner track students need the written permission of the director of field education.

Clinical and counseling practitioner students are strongly encouraged to complete Advanced Psychopathology (PY615) within the 18 credits required prior to being eligible for externship.

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.

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 or with a Loyola psychology faculty member. 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 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. A copy of the final master's thesis, signed by the committee members, is 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 copy 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. A 60-credit option which includes an additional four electives (12 credits) is available for each program (see Extended Master's Option).

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 48 graduate credit hours, successfully passed comprehensive examinations, and a completed and approved master's thesis. The following courses are required for graduation:

PY600	Assessment and Appraisal with Lab
PY603	Intellectual and Objective Personality Assessment with Lab
PY615	Advanced Psychopathology
PY620	Theories of Counseling and Psychotherapy
PY621	Principles and Practices in Psychotherapy with Lab
PY700	Research Externship
PY705	Ethical, Legal, and Professional Issues in Counseling and Psychology
PY710	Diversity Issues in Psychology
PY715	Human Biopsychology

PY746	Research Methods in Psychology I
PY747	Research Methods in Psychology II
PY761	Thesis Guidance I (0 credits)
PY762	Thesis Guidance II (1 credit)
PY763	Thesis Guidance III (1 credit)
PY764	Thesis Guidance IV (1 credit)
PY791	Computer Analysis of Psychological Data
Elective	
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 48 graduate credit hours, successfully passed comprehensive examinations, and a completed and approved master's thesis. The following courses are required:

PY600	Assessment and Appraisal with Lab
PY615	Advanced Psychopathology
PY620	Theories of Counseling and Psychotherapy
PY621	Principles and Practices in Psychotherapy with Lab
PY700	Research Externship
PY705	Ethical, Legal, and Professional Issues in Counseling and Psychology
PY710	Diversity Issues in Psychology
PY715	Human Biopsychology
PY746	Research Methods in Psychology I
PY747	Research Methods in Psychology II
PY761	Thesis Guidance I (0 credits)
PY762	Thesis Guidance II (1 credit)
PY763	Thesis Guidance III (1 credit)
PY764	Thesis Guidance IV (1 credit)
PY791	Computer Analysis of Psychological Data
Elective	
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:

PY600   Assessment and Appraisal with Lab
PY603   Intellectual and Objective Personality
        Assessment with Lab
PY615   Advanced Psychopathology
PY620   Theories of Counseling and
        Psychotherapy
PY621   Principles and Practices in Psychotherapy
        with Lab
PY622   Advanced Techniques of Counseling
        and Psychotherapy
PY702   Externship in Clinical Psychology I
PY703   Externship in Clinical Psychology II
PY705   Ethical, Legal, and Professional Issues
        in Counseling and Psychology
PY710   Diversity Issues in Psychology
PY715   Human Biopsychology
PY746   Research Methods in Psychology I
PY Assessment 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 student receives master's-level training in assessment and psychotherapy with a focus on psychotherapy. 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:

PY600   Assessment and Appraisal with Lab
PY615   Advanced Psychopathology
PY618   Group Therapy
PY620   Theories of Counseling and
        Psychotherapy
PY621   Principles and Practices in Psychotherapy
        with Lab
PY622   Advanced Techniques of Counseling
        and Psychotherapy
PY624   Marriage and Family Therapy

PY639   Alcoholism and Other Drug Dependence:
        Diagnosis, Treatment, and Prevention
PY657   Lifestyle and Career Development
PY664   Advanced Developmental Psychology:
        Life Span
PY705   Ethical, Legal, and Professional Issues
        in Counseling and Psychology
PY710   Diversity Issues in Psychology
PY715   Human Biopsychology
PY731   Externship in Counseling Psychology I
PY732   Externship in Counseling Psychology II
PY746   Research Methods in Psychology I

Students completing the practitioner track of the counseling program satisfy the 14 required 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. They may satisfy the additional 12 credits of counseling electives through enrollment in the Extended Master's Option, or by applying to the Master's Plus after completing the 48-credit master's program. 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.

Extended Master's Option

Pursuing a 60-credit master's degree may be particularly beneficial for students who are planning to obtain licensure as a professional counselor, as it is a requirement for license eligibility in many states. In order to meet this need, the department offers a 12-credit elective option for all master's students. This option must be taken in addition to the 48 credits required for the M.S., and these courses may not serve in lieu of other electives.

After completing 21 hours in their regular concentration, but prior to completing 30 credits, students must apply in writing to be considered for this option. Application does not guarantee enrollment, as currently matriculating psychology students are given first priority for enrollment in the required courses for their degree program. Once accepted into the extended master's option, students must complete all 60 credits in order to receive their degree.

Students who do not choose to complete the 60-credit master's degree may complete the 48-credit degree and obtain the additional courses required for master's-level licensure through enrollment in the Certificate of Advanced Study (C.A.S.) or Master's Plus programs.

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, 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. Upon entering the C.A.S. program, students must meet with the program director to plan a 30-credit course of study. No more than six (6) credits may be taken outside of the Psychology Department. C.A.S. students are not required to take comprehensive examinations or write a thesis. C.A.S. applicants do not need to submit Graduate Record Exam (GRE) scores. For information about the estimated costs, related standard occupations, and normal completion time for this program, visit www.loyola.edu/department/consumer-information.

GOALS

The following general program goals are provided for C.A.S. students. These goals are applied as relevant to each student's individual education and training program.

Goal 1: Ethical Conduct. Students will conduct themselves in accordance with the American Psychological Association Ethics Code in all interactions and activities in their roles as graduate students and will demonstrate the effective application of ethical decision-making processes when confronted with ethical dilemmas.

Goal 2: Cultural Diversity. Students will demonstrate sensitivity to cultural diversity—to include all aspects of diversity included in Principle E of the American Psychological Association Ethics Code—by behaving inclusively, demonstrating receptivity to feedback, and fostering collaboration based on awareness of privilege in all roles (e.g., peer, clinician, supervisee, assessor, researcher) and in all settings (e.g., classroom, externship site, lab) in which students represent Loyola University Maryland.

Goal 3: Professional and Personal Demeanor. Students will display professional conduct to include written and verbal communications, attire, and interactions appropriate to all settings where students represent Loyola University Maryland, as aligned with departmental and agency policy.

Goal 4: Research and Scholarship. Students will apply the scientific approach to evaluate psychological information and to use this information in professional settings (practitioner and thesis tracks). Students will conduct scientific studies to generate new knowledge and will communicate their findings effectively (thesis track).

Goal 5: Appraisal and Assessment. Students will act in accordance with professional standards in the selection, use, scoring, and interpretation of appraisal and assessment measures appropriate to each client's referral question. Students will use this information to inform case conceptualization and diagnosis and effectively communicate these findings to clients and referral sources.

Goal 6: Treatment and Intervention. Students will demonstrate the ability to develop and implement evidence-based treatment and intervention plans with groups and individuals from a diverse society.

Goal 7: Supervision. Students will actively participate in and effectively utilize supervision while engaged in professional activities. Students will seek out additional supervision when warranted and will be receptive to feedback from supervisors. Students will be aware of and receive/provide supervision in accordance with the standards of their profession's code of ethics and with sensitivity to individual differences.

MASTER'S PLUS

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 Master's Plus before they will be allowed to register for courses. Advising and course approval are provided by departmental faculty and the director of the Master's Plus and C.A.S. program. Students may take from three (3) to 30 credits within the Master's Plus. No more than six (6) credits may be taken outside of the Psychology Department. Master's Plus applicants do not need to submit Graduate Record Exam (GRE) scores. *The Master's Plus does not lead to a certificate or a degree. Students enrolled in the Master's Plus are not eligible for federal loans or financial aid.*

GOALS

Goal 1: Ethical Conduct. Students will conduct themselves in accordance with the American Psychological Association Ethics Code in all interactions and activities in their roles as graduate students and will demonstrate the effective application of ethical decision-making processes when confronted with ethical dilemmas.

Goal 2: Cultural Diversity. Students will demonstrate sensitivity to cultural diversity—to include all aspects of diversity included in Principle E of the American Psychological Association Ethics Code—by behaving inclusively, demonstrating receptivity to feedback, and fostering collaboration based on awareness of privilege in all roles (e.g., peer, clinician, supervisee, assessor, researcher) and in all settings (e.g., classroom, externship site, lab) in which students represent Loyola University Maryland.

Goal 3: Professional and Personal Demeanor. Students will display professional conduct to include written and verbal communications, attire, and interactions appropriate to all settings where students represent Loyola University Maryland, as aligned with departmental and agency policy.

Goal 4: Research and Scholarship. Students will apply the scientific approach to evaluate psychological information and to use this information in professional settings (practitioner and thesis tracks). Students will conduct scientific studies to generate new knowledge and will communicate their findings effectively (thesis track).

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Goal 7: Supervision. Students will actively participate in and effectively utilize supervision while engaged in professional activities. Students will seek out additional supervision when warranted and will be receptive to feedback from supervisors. Students will be aware of and receive/provide supervision in accordance with the standards of their profession's code of ethics and with sensitivity to individual differences.

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 Maryland. 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 (i.e., professional and interpersonal demeanor), intervention, and assessment form the basis for the first three goals. The NCSPP competency of research, the "scholar" dimension of the "scholar-practitioner" model of training, and the department's commitment to scholarly inquiry across all activities in professional psychology, form the basis for the fourth goal. The NCSPP competencies of consultation/education and supervision guide the development of the fifth and sixth goals.

These goals are based on the department's commitment to training students to adapt to the diverse and changing needs in professional psychology, its recognition psychologists will function increasingly outside of their traditional roles, and its model of training in which students are encouraged to develop unique professional identities. Given their salience, pervasiveness, relevance, and the department's commitment to both, the objectives and competencies of ethics and diversity are integrated within each of the six goals.

The program's philosophy, educational model, and curriculum plan are consistent with the mission of Loyola University Maryland 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-practitioner" 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 three theoretical models. The faculty espouse different theoretical models; therefore, most students receive training in a variety of them, including cognitive, behavioral, psychodynamic, family systems, and inter-

personal psychotherapies. All students receive training and clinical experience 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 proximal goals that specify the competencies expected of graduates of the Psy.D. program are as follows:

Goal 1: As service providers, colleagues, and aspiring leaders, students will form and maintain relationships with a sensitivity and awareness of professional and interpersonal demeanor.

Goal 2: Students will competently and effectively use a variety of intervention strategies that expose them to evidence-based treatments and outcomes.

Goal 3: Students will competently and effectively use a variety of assessment strategies, with an appreciation of their value, psychometric properties, and respect for ethics and diversity.

Goal 4: Students will be exposed to the theory and practice of supervision.

Goal 5: Students will exposed to the theory and practice of consultation.

Goal 6: Students will employ a scholarly, scientific approach to generating knowledge, addressing problems, and enhancing the development of the field through their research.

Accreditation

The Psy.D. Program in Clinical Psychology offered through the Department of Psychology is accredited with the American Psychological Association (APA) Commission on Accreditation (CoA), 750 First Street NE, Washington DC 20002-4242, 202-336-5500.

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) at the undergraduate level of study or an overall 3.200 (out of 4.000) grade point average at the graduate

level of study. 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 decision will be communicated via e-mail to the applicant.

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.

Admittance to the doctoral program in psychology is contingent upon passing a criminal background check. Each student recommended for admission into the program will be required to obtain, pay for, and pass a criminal background check. These background checks are routinely required by the Loyola Clinical Centers, schools, hospitals, and other agencies that participate in the clinical education of Loyola students. Failure to pass a criminal background check may make a student ineligible to complete requirements and result in revocation of the student's acceptance into the graduate program. Additional information regarding the criminal background check process will be included in the acceptance letter.

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under 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, psychopathology, 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 and are eligible for psychology associate status in Maryland.

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 93 credits for those students entering the second year of the curriculum (with a master's degree in clinical psychology), including credits earned for coursework, clinical 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, clinical 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 Psy.D. Professional Standards (PPS) evaluation 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 PPS. 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 doctoral comprehensive exams. The written doctoral comprehensive exam assesses knowledge and integration of material relevant to clinical psychology. The doctoral clinical oral 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 includes an extensive review of theory and previous research. An oral presentation of the proposal and an oral presentation and defense of the finished dissertation are required. The doctoral dissertation may consist of:

- the implementation and evaluation of a clinical intervention or training program, or evaluation of a preexisting program;

- a needs assessment, followed by a model for implementation;

- empirical or theoretical analysis of aspects of a model of psychopathology;

- the development and/or evaluation of an assessment instrument;

- the implementation and evaluation of an intervention technique using single case design methodology.

Case studies may be used in conjunction with one of these approved categories of dissertation research, but may not stand alone as a project.

Clinical Placement and Internship

The clinical placement and internship experience are integral components of the student's academic experience. Through these supervised experiences, students are afforded an opportunity to apply skills and techniques acquired from assessment and intervention-oriented course material. Students are supervised on-site by licensed psychologists. Clinical placement facilities have been carefully chosen by the department for the quality of their training experiences and supervision. Students also participate in group consultation and professional development on campus.

A minimum of 1,410 clinical 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, about 25 percent 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 supervision of psychology 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 2013 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   Cognitive Assessment with Lab
PY615   Advanced Psychopathology
PY620   Theories of Counseling and Psychotherapy
PY706   Introduction to Clinical Experiences: Social Skills *or*
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   Personality Assessment with Lab
PY621   Principles and Practices in Psychotherapy with Lab
PY706   Introduction to Clinical Experiences: Social Skills *or*
PY707   Introduction to Clinical Experiences: Adult Intake Rotation *or*
PY708   Introduction to Clinical Experiences: Child and Adolescent Rotation
PY816   Life Span Development*
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)

*   Students admitted to the second year of the curriculum will need to take PY816 in the spring of the third or fourth year.

Second Year

Fall Term
PY800   Professional, Legal, and Ethical Issues
PY801   Principles of Objective Personality and Suicide Assessment
PY870   Diversity Seminar
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 and Data Analysis in Clinical Psychology
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)

Summer Term
PY840   Consultation Theory and Practice
PY930   Clinical Placement Summer *and/or*
PY931   Clinical Applications Assessment Summer

Third Year

Fall Term
PY818   Psychopharmacology
PY820   Cognitive and Affective Aspects of Behavior
PY886   Advanced Topics in Professional Psychology #1
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	
PY845	Models of Psychotherapy #2	
PY892	Introduction to Dissertation II (0 credits)	
PY912	Colloquium (0 credits)	
PY918	Professional Consultation and Development (2 credits)	
PY921	Clinical Placement II	

Summer Term

Students may take electives (PY845 and/or PY886) and may also be required to complete or begin clinical placements.

Fourth Year

Fall Term

PY819	Historical and Philosophical Bases of Psychology	
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 #3	
PY903	Clinical Dissertation II	
PY912	Colloquium (0 credits)	
PY918	Professional Consultation and Development (2 credits)	
PY922	Clinical Placement III	

Summer Term

Students may take electives (PY845 and/or PY886) and may also be required to complete or begin clinical placements.

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.

PY600   Assessment and Appraisal with Lab   (3.00 cr.)
Students are introduced to assessment, evaluation, and measurement as they apply to psychology and counseling. Students are instructed in historical perspectives of assessment, theoretical and conceptual underpinnings of assessment techniques, and psychometric concepts necessary for assessment. Students are familiarized with clinical interviewing, making and recording behavioral observations, appraisal and assessment with empirically validated measures, scoring and interpretation, and writing reports that integrate data from each of these. *A lab fee is charged. (Fall/Summer)*

PY601   Cognitive Assessment with Lab   (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   Personality Assessment with Lab   (3.00 cr.)
Prerequisite: PY601 or PY603. 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)*

PY603   Intellectual and Objective Personality Assessment with Lab   (3.00 cr.)
Prerequisite: PY600. Students are instructed on the rationale, theory, and standardization of tests of cognition and personality. Students learn standardized administration, scoring, and interpretation of empirically validated tests of cognition and personality. Integration of assessment results and report writing are also taught. Emphasis is placed on intellectual assessment, achievement assessment, and objective personality assessment. *A lab fee is charged. (Spring/Summer)*

PY604   Neuropsychological Assessment   (3.00 cr.)
Prerequisite: PY601 or PY603. Provides students with an introduction to neuropsychological assessment. Commonly used measures of attention, processing speed, executive function, memory, language, and perception are reviewed, as well as the cognitive dysfunctions associated with common neurological and psychiatric disorders. Students are required to administer, interpret, and complete written reports with adult testing cases. *A lab fee is charged.*

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 or PY603. 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 or PY603. 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, WPSSI-R, WIAT, MMPI-A, VMI, and CBCL. The manner in which projective measures need to be adapted to meet the developmental needs of this population is also discussed. *A lab fee is charged.*

PY609   Crisis Intervention and Disaster Mental Health   (3.00 cr.)
Students receive formal training in the principles and practices of psychological crisis intervention and disaster 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 Psychopathology   (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. *May be repeated for credit with different topics.*

PY624   Marriage and Family Therapy   (3.00 cr.)
Prerequisite: 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.

**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 (EMG)
               Biofeedback   (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.

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.)
The intersection of psychology and spirituality is explored in a variety of ways. Students examine how spirituality enhances people's lives to reduce their levels of stress and distress; promotes health; and helps them live fuller, more transcendent lives. Through reading, reflection, discussion, and writing, students also explore the issue of spirituality in the psychological lives of individuals and examine how to respond to spiritual needs and issues in the therapeutic context.

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: PY603, PY621, 18 graduate hours, and written or electronic permission of the director of field education. 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. *May be repeated for credit with different topics.*

PY705 Ethical, Legal, and Professional Issues in Counseling and Psychology (3.00 cr.)
A seminar covering professional ethics and legal issues in the professions of counseling and psychology. Students learn models of ethical decision making; write a term paper on a relevant topic; and learn to effectively use the Codes of Ethics of the American Counseling Association, American Psychological Association, and 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. *(Fall/Spring)*

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.

PY711 Special Topics in Psychology (3.00 cr.)
Elective courses offered on a rotating basis that provide coverage of a specific topic with applications to the practice of psychology and counseling. Topics

include social justice, human development, specific treatment populations, intervention techniques for a specific disorder, specialized assessment techniques, advanced statistical methods, and administration of mental health services. *May be repeated for credit with different topics.*

PY715   Human Biopsychology   (3.00 cr.)
A review of current research and theory regarding brain-behavior relationships. The content includes in-depth comprehension and learning of both human neuroanatomy and physiology.

PY731   Externship in Counseling
**   Psychology I   (3.00 cr.)**
Prerequisite: 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 or electronic 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 directing the project. *May be repeated for credit with different topics.*

PY746   Research Methods
**   in Psychology I   (3.00 cr.)**
Covers the goals and limitations of behavioral research which include both experimental and nonexperimental 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 for thesis track students. 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.

**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 registra-
tion, from the faculty member directing the project.
May be repeated for credit with different topics.

PY761   Thesis Guidance I   (0.00 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 dur-
ing 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   (1–2.00 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   (1–2.00 cr.)
Prerequisite: PY763. Students work with their major
readers toward completion of their thesis. *A thesis guid-
ance 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 ver-
sion of SPSS to perform some of the most currently pre-
ferred parametric and nonparametric statistical proce-
dures (e.g., chi-squared, t-test, correlation, ANOVA). Cov-
erage includes an examination of the various assump-
tions 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 cur-
rent methods of assessment with emphasis on mea-
sures of personality and suicidology. Familiarizes
students with the current use of standardized instru-
ments 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 inte-
gration of information from multiple sources such as
psychological testing, background history, and theo-
retical knowledge. *(Spring only)*

PY810   Psychological Measurement   (3.00 cr.)
Topics include basic statistical indices, theory of mea-
surement 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 appli-
cation 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 psychopa-
thology. 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 Affective Aspects
of Behavior (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 (3.00 cr.)**
An advanced examination of the principles of research methodology and basic descriptive statistics. Students develop the knowledge, skills, and attitudes necessary to understand and critically evaluate psychological research, as well as those necessary to design and conduct ethical psychological research with diverse populations. *Restricted to Psy.D. students.*

**PY833 Research Methods and Data Analysis
in Clinical Psychology (3.00 cr.)**
Prerequisite: PY832. Restricted to Psy.D. students. A continuation of PY832. Students learn to conduct, interpret, and report fundamental inferential statistics, including correlation, regression, t-test, ANOVA, and chi-square. Students use their knowledge of research design, ethics, and issues of diversity to design research projects and produce drafts of their dissertation proposals.

**PY840 Consultation Theory
and Practice (3.00 cr.)**
Provides an introduction to the theory, research, interventions, and professional standards relevant to the practice of consultation within the field of psychology. Utilizes didactic and experiential learning approaches to expose students to the relevant knowledge, skills, and attitudes necessary to function competently in the role of consultant. Broad domains of expertise (i.e., individual, group, organization) are emphasized along with competencies in each domain (e.g., assessment, relationship, process skills, diversity, ethics). *(Summer only)*

**PY842 Supervision Theory
and Practice (3.00 cr.)**
Provides an emphasis on the 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 with different topics.*

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 with different topic.*

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 or electronic 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 (Fall only)*

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 (Spring only)*

PY904 Clinical Dissertation (0.00 cr.)
Prerequisite: PY903. Restricted to Psy.D. students. Students work with their major readers toward completion of their dissertation. *Designated for students who have completed all courses except the internship (PY950, PY951) and are not currently out on an internship. May be repeated twice. A dissertation fee is charged. Pass/Fail (Fall only)*

**PY905 Clinical Dissertation:
Continuation (0.00 cr.)**
Prerequisite: PY904. Restricted to Psy.D. students. Students work with their major readers toward completion of their dissertation. *Designated for students who have completed all courses except the internship (PY950, PY951) and are not currently out on an internship. May be repeated twice. A dissertation fee is charged. Pass/Fail (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. Pass/Fail*

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 com-pleted their clinical internship but have not completed their dissertation and are not enrolled in other courses. A dissertation fee is charged. Pass/Fail*

PY908 Dissertation Continuation (0.00 cr.)
Prerequisite: PY907. Students work with their major readers toward completion of their dissertation. *Designed for students who have completed their clinical internship but have not completed their dissertation and are not enrolled in other courses. Students must enroll each semester while working on the dissertation. A dissertation fee is charged for each semester. Pass/Fail*

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 groups 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 at the Loyola Clinical Centers for 16 hours per week. Students conduct therapy and assessment; they are supervised individually and in group formats. *Restricted to Psy.D. students. May be repeated twice for credit. (Fall/Spring)*

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.*

**PY923 Clinical Applications:
Group Counseling (0.00 cr.)**
Students are trained to apply group counseling theories to group therapy. They gain a practical and clinical understanding of how to recruit and screen clients for groups, market and run groups, terminate with clients in a group format, and transfer group care to future coleaders. *Restricted to Psy.D. Students only. May be repeated three times for credit.*

PY925   Clinical Applications Assessment   (1.00 cr.)
Students perform psychological assessments as part
of the comprehensive, supervised training at the Loy-
ola 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. Pass/Fail (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. Pass/Fail (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 (Fall only)*

PY951   Clinical Internship II   (0.00 cr.)
Prerequisite: PY950. Restricted to Psy.D. students. A con-
tinuation of PY950 to complete the internship. *A
registration fee is charged. Pass/Fail (Spring only)*

Office: Columbia Campus
Telephone: 410-617-7650
Website: www.loyola.edu/academic/speechpathology

Chair: Lisa Schoenbrodt, Professor

Graduate Program Director: Janet Preis
SLP/A Division Director, The Loyola Clinical Centers: Kara Tignor
Externship Director: Danielle Matrangola

Professors: Libby Kumin; Lisa Schoenbrodt
Associate Professors: Marie Kerins; Janet Preis
Assistant Professors: Lena Caesar; Sally Gallena; Ronald Gallop; Donna Pitts; Kathleen Siren
Instructor: Brianne Higgins Roos
Clinical Faculty: Andrea Atticks; Cheryl Councill; Mina Goodman; Danielle Matrangola; Erin Stauder; Thomas Thompson; Kara Tignor; Kathleen Ward
Affiliate Faculty: Sun Young Lee; Cynthia D. Nichols; Ashley Rice; Daisy Smiley; Mary Lee Walls

The Master of Science (M.S.) in Speech-Language Pathology provides an accredited path of study within the Jesuit tradition defined by challenging coursework and faculty mentors who assist students in acquiring the tools necessary to be discerning and knowledgeable speech-language pathologists who will lead and serve in a diverse and changing world. Through academic coursework, mentorship by dedicated faculty members, and clinical experiences across a variety of settings, students will master the professional skills they need to become effective and compassionate advocates for persons with communication disorders.

The primary purpose of this two-year (five semester), full-time master's program is the education and development of superior professionals for careers as speech-language pathologists. The curriculum challenges preprofessionals academically, clinically, and personally. The program consists of academic coursework integrated with clinical training in the assessment and treatment of infants, children, and adults who have communication disorders. Students are provided a myriad of opportunities to acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, as well as prevention, assessment, and intervention for people with communication and swallowing disorders across the life span. The program also allows students to acquire and demonstrate knowledge in standards of ethical conduct, research principles in evidence-based clinical practice, and contemporary professional issues.

Students are provided with supervised clinical experiences matched to their level of clinical expertise, and student progress is reviewed every semester. As students advance, they are placed in a variety of settings to provide a carefully controlled progression of difficulty. Throughout the program, students work directly with clinical faculty and externship supervisors who are state licensed and certified by the American Speech-Language-Hearing Association (ASHA).

During the first year of study, students begin their clinical internship in one of the Loyola Clinical Centers under the supervision of expert faculty and practicing clinicians. The Loyola Clinical Centers consist of the Margaret A. McManus Speech-Language and Hearing Clinic located at Belvedere Square in Baltimore, Maryland and the Speech and Language Center located in Columbia, Maryland. Each center offers an array of speech-language and/or audiological services for individuals experiencing difficulty with their communication and/or hearing skills. The state-of-the-art clinics provide services in individual and group settings to clients of all ages, infant-toddler through adult, with varying diagnoses in communication disorders. The Loyola Clinical Centers also provide students with the opportunity to work and learn in an interdisciplinary setting, which includes speech-language pathology, audiology, psychology, pastoral counseling, and literacy. Students may also have additional internship experiences off-site with private and public community partners.

In the second year, students who have successfully completed the first-year internships are placed in an off-campus setting with an experienced, ASHA-certified speech-language pathologist. Students will experience at least two different settings or populations over the course of the year. The department's externship director provides the overall supervision of the experience, which includes monitoring student progress and final assessment of student performance. The goal of the externship program is to provide a variety of real world experiences where students integrate academic and clinical teaching and achieve mastery of clinical skills necessary for postgraduate work experience as a clinical fellow.

ACCREDITATION

The Master of Science (M.S.) in Speech-Language Pathology at Loyola University Maryland is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

LEARNING AIMS

The Department of Speech-Language Pathology offers a master's program which prepares students to become professional speech-language pathologists and to serve and lead in a diverse and changing world. Learning aims of the program are as follows:

Master Knowledge and Skills

- Master the professional skills, methods, and knowledge needed to be a speech-language pathologist

- Synthesize knowledge using interdisciplinary approaches

- Acquire the tools to continue professional development as a speech-language pathologist, and to form the basis for lifelong learning

Think Critically

- Access, analyze, and evaluate information effectively in the discipline

- Disseminate and communicate information effectively within the professional world

Manifest Leadership and Social Responsibility in the Workplace and Community

- Understand and value differences in clients, client families, and professional colleagues and have the skills to work effectively in a diverse and changing world

- Through coursework and clinical experiences, comprehend professional ethics and understand the framework for selecting and defending an ethical and right course of action in the profession

- Through mentorship by the academic and clinical faculty, learn to contribute professionally and personally to the broader community

- Consider issues of justice in making professional decisions

ADMISSION CRITERIA

Students applying to the master's program must have an undergraduate degree or have the prerequisite coursework in speech-language pathology (or communication sciences and disorders). Prospective students whose undergraduate major or degree is in a field other than speech-language pathology are required to have completed the prerequisite courses shown below. Students can also complete these prerequisites through the department's postbaccalaureate coursework.

- Anatomy and Physiology: Speech and Voice

- Articulation and Phonology

- Fundamentals of Audiology

- Observation Methods and Techniques in Speech-Language Pathology/Audiology (and/or 25 observation hours documented and signed by an ASHA-certified speech-language pathologist)

- Phonetics

- Speech and Language Development

- Speech and Voice Science

There are a limited number of enrollments in the master's program, and admission is selective. The Graduate Admission 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* (3.00) cumulative average is expected. Confidential recommendations are also reviewed. Applicants must submit official scores from the Graduate Record Examination (GRE), and scores must be from tests administered within five years of the application deadline. The Graduate Admission Committee only reviews completed applications that are received in the Office of Graduate Admission by the application deadline. Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

Admittance to the master's program in speech-language pathology is contingent upon passing a criminal background check. Each student recommended for admission into either program will be required to obtain, pay for, and pass a criminal background check. These background checks are routinely required by the Loyola Clinical Centers, schools, hospitals, and other agencies that participate in the clinical education of Loyola students. Failure to pass a criminal background check may make a student ineligible to complete requirements and result in revocation of the student's acceptance into the graduate program.

DEGREE REQUIREMENTS

The Master of Science (M.S.) in Speech-Language Pathology requires a minimum of 40 credits of academic coursework, supplemented by additional coursework in internship and externship experiences. Students are required to successfully complete the required coursework with a QPA of 3.000 and to acquire 400 documented clinical practicum hours. Students are required to successfully complete the comprehensive examination or to plan, write, and defend a thesis under the direction of a faculty committee. Students must also achieve a passing score on the Praxis II: Subject Assessments Test. In addition, students must have completed basic courses in biological sciences, physical sciences, statistics, and the social/behavioral sciences in compliance with ASHA's 2014 speech-language pathology certification standards (www.asha.org/certification). Students who have not completed these courses will be required to complete them prior to graduation. These courses do not count in the student's cumulative QPA.

Graduates of the M.S. program have completed the academic and clinical practicum requirements mandated by ASHA necessary to engage in a clinical fellowship year (CFY). For more information on the Certificate of Clinical Competence for Speech-Language Pathology (CCC-SLP), visit the ASHA website (www.asha.org).

Master's Comprehensive Exam

All students who choose the nonthesis option are required to pass a comprehensive exam in order to graduate from the master's program. Students who fail the exam will be counseled by the graduate program director and given the opportunity to retake the exam. Students must pass the exam within three attempts; these attempts must occur within one year of the initial attempt. Students who fail the exam on the third attempt or who do not complete the exam within the designated time frame will be dismissed from the program and will not receive a master's degree, but rather, a master's equivalency.

Master's Thesis

A thesis is 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 QPA of 3.500 and are interested in pursuing doctoral-level study and/or clinical research activities. Students who elect the master's thesis option will not be responsible for taking the comprehensive exam.

A student interested in exploring the thesis option must meet with the faculty member whose expertise is in the area of investigation. The student will work with the faculty member to review the literature in the chosen area and develop the research proposal. All thesis track students must enroll in **SP657** in the fall and spring semesters of their second year. Research proposal guidelines are available by contacting the graduate program director. Each thesis track student is responsible to secure one major reader (typically the advisor), as well as two faculty members who will serve as readers on the Thesis Committee. The final copies of the thesis, including signatures of the department chair and Dean of Loyola College, must be submitted at least three weeks before the end of the semester that a student expects to graduate.

Praxis Exam

As part of the degree requirement, all students must submit a passing score on the Praxis II; Subject Assessments Test. In order to graduate in the spring of the second year, students must submit the passing score to the department no later than two weeks prior to the graduation date. Students are advised not to take the test before the spring semester of their final year in the program.

ACADEMIC/CLINICAL REQUIREMENTS

Academic Requirements

Classes are held one day a week at the Columbia Campus. Clinical practicums are scheduled throughout the week at various internship and externship sites.

Required Courses

SP601   Language Disorders: Aphasiology (3 credits)
SP602   Language Disorders: Infancy through
        Early Childhood (2–3 credits)
SP604   Voice Disorders (3 credits)
SP612   Aural Rehabilitation: Child and Adult
        (2 credits)
SP613   Articulation and Phonological Disorders
        (1 credit)
SP617   Fluency Disorders (3 credits)
SP624   Language and Literacy Disorders:
        School-Age Population (3–4 credits)
SP625   Research Methods and Design (3 credits)
SP641   Counseling in Communication Disorders
        (1–3 credits)
SP643   Assessment and Intervention for Children
        and Adolescents with Autism Spectrum
        Disorders (2 credits)
SP645   Multicultural Issues in Speech-Language
        Pathology (2 credits)

SP646   Tests and Measurements (2 credits)
SP650   Augmentative and Alternative
         Communication (2 credits)
SP656   Ethics and Professional Practice
         (2–3 credits)
SP666   Dysphagia: Evaluation and Management
         (3 credits)
SP704   Cognitive-Communication Disorders
         (3 credits)
SP706   Motor Speech Disorders in Adults
         and Children (1 credit)

Electives

A total of three (3) elective credits is required. Elective courses are subject to change in order to meet the needs of the students and the program. The following courses are typically offered:

SP616   Independent Study in Speech-Language
         Pathology (1–3 credits)
SP620   Cleft Palate and Craniofacial Anomalies
         (1 credit)
SP700   Head and Neck Cancer (1 credit)
SP702   Trach and Vent (1 credit)
SP703   Advanced Dysphagia (1 credit)
SP705   Communication and Educational
         Reintegration of Children with Acquired
         Brain Injury (1 credit)
SP707   Introduction to Sign Language (1 credit)
SP708   Pediatric Feeding (1 credit)
SP709   Acquired and Traumatic Brain Injury
         in Adults (1 credit)
SP710   Psychiatric Issues in Youth with
         Communication Impairments (1 credit)

Clinical Requirements

All students are required to successfully complete clinical coursework during the first and second year of the master's program. This requires a minimum of 375 practicum hours and 25 observation hours, with a requirement of one summer 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. Students begin their clinical practice experience in the Loyola Clinical Centers 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. Clinical courses during the first year of the program include:

SP632   Clinical Internship: School-Based
         (1–4 credits)
SP633   Clinical Internship I (1–4 credits)
SP634   Clinical Internship II (1–4 credits)
SP642   Clinical Internship III (1–4 credits)

In addition, all students will enroll in the following course to support them in their internship year:

SP630   Clinical Seminar in Speech-Language
         Pathology (1 credit)

During the second year, students advance to placements in a typical job setting to further develop their clinical skills. Students are required to complete a minimum of two semesters of externship placements across two different settings. The externship director reviews placement applications each semester and advises students to register for one of the following clinical practicum courses:

SP635   Clinical Externship (1–4 credits)
SP636   Advanced Clinical Externship: Specialty
         Clinical Programs (4 credits)
SP637   Clinical Externship: School-Based
         (1–4 credits)
SP648   Short-Term Intensive Clinical Externship
         (1–2 credits)

WAIVERS

Some course requirements may be waived by the graduate program director based upon prior completion of coursework in the same content area. Students must submit materials for review (e.g., syllabus, course description, final products) prior to the first class meeting of the course being considered for waiver. The graduate program director's written approval will be sent to the Records Office.

ESSENTIAL FUNCTIONS

The Department of Speech-Language Pathology created an inventory of essential skills deemed necessary to function within the clinical profession of speech-language pathology; these are known as the *essential functions.* This document is used as a tool to help students, professors, and clinical supervisors identify areas of need related to becoming a professional in speech-language pathology. This document will be provided to students for review at the beginning of the first year, and it is posted on the department's website.

ACADEMIC STANDARDS

University-wide academic standards can be found in the section on Academic Standards and Dismissal under Academic Regulations and Policies.

Grades, Probation, and Dismissal

Consistent with University policy, graduate students in speech-language pathology must maintain a *B* (3.000) average. 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. Regardless of QPA, students who receive one grade of *C+* (2.330) or lower will be placed on academic probation. The accumulation of two grades of *C+* (2.330) or lower or the receipt of one *F* (0.000) during the program will result in dismissal from the program. Dismissal may also result from excessive withdrawals, academic dishonestly, or other unethical or unprofessional conduct reflecting upon a student's ability to enter into the professional field of speech-language pathology. If a student is dismissed from the program and has been performing at a satisfactory level in the clinical practicum, the student may count all clinical hours earned during the semester up to the point of dismissal. If the student has been performing at an unsatisfactory level in the clinical practicum, the student will not be allowed to count any clinical hours earned during the semester of dismissal.

Students are not permitted to be on academic probation for more than one semester across their master's degree program. All students placed on probation are required to meet with the graduate program director and members of the Academic Standards Committee. At that time, an individual remediation plan will be developed to help the student progress academically and/or clinically. Remediation plans may include additional assignments/assessments requiring the student to demonstrate competency in areas of need. In addition to academic performance, students must maintain professional standards of behavior as outlined in the essential functions document, the University's policy on academic integrity, and ASHA's Code of Ethics. Any student thought to be at risk academically or behaviorally may be brought before the committee.

Withdrawals

A student experiencing medical or personal problems may request a withdrawal from academic and clinical courses no later than the date reflected in the University's academic calendar. All withdrawals must be approved by the graduate program director and/or department chair. The University-wide withdrawal policy can be found under Academic Regulations and Policies. The record of any student who has received two or more grades of *W* will be reviewed prior to the student's continuance in the program.

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.

ASSISTANTSHIPS

A limited number of departmental assistantships are available. For more information, visit the department's website.

POSTBACCALAUREATE COURSEWORK

The department offers postbaccalaureate coursework, called foundation courses, for students with an undergraduate degree in an area other than communication disorders who wish to complete some or all of the prerequisite courses necessary for admission into many master's programs in speech-language pathology. While Loyola's postbaccalaureate coursework satisfies the prerequisites for admission into Loyola's graduate program, it is critical to note that completion of this coursework does not include automatic matriculation into the master's program. In addition, it is the student's responsibility to investigate the prerequisite criteria for non-Loyola master's programs. There is no limit to the number of postbaccalaureate courses in which a student can enroll (contingent upon completion of course prerequisites, if applicable, and space availability); however, selection is limited to the courses specified below.

The foundation course sequence consists of nine courses which can be completed in one year of full-time enrollment:

SP500   Speech and Voice Science (3 credits)
SP501   Anatomy and Physiology:
        Speech and Voice (3 credits)
SP502   Survey of Communication Disorders
        (1 credit)

SP503   Articulation and Phonology (3 credits)
SP505   Phonetics (3 credits)
SP506   Observation Methods and Techniques in Speech-Language Pathology/ Audiology (3 credits)
SP507   Speech and Language Development (3 credits)
SP508   Professional and Technical Writing in Speech-Language Pathology (2 credits)
SP542   Fundamentals of Audiology (4 credits)

The admission committee considers most favorably those graduates who maintained at least a *B* (3.000) average during the final two years of undergraduate coursework. Applicants should note that some post-baccalaureate courses have prerequisites. Students who have these prerequisites from another institution will be required to submit materials for review (e.g., syllabus, course description, final products) prior to enrolling in the foundation coursework. In addition, postbaccalaureate students are only eligible for financial aid for one consecutive 12-month period, if enrolled at least half-time (six credits per semester). Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

Consistent with University and departmental policies, the accumulation of two grades of *C+* (2.330) or lower, or the receipt of one *F* (0.000) during the program will result in dismissal from the postbaccalaureate coursework. In addition, the student will not be eligible for admission into the master's program in speech-language pathology at Loyola.

Students enrolled in postbaccalaureate coursework who are interested in pursuing a master's degree in speech-language pathology at Loyola should see the M.S. requirements under Admission for detailed information.

COURSE DESCRIPTIONS

SP500   Speech and Voice Science   (3.00 cr.)
Prerequisite: SP501, SP505; or written permission of the instructor. 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. Students analyze the acoustic properties of speech through experience with speech spectograms. *Credits do not count toward the graduate degree. (Spring only)*

SP501   Anatomy and Physiology: Speech and Voice   (3.00 cr.)
Prerequisite: SP502 or written permission of the instructor. 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 communication, and an introduction to swallowing. *Credits do not count toward the graduate degree.*

SP502   Survey of Communication Disorders   (1.00 cr.)
An introductory survey of communication disorders specific to the scope of practice for a speech-language pathologist. Students learn the professional vocabulary and concepts that are the foundation for advanced courses in the major. *Credits do not count toward the graduate degree. Pass/Fail*

SP503   Articulation and Phonology   (3.00 cr.)
Prerequisite: SP505 or written permission of the instructor. Anatomical, physiological, neurological, and acoustic bases of speech sound disorders and phonological systems. Current theories and evidence-based practices in assessment and intervention related to phonological development, articulation, oral motor skills, childhood apraxia of speech, phonological processes, phonological awareness, social dialects, and bilingualism are addressed. *Credits do not count toward the graduate degree. (Spring only)*

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. *Credits do not count toward the graduate degree.*

SP506   Observation Methods and Techniques in Speech-Language Pathology/Audiology   (3.00 cr.)
Prerequisite: SP502, SP507; or written permission of the instructor. Students gain knowledge and experience in clinical observation of children and adults with a variety of speech, language, hearing, and swallowing problems. In addition to scheduled lecture periods, students observe in the Loyola Clinical Centers 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. *Credits do not count toward the graduate degree. (Spring only)*

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. *Credits do not count toward the graduate degree. (Fall only)*

SP508 Professional and Technical Writing in Speech-Language Pathology (2.00 cr.)
Prerequisite: SP502 or written permission of the instructor. Students gain knowledge and experience in the area of professional writing for the field of speech-language pathology/audiology. Students develop skills for writing 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. *Credits do not count toward the graduate degree. (Fall only)*

SP516 Independent Study in Speech-Language Pathology/Audiology (2–3.00 cr.)
Students pursue advanced study on topics of individual interest under faculty supervision. *Credits do not count toward the graduate degree.*

SP533 Introduction to Clinical Internship (1–4.00 cr.)
An introduction to the clinical practice of speech-language pathology. Students learn about report writing, case management, and the use of equipment. Under the supervision of a clinical instructor, students implement screening protocols, assessment, and counseling techniques. *May be repeated four times. Credits do not count toward the graduate degree. Pass/Fail (Summer only)*

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, eletrophysiological auditory assessments, and behavioral auditory assessments are addressed. *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. *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. *Credits do not count toward the graduate degree. (Spring only)*

SP601 Language Disorders: Aphasiology (3.00 cr.)
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.

SP602 Language Disorders: Infancy through Early Childhood (2–3.00 cr.)
Language assessment and treatment for children with developmental language disorders from birth to age five. The course includes a focus on special populations, such as individuals with autism, fetal alcohol syndrome, drug exposure, intellectual disability, Fragile X syndrome, Down syndrome, and multiple diagnoses. Information on legislation, IDEA, NCLB, Section 504/508 plans, IFSPs, and IEP planning is also covered.

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.

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 are explored. 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   Articulation and Phonological Disorders   (1.00 cr.)
Advanced study of disordered speech and sound production, including articulation disorders, phonological disorders, and apraxia. Analysis of research-based approaches to the evaluation and treatment of speech sound disorders. *(Fall only)*

SP616   Independent Study in Speech-Language Pathology   (1–3.00 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. May be repeated three times for credit.*

SP617   Fluency Disorders   (3.00 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 facets 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. *Pass/Fail*

SP624   Language and Literacy Disorders: School-Age Population   (3–4.00 cr.)
Prerequisite: SP602. Explores the roles and responsibilities of the speech-language pathologist with clients aged 5 to 21. Emphasis is on assessment and intervention strategies for language disorders with a focus on literacy. Pragmatic disorders and language differences are also addressed. *(Fall only)*

SP625   Research Methods and Design   (3.00 cr.)
Focuses on research questions and methodologies applicable to speech-language pathology. Topics include evidence-based practice, literature review and critique, research methodologies (including group and single subject designs), data collection, and introduction to data analysis. Course concepts are addressed through practical application, including a research proposal and an analysis of current clinical practice.

SP630   Clinical Seminar in Speech-Language Pathology   (1.00 cr.)
Addresses issues related to clinical practice and methods, including assessment and intervention with a range of communication disorders across children and adults. Topics may include procedures specific to clinical placements; evidence-based practice; formal and informal assessment; establishing/writing goals and objectives; therapeutic techniques and instructional strategies; data collection and monitoring progress; client management and counseling; generational/gender differences; and self-evaluation. *May be repeated three times for credit. Pass/Fail*

SP632   Clinical Internship: School-Based   (1–4.00 cr.)
Introduces students to the professional practice of speech-language pathology/audiology, as well as the diverse populations and challenges found in the schools. 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. *May be repeated for credit. Pass/Fail*

SP633   Clinical Internship I   (1–4.00 cr.)
Students are introduced to the professional practice of speech-language pathology targeting the specific skills needed in the professional domain. Students learn about writing goals and objectives, data collection, report writing, case management, and use of equipment. Graduate clinicians participate in the development and implementation of assessment, treatment, and counseling with the clinical instructor. *May be repeated for credit. Pass/Fail*

SP634   Clinical Internship II   (1–4.00 cr.)
Prerequisite: SP633. An expansion of the skills achieved in SP633. Students continue to gain experience across varying communication disorders with diverse client populations. Emphasis is placed on increased independence and competence in the development and implementation of assessment, treatment, and counseling skills. Additional emphasis is placed on the application of academic coursework to clinical service delivery and the application of evidence-based practice. *May be repeated for credit. Pass/Fail*

SP635 Clinical Externship (1–4.00 cr.)
Prerequisite: SP633, SP634. Provides students with intensive, off-campus experiences in clinical and medical settings. Students are assigned to the facility less than 30 hours per week. *School placements are not included. May be repeated for credit. Pass/Fail*

SP636 Advanced Clinical Externship: Specialty Clinical Programs (4.00 cr.)
Prerequisite: SP633. Provides students with intensive, off-campus experiences in clinical and medical settings. Students are assigned to the facility at least 30 or more hours per week. *School placements are not included. May be repeated for credit. Pass/Fail*

SP637 Clinical Externship: School-Based (1–4.00 cr.)
Prerequisite: SP633, SP634. Provides students with comprehensive speech-language pathology experiences in school settings working with students aged 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. *May be repeated for credit. Pass/Fail*

SP641 Counseling in Communication Disorders (1–3.00 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.

SP642 Clinical Internship III (1–4.00 cr.)
Prerequisite: SP634. Continued mastery of the skills acquired in SP634. Students work with diverse client populations/disorders, which may include some specialty intervention groups. Students continue to achieve independence and competence in clinical assessment, intervention, and counseling skills as they work more collaboratively with clinical instructors. *May be repeated for credit. Pass/Fail (Summer only)*

SP643 Assessment and Intervention for Children and Adolescents with Autism Spectrum Disorders (2.00 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.

SP645 Multicultural Issues in Speech-Language Pathology (1–2.00 cr.)
Focuses on the nonbiased assessment and treatment of communication disorders in culturally and linguistically diverse (CLD) populations. Sociocultural, environmental, and linguistic factors that may impact service delivery are presented. Specific assessment guidelines and evidence-based intervention strategies relating to bilingual, bidialectal, and multicultural populations are discussed.

SP646 Tests and Measurements (2.00 cr.)
An overview of the process and procedures used for evaluation and diagnosis in speech-language pathology. Includes psychometric considerations of testing, differential diagnosis, appropriate test interpretation, and multicultural considerations in the assessment process. Formal and informal procedures, including interviewing and counseling techniques, are discussed.

SP648 Short-Term Intensive Clinical Externship (1–2.00 cr.)
Prerequisite: SP633, SP634. Provides students with an abbreviated clinical practicum experience for a total of eight hours or less per week. Students are typically exposed to a specialty area of practice in a real world or clinical research setting. *May be repeated three times for credit. Pass/Fail*

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 identifying ethical issues and developing ethical decision-making strategies related to the professional practice of audiology and speech-language pathology. A variety of professional issues are covered, including legal ethics, advocacy, supervision, reimbursement, professional organizations, professional credentialing, and current topics of ethical interest.

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. *May be repeated for credit.*

**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. *Pass/Fail*

**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.

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. *Pass/Fail*

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.

**SP704 Cognitive-Communication
Disorders (3.00 cr.)**
Prerequisite: SP600, SP601. Comprehensive study of cognitive processes and their effect on cognitive-communication disorders. Thorough review of current techniques in assessment and treatment of disorders resulting from acquired brain injury, the dementias, and other neurological diseases. Specific diagnostic materials and evidence-based interventions are explored using hands-on techniques.

**SP705 Communication and Educational
Reintegration of Children
with Acquired Brain Injury (1.00 cr.)**
Examines the issues related to the needs of children with acquired brain injury. Introduces protocols for assessment, intervention, or treatment. Transition topics address reintegration needs for communication, psychosocial development, and behavior. *Pass/Fail (Spring only)*

**SP706 Motor Speech Disorders
in Adults and Children (1.00 cr.)**
The study of the perceptual and physio-acoustic dimensions of dysarthria and apraxia across the life span. Differential diagnosis among the disorders is addressed, as well as treatments options, including behavioral, instrumental, surgical, and pharmacological approaches.

SP707 Introduction to Sign Language (1.00 cr.)
Students master the basics of communicating with finger spelling and American sign. Lab group addresses the culture, politics, and history of the deaf. Considers the impact of deafness on the individual, the family, and the community in relation to their psychological, sociological, and legal perspectives. American sign language and signed English are introduced. *Pass/Fail*

SP708 Pediatric Feeding (1.00 cr.)
Focuses on the typical feeding skill progression in infants and young children, as well as the biomedical and enviro-behavioral influences that limit successful feeding in young children. Treatment strategies and methods of early intervention in naturalistic environments are presented. *Pass/Fail*

**SP709 Acquired and Traumatic
Brain Injury in Adults (1.00 cr.)**
Provides information regarding the pathophysiology and epidemiology of acquired and traumatic brain injury in adults, including assessment, diagnosis, recovery, and prognosis, as well as treatment efficacy and outcomes. *Pass/Fail (Spring only)*

**SP710 Psychiatric Issues in Youth with
Communication Impairments (1.00 cr.)**
Youngsters identified with speech and language diagnoses demonstrate a high concomitance of emotional and behavioral disorders. This course explores the common DSM-V diagnoses that the speech-language pathologist will likely encounter when working with a K–12 population. Interventions aimed at the emotional and behavioral aspects of treatment are explored, as well as understanding the benefits of collaboration with other health personnel, including psychologists, psychiatrists, and clinical social workers. *Pass/Fail (Spring only)*

SP711 Motor Speech Disorders in Adults (1.00 cr.)
The study of the perceptual and physio-acoustic dimensions of dysarthria. Differential diagnosis is addressed, as well as treatment options, including behavioral, instrumental, surgical, and pharmacological approaches.

Office: Humanities Center, Room 042c
Telephone: 410–617–2290
Website: www.loyola.edu/academic/theology

Chair: Frederick C. Bauerschmidt, Professor
Director of Graduate Studies: Stephen E. Fowl, Professor

Professors: Frederick C. Bauerschmidt; James J. Buckley; Angela Russell Christman; John J. Conley, S.J.; Stephen E. Fowl; Claire Mathews-McGinnis; Joseph S. Rossi, S.J.
Associate Professors: R. Trent Pomplun; Arthur M. Sutherland
Assistant Professors: Daniel P. Castillo; J. David Decosimo; Rebekah Ann Eklund; John R. Kiess; Matthew A. Moser (visiting); Timothy W. O'Brien, S.J. (visiting)

MASTER OF THEOLOGICAL STUDIES (M.T.S.)

The Master of Theological Studies (M.T.S.) thoroughly embodies the University's mission, encapsulated by the Jesuit motto *ad maioram dei gloriam*. The M.T.S. is a rigorous program designed to give students a broad exposure to the Christian tradition and a variety of theological specialties, and to allow students to explore a topic in depth through the preparation of a thesis. The program is staffed by faculty internationally recognized for their scholarly excellence. The department includes Catholic and non-Catholic faculty who together nurture a collegial atmosphere within a community in which rigorous, lively debate and intellectual generosity flourish.

The M.T.S. aims to help form future generations of theologians through a program of study that covers Scripture, historical and systematic theology, comparative theology, and ethics. Rather than treating these as isolated areas of technical expertise, the program considers each of them as a crucial element of an integrated theological vision. Loyola's M.T.S. can be excellent preparation for beginning a Ph.D., or it can lead into further work in other fields such as library science, social work, law, or publishing. The aim is that whether M.T.S. graduates go on to work in the academy, churches, or any other realm of society, they will be equipped to think and respond theologically with depth, precision, and charity.

LEARNING GOALS

Graduates of the M.T.S. program should:

• Demonstrate the skills, methods, and knowledge constitutive of the academic discipline of theology so that they might be able to move successfully on to a Ph.D. This will include the ability to undertake original research and to describe the results of that research in an appropriate manner.

• Describe and analyze Christian theology in its expressions over time and across cultures, and in its interaction with other religious traditions.

• Demonstrate a level of expertise in a theological subdiscipline such as Scripture, historical theology, systematic theology, moral theology, or comparative theology.

• Be able to appropriately evaluate scholarly work in theology.

• Be able to read, translate, and understand a language that is original to some of the primary texts of the discipline.

ADMISSION CRITERIA

The program is designed to be completed in two years for full-time students and four years for part-time students. Applicants for the M.T.S. program must have a bachelor's degree from an accredited college or university. This need not be a degree in theology or religious studies. For information on preparing a successful application, visit the department's website. Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

PROGRAM OF STUDY

The degree consists of 48 graduate credit hours, distributed as follows:

Required Courses   *(21 credits)*

TH600   Old Testament Survey
TH601   New Testament Survey
TH621   Historical Theology I (Patristic to Medieval)
TH622   Historical Theology II (Early Modern to Modern)
TH640   Survey of Systematic Theology

One Comparative Theology Course (TH660–669)
One Ethics and Culture Course (TH670–690)

Language Courses *(12 credits)*

Students take the equivalent of four semesters of Latin, Greek, or Hebrew. Students with prior background in an ancient language can substitute another language with the permission of the graduate program director.

Electives *(9 credits)*

Students should work with the graduate program director to choose courses that fit with their long-term goals.

Thesis Courses *(6 credits)*

TH700   Master's Thesis I
TH701   Master's Thesis II

POSTBACCALAURATE CERTIFICATE (P.B.C.) IN THEOLOGY AND MINISTRY

This part-time, three-year certificate is intended for people who wish to further their academic theological education, but who are not interested in pursuing an academic career. The certificate offers a variety of personal and professions benefits. Some students may choose to continue on to the Master of Theological Studies (M.T.S.) program. Some may elect to pursue the certificate for personal enrichment, while others may pursue it to increase their theological knowledge in order to support ministerial endeavors like chaplaincy, ordained ministry, pastoral counseling, or spiritual direction.

Learning Goals

Graduates of the P.B.C. program should:

• Demonstrate the skills, methods, and knowledge constitutive of the academic discipline of theology. For students seeking ordination in their denomination, this will include the ability to successfully complete theological requirements for ordination.

• Describe and analyze Christian theology in its expressions over time and across cultures, and in its interaction with other religious traditions.

• Demonstrate facility in theological subdisciplines such as Scripture, historical theology, systematic theology, moral theology, or comparative theology.

• Be able to appropriately evaluate scholarly work in theology.

• Employ skills and resources of academic theology in their understanding of and participation in ministry.

Admission Criteria

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

Program of Study

The certificate consists of 25 graduate credit hours, distributed as follows:

Required Courses *(24 credits)*

TH600   Old Testament Survey
TH601   New Testament Survey
TH621   Historical Theology I (Patristic to Medieval)
TH622   Historical Theology II (Early Modern to Modern)
TH640   Survey of Systematic Theology
One Comparative Theology Course (TH660–669)
One Ethics and Culture Course (TH670–690)
One Pastoral Theology Course (PC600- or PC700-level) that compliments the student's ministry goals. This course must be selected in consultation with the M.T.S. program director or director of program operations and approved by the M.A. program director in pastoral counseling.

Capstone Project *(1 credit)*

TH699   Capstone Project in Theology and Ministry

Prior to program completion, students register for a private study course in which they write and deliver a cumulative project that employs their theological resources and skills in analyzing a particular area of ministry. Students write a paper in consultation with a faculty supervisor and submit it to the academic program director in order to meet completion requirements.

COURSE DESCRIPTIONS

TH600 Old Testament Survey   (3.00 cr.)
Students are introduced to the content of the Hebrew Bible or Old Testament (the Torah, prophets, writings, and Deuterocanonical books) and to the history of its interpretation, including scholarly approaches since the rise of historical criticism.

TH601 New Testament Survey   (3.00 cr.)
Students are introduced to the text of the New Testament, as well as a variety of historical concerns related to Second Temple Judaism and the Greco-Roman worlds in which the story of the New Testament is set and from which its text emerges.

TH602 Prophets and Prophecy   (3.00 cr.)
Biblical stories about prophets, as well as the works of the classical or "writing" prophets are examined. Students are introduced to the roles of Israelite prophets in the light of ancient Near-Eastern prophecy in general, and to the role of prophetic preaching in the development of Israelite religious thought. Examination of prophetic books includes the study of prophetic poetry; the historical contexts in which prophets spoke; the theological perspectives of each prophetic work; and the ways in which Old Testament prophecy is taken up in the proclamation of the New Testament.

**TH603 Genesis and Exodus in the History
       of Interpretation   (3.00 cr.)**
A close study of the first two books of the Bible—from the story of creation, through the covenants with Abraham and all of Israel on Mount Sinai—by means of the study of their history of interpretation from the New Testament to the patristic writers, through to contemporary literary approaches.

TH604 Old Testament Texts in Hebrew (3.00 cr.)
Selected Old Testament texts in Hebrew are closely examined. The course seeks to build on the language skills students have developed in order to introduce more advanced exegetical, linguistic, and text critical skills.

TH605 Jesus and the Gospels   (3.00 cr.)
This course is devoted to learning how to read and analyze the gospels and their portrayal of Jesus. The Gospels are both narrative accounts of the life, death, and resurrection of Jesus, as well as historical artifacts of early Christianity. The course reflects on both of these aspects of the Gospels.

**TH606 The Life and Writings
       of Saint Paul   (3.00 cr.)**
This course is devoted to learning how to read and analyze the letters of Paul. The arguments in Paul's letters are often subtle, couched in an idiom and rhetoric that is often more foreign to us than we might think, and engage different issues from what one might normally expect. Second, there is more secondary literature on Paul than almost any other figure in the history of the world. Students are introduced to some significant pieces of scholarly literature related to the texts being read.

TH607 New Testament Texts in Greek   (3.00 cr.)
Selected New Testament texts in Greek are closely examined. The course seeks to build on the language skills students have developed in order to introduce more advanced exegetical, linguistic, and text critical skills.

TH608 Ways of Reading Scripture   (3.00 cr.)
Students are introduced to critical debates regarding the interpretation of biblical texts. Students learn the central debates of philosophical hermeneutics as they relate to theological interpretation of Scripture. This course also involves a study of interpretive disputes regarding specific texts as a way of illustrating the theoretical issues at stake.

TH619 Independent Study in Scripture (3.00 cr.)
Prerequisite: Written or electronic permission of the instructor.
An opportunity for students to pursue advanced study on topics of individual interest within a specific subdiscipline of theology. The structure, requirements, and aims of the independent study will be determined through consultation between the instructor and the student.

**TH621 Historical Theology I
       (Patristic to Medieval)   (3.00 cr.)**
A survey of major figures in Christian theology from the second through the fifteenth centuries, including Church Fathers of both the East and West and the western medieval tradition. The course emphasizes reading primary source material, with an eye both to its historical context and to its relevance for theology today.

**TH622 Historical Theology II
       (Early Modern to Modern)   (3.00 cr.)**
A survey of major figures in Protestant and Catholic theology from the sixteenth through the twentieth centuries, with special emphasis on the reformations of the sixteenth century and theological responses to the Enlightenment and Modernity. The course emphasizes reading primary source material, with an eye both to its historical context and to its relevance for theology today.

TH623 The Theology of Thomas Aquinas (3.00 cr.)
Thomas Aquinas was a major medieval theologian who remains as controversial in the twentieth century as he was in the thirteenth century. This course studies Aquinas' life and social context, his exegesis of Scripture and selections from his major theological works. It also focuses on how Aquinas might be a resource for contemporary theological and philosophical work.

TH624 Patristic Biblical Interpretation (3.00 cr.)
Students are introduced to the exegetical and homiletical writings of the Greek and Latin Church Fathers. The course covers early Christian debates concerning methods of scriptural interpretation, as well as the influence of Greco-Roman and Jewish exegetical practices. It also includes close study of biblical interpretation as the Fathers practiced it, in homiletical and formal interpretive works. Students are also introduced to the vast body of secondary literature on this topic.

**TH625 Introduction to the Theology
of Saint Augustine (3.00 cr.)**
The writings of the most influential Latin theologian of the patristic period, Augustine of Hippo, are examined. Close study of *Confessions* and *The City of God* is emphasized, but careful examination of a selection of Augustine's other writings is included, especially those arising from controversies surrounding Pelagianism, Donatism, and Manichaeism. Attention is also devoted to Augustine as preacher and biblical interpreter.

**TH627 The Virgin Mary in Scripture
and Tradition (3.00 cr.)**
Devotion to Mary is an essential element of Catholicism. Students study the Blessed Virgin in Scripture, noncanonical Gospels, the Church Fathers, medieval preachers and theologians, the early modern missions, and contemporary Church teaching. Topics include important Marian doctrines such as the Divine Motherhood, Immaculate Conception, Perpetual Virginity, and the Assumption of Mary, as well as more controversial topics such as Mary's mediation of grace and her role in theologies of liberation. Readings include selections from Andrew of Crete, Germanus of Constantinople, John of Damascus, Gregory Palamas, Anselm of Canterbury, John Duns Scotus, Matthias Scheeben, Jean-François Bonnefoy, Karl Rahner, Hans Urs von Balthasar, and Pope John Paul II. Students are expected to write one 20-page research paper or two 10–12 page papers.

**TH630 Readings in Greek and Latin
Patristics (3.00 cr.)**
Closely selected writings from the Greek and Latin Church Fathers are examined. Students study the writings of specific Church Fathers and/or theological themes that are most important for the development of Christian theology. The course builds on the language skills students have developed in order to introduce more advanced exegetical, linguistic, and text critical skills.

**TH639 Independent Study
in Historical Theology (3.00 cr.)**
Prerequisite: Written or electronic permission of the instructor.
An opportunity for students to pursue advanced study on topics of individual interest within a specific subdiscipline of theology. The structure, requirements, and aims of the independent study will be determined through consultation between the instructor and the student.

TH640 Survey of Systematic Theology (3.00 cr.)
This course surveys the major topics in Christian theology and their relationship to each other. It treats significant developments in contemporary theological discussions of God, Christ, the Spirit and the Church, grace, and human destiny.

TH641 Christianity and Its Critics (3.00 cr.)
Beginning with the earliest followers of Jesus, Christianity has responded to criticism from those outside the faith and from dissenters within. This course investigates historical, theological, political, sociocultural, and philosophical problems related to Christianity and asks students to evaluate ancient and modern critiques of Christianity and judge the adequacy of Christianity's response.

TH642 Christ, Sin, and Salvation (3.00 cr.)
An introduction to the doctrine of atonement and its implications regarding Christian faith, practice, and doctrine. The course considers three questions: Is belief in the doctrine of atonement a fundamental Christian claim? Is the atonement of Jesus effective for all people or is it effective only for some? What theory of the atonement is the best explanation of how and why Christ's life, death, and resurrection are necessary to save people from sin?

TH643 Nature and Grace (3.00 cr.)
Disputes regarding the question of the relationship between our natural human capacities and God's grace are examined. The first half of the course focuses on the history of such disputes, including Augustine, Thomas Aquinas, Luther, and Jansenism. The second half of the course focuses on how disputes over nature and grace were central to Catholic theology in the twentieth century and continue to be important today.

TH644 Vatican II and the Postconciliar World (3.00 cr.)

The Second Vatican Council is the central event in modern Roman Catholic life and thought. It has had enormous impact on Christian ecumenism, dialogue, and cooperation among religions. Our world is "postconciliar" ("after the Council") in at least two senses: some say we have yet to meet the challenges the Council left for subsequent generations, while others say that we no longer live in the same time as Vatican II. The central texts of Vatican II are read, along with crucial debates over the Council in the postconciliar world. Students learn to read conciliar texts intelligently, bring them to bear on contemporary theological arguments, and construct a vision of our theological postconciliar future.

TH645 Contemporary Doctors of the Church (3.00 cr.)

A "doctor" is a teacher. Who are the best teachers of the Church today? Why and how can others learn from as well as criticize them? Students read and discuss contemporary theologians who are or may be teachers of the universal Church.

TH646 Debates and Twentieth-Century Theology (3.00 cr.)

Students are introduced to a selection of theological debates from the twentieth century. The figures and arguments of both sides of the debate are presented.

TH647 Theology after the Enlightenment (3.00 cr.)

An introduction to the Enlightenment and theological responses to the Enlightenment, from the end of the eighteenth to the middle of the nineteenth century. Beginning with the debate between Kant and Hamann, the course focus shifts to specifically Catholic responses to the Enlightenment by members of the Tübingen school, such as Johann Sebastian Drey, Johann Adam Möhler, and Johannes Kuhn.

TH648 Theology and Phenomenology (3.00 cr.)

An introduction to phenomenology, the philosophical movement associated with Edmund Husserl and Max Scheler, and subsequent theological innovations in response to it. Other figures considered are Erich Przywara, Martin Heidegger, Edith Stein, John Paul II, and Jean-Luc Marion.

TH649 Theological Anthropology (3.00 cr.)

What does it mean to be a human being? This question is addressed from the perspective of Christian theology. Key scriptural sources and major theological figures are explored in conversation with philosophical and other important approaches to the topic.

TH650 Catholic Theology in Modernity (3.00 cr.)

Explores Roman Catholic theology's response to modern philosophical and theological developments in the period stretching from the First Vatican Council (1868–1870) to the Second Vatican Council (1962–1965). Topics include the revival of neoscholasticism, the modernist crisis, and movements of theological renewal leading up to Vatican II. Assignments include close readings of texts and the writing of a substantial research paper on a specific author or theological topic.

TH651 Faith and Reason (3.00 cr.)

An investigation of the ways faith has reasoned about itself in relation to challenges in the ancient, medieval, modern, and postmodern worlds.

TH652 God and Radical Evils (3.00 cr.)

Addresses the general question, "How does God deal with evil?" and primarily the more specific question, "How does the triune God of Jesus Christ deal with *radical* (non-trivial) evils?" The diverse and conflicting responses to such difficult questions bear, directly and indirectly, on how Christians and others should deal with radical evils in their lives and those of their neighbors. Students read responses in the Biblical and Christian tradition, as well as contemporary literary, philosophical, and theological responses. Students develop their own responses in conversation with these readings.

TH653 Hope, Death, and the End of the World (3.00 cr.)

This seminar studies the traditional and contemporary reflections of Christians on the "last things." Topics include judgment, salvation, heaven, and hell.

TH659 Independent Study in Systematic Theology/Doctrine (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. An opportunity for students to pursue advanced study on topics of individual interest within a specific subdiscipline of theology. The structure, requirements, and aims of the independent study will be determined through consultation between the instructor and the student.

TH660 Comparative Theological Readings of the Qur'an (3.00 cr.)

A comprehensive introduction to the holy book of Islam. After a survey of the historical and literary setting of the Qur'an, students concentrate on a close reading of a number of theologically relevant passages. They compare translations and interpretations in order to get an idea of the most important semantic fields. Students look at some of the most important voices in the history of *tafsir* (Qur'anic exegesis) and also consider Christian theological approaches of the Qur'an.

TH661 Comparative Theological Approaches to Islam (3.00 cr.)
Students are introduced to the history of Christian interpretations of Islam. After a survey, students concentrate on reading some of the basic Christian texts about Islam and try to establish the history of their influence (*Wirkungsgeschichte*) on the image of Islam in the Christian West. This image is compared to the self-representation of Islam in some theological texts that can be read as counterparts of the Christian interpretations of Islam, enabling students to get an idea about the mutual influence of the two religious traditions.

TH662 Buddhism and Christianity (3.00 cr.)
A general survey of the encounter between Christianity and Buddhism that examines the metaphysical and theological conflicts between them. Topics include God, the soul, metaphysics, causality, epistemology, and ethics. The course takes special care to dismantle many of the fantasies that contemporary Europeans and Americans have about Buddhism, and it concludes with a discussion of the political uses and abuses of reincarnation in Tibetan Buddhism.

TH663 Jews, Muslims and Christians in the Middle Ages (3.00 cr.)
Students examine the philosophical and theological trialogue among Jewish, Christian, and Muslim thinkers in the Middle Ages on such questions as the nature of divine power, the status of human speech about God, and the problems and possibilities associated with belief in the Incarnation. Al Ghazzali, Ibn Sina (Avicenna), Maimonides, and Aquinas are among the thinkers discussed.

TH664 Comparative Theology: Its History and Methods (3.00 cr.)
Surveys the Christian encounter with other religions in the Bible, Patristic and medieval theology, and the early modern missions to the Americas, Africa, and Asia. In doing so, the course provides the historical and theoretical background of the development of Catholicism as a global, multicultural religion in dialogue with Judaism, Islam, Buddhism, Hinduism, Confucianism, Taoism, and various indigenous religious traditions. Topics include controversies over Christian uniqueness, debates about the salvation of non-Christians, conceptions of grace and virtue in other religious traditions, and the comparative anthropology of religion.

TH667 Independent Study in Comparative Theology (3.00 cr.)
Directed reading and study in Christian theology and the theology of one or more of the world's major religions.

TH669 Independent Study in Comparative Theology (3.00 cr.)
Prerequisite: Written or electronic permission of the instructor. An opportunity for students to pursue advanced study on topics of individual interest within a specific subdiscipline of theology. The structure, requirements, and aims of the independent study will be determined through consultation between the instructor and the student.

TH670 Ethics: Roman Catholic Moral Theology (3.00 cr.)
An introduction to the history, vocabulary, and methods of moral theology in the Roman Catholic Church, with a special emphasis on contemporary case studies. Readings include relevant passages of Holy Scripture, Saint Thomas Aquinas, John Duns Scotus, Leo XIII, Paul VI, John Paul II, Gustavo Gutiérrez, and Alasdair MacIntyre. Topics include the Christian conception of holiness and its sacramental expression in marriage and holy orders; scholastic and phenomenological approaches to moral theology; Catholic social thought; liberation theology; and contemporary sexual and biomedical ethics.

TH671 Contemporary Catholic Moral Theology (3.00 cr.)
Catholic moral theology is examined, with particular attention given to the major schools of thought within the contemporary tradition. Key magisterial texts (notably John Paul II's *Veritatis Splendor*) provide the point of departure. Schools of thought examined include the new natural law (Grisez/Finnis), the critics of the new natural law (Hittinger), the proportionalists (Fuchs, McCormick), the virtue school (Pinckaers), and the narrative school (Baxter).

TH672 Natural Law in the Catholic Context (3.00 cr.)
The development of natural law as a central mode of moral reflection in Catholicism is examined. The classical (Cicero) and biblical (wisdom literature, Paul) roots of natural law ethics are studied. Aquinas's *Treatise on Law* is the centerpiece of the course. Diverse contemporary Catholic natural law thinkers (Connery, Grisez, Finnis, McCormick, George) are studied.

TH673 Catholic Social Doctrine (3.00 cr.)
In examining the major documents of the Catholic social tradition (such as *Rerum novarum, Quadragesimo Anno, Centesimus annus*), the course focuses on the shifting methodologies used in this versant of Church teaching. The interdisciplinary nature (theological, philosophical, sociological) of this canon is examined, as well as the controversies among contemporary theologians in the interpretation and development of this doctrine.

TH674 Christianity and Global Justice   (3.00 cr.)
Do we have an obligation to those who live beyond our borders? Are the needs of strangers a matter of justice or charity? What institutional form should our responses take? This course draws upon resources within the Christian ethical tradition to address these questions. Topics include humanitarian aid, military intervention, international criminal justice, development, and others.

TH675 Faith and Film: The Apostle's Creed
**   in American Cinema   (3.00 cr.)**
Frank Capra, one of the truly great directors of cinema's first century, left us this testimony from the artist's viewpoint to the consequences of film's power: "Only the morally courageous are worthy of speaking to their fellow men for two hours in the dark. And only the artistically incorrupt will earn and keep the people's trust." The twofold purpose of this course is to analyze the meaning of the fundamental truths of the Christian faith and to explore the American cinema's capacity to convey those truths.

TH676 God, Good, and the Good Life   (3.00 cr.)
Resources from contemporary moral philosophy are brought to bear on the central theological question: How, in light of what God has done and is doing in Christ, ought we to conceive of ethics and conduct our lives? Focus is placed on classical and recent theological and philosophical texts and moral problems.

TH690 Independent Study
**   in Ethics and Culture   (3.00 cr.)**
Prerequisite: Written or electronic permission of the instructor. An opportunity for students to pursue advanced study on topics of individual interest within a specific subdiscipline of theology. The structure, requirements, and aims of the independent study will be determined through consultation between the instructor and the student.

TH699 Capstone Project in Theology
**   and Ministry   (1.00 cr.)**
Students prepare an integrative project that draws on their theological knowledge and skill set to articulate a theological understanding of a particular area of ministry. *Pass/Fail*

TH700 Master's Thesis I   (3.00 cr.)
Students identify a topic and work closely with an assigned faculty advisor to complete a thesis.

TH701 Master's Thesis II   (3.00 cr.)
Prerequisite: TH700. A continuation of TH700, wherein students identify a topic and work closely with an assigned faculty advisor to complete a thesis.

TH702 Introductory Greek I   (3.00 cr.)
An enriched beginning course emphasizing grammar, syntax, and vocabulary. *Intended for students with no previous knowledge of the language.*

TH703 Introductory Greek II   (3.00 cr.)
Prerequisite: TH702 or equivalent. A continuation of TH702.

TH704 Intermediate Greek I   (3.00 cr.)
Prerequisite: TH703 or equivalent. A continuation of TH703 that includes readings from various secular and theological Greek texts.

TH705 Intermediate Greek II   (3.00 cr.)
Prerequisite: TH704 or equivalent. A continuation of TH704 that includes readings from various secular and theological Greek texts.

TH706 Introductory Hebrew I   (3.00 cr.)
An enriched beginning course emphasizing grammar, syntax, and vocabulary. *Intended for students with no previous knowledge of the language.*

TH707 Introductory Hebrew II   (3.00 cr.)
Prerequisite: TH706 or equivalent. A continuation of TH706.

TH708 Intermediate Hebrew I   (3.00 cr.)
Prerequisite: TH707 or equivalent. A continuation of TH707 that includes readings from various Hebrew texts.

TH709 Intermediate Hebrew II   (3.00 cr.)
Prerequisite: TH708 or equivalent. A continuation of TH708 that includes readings from various Hebrew texts.

TH710 Introductory Latin I   (3.00 cr.)
An enriched beginning course emphasizing grammar, syntax, and vocabulary. *Intended for students with no previous knowledge of the language.*

TH711 Introductory Latin II   (3.00 cr.)
Prerequisite: TH710 or equivalent. A continuation of TH710.

TH712 Intermediate Latin I   (3.00 cr.)
Prerequisite: TH711 or equivalent. A continuation of TH711 that includes readings from various secular and theological Latin texts.

TH713 Intermediate Latin II   (3.00 cr.)
Prerequisite: TH712 or equivalent. A continuation of TH712 that includes readings from various secular and theological Latin texts.

TH714 Latin Sight Reading   (1.00 cr.)
Prerequisite: TH710 or equivalent. Reading of selected texts in Latin "at sight" or without preparation. *May be repeated four times for credit. Pass/Fail*

**TH715 Independent Study
        in Ancient Language I   (3.00 cr.)**
Students engage in an introductory-level independent study of an ancient language not currently offered at Loyola. *Fulfills the ancient language requirement for M.T.S. students.*

**TH716 Independent Study
        in Ancient Language II   (3.00 cr.)**
Prerequisite: TH715 or equivalent. A continuation of TH715. *Fulfills the ancient language requirement for M.T.S. students.*

**TH717 Independent Study
        in Ancient Language III   (3.00 cr.)**
Prerequisite: TH716 or equivalent. Students engage in an intermediate-level independent study of an ancient language not currently offered at Loyola. *Fulfills the ancient language requirement for M.T.S. students.*

**TH718 Independent Study
        in Ancient Language IV   (3.00 cr.)**
Prerequisite: TH717 or equivalent. A continuation of TH717. *Fulfills the ancient language requirement for M.T.S. students.*

TH719 Introductory Arabic I   (3.00 cr.)
An enriched beginning course emphasizing grammar, syntax, and vocabulary. Intended for students with no previous knowledge of the language.

TH720 Introductory Arabic II   (3.00 cr.)
Prerequisite: TH719 or equivalent. A continuation of TH719.

TH721 Intermediate Arabic I   (3.00 cr.)
Prerequisite: TH720 or equivalent. A continuation of TH720 that includes readings from various secular and theological Arabic texts.

TH722 Intermediate Arabic II   (3.00 cr.)
Prerequisite: TH721 or equivalent. A continuation of TH721 that includes readings from various secular and theological Arabic texts.

TH723 Advanced Greek I   (3.00 cr.)
Prerequisite: TH705 or equivalent. Study in Greek at the advanced level. When possible, choice of authors studied is based on student interest.

TH724 Advanced Greek II   (3.00 cr.)
Prerequisite: TH723. Study in Greek at the advanced level. When possible, choice of authors studied is based on student interest.

School of Education

Dean: Joshua S. Smith, Associate Professor
Office: Xavier Hall
Telephone: 410-617-5343
Website: www.loyola.edu/soe

Associate Dean: Robert J. Helfenbein, Jr.
Office: Xavier Hall
Telephone: 410-617-5377

Graduate Department Chairs
Education Specialties: Peter L. Rennert-Ariev
Teacher Education: Wendy M. Smith

Graduate Program Directors
Curriculum and Instruction:
Peter L. Rennert-Ariev
Educational Leadership: Peter R. Litchka
Educational Technology: David Marcovitz
Kodály Music Education: Amy Branum Huggins
Literacy: Dana M. Reinhardt
Montessori Education: Jack H. Rice
School Counseling: Lee J. Richmond
Special Education: Cathy A. Rosensteel
Teacher Education: Wendy M. Smith

Washington Montessori Institute at Loyola
Director of AMI Training (Elementary Level):
Carol L. Hicks
Director of AMI Training (Primary Level):
Janet R. McDonell

Internship Coordinators
Professional Development Schools: Laura L. Alpaugh; Deborah Anthony; Susan Felts; Kathleen Nawrocki; Allan Olchowski; Stacy A. Williams; James Wolgamott
School Counseling: Lynn Linde
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; Stephanie A. Flores-Koulish; Afra A. Hersi; Peter R. Litchka; David Marcovitz; Cheryl Moore-Thomas; Joseph Procaccini; Peter L. Rennert-Ariev; Elana E. Rock; Robert W. Simmons III; Joshua S. Smith; Wendy M. Smith
Assistant Professors: Diane J. Finch; Kalinda R. Jones; Mark A. Lewis; Lynn Linde; Allan J. Olchowski; Qi Shi; Jennifer Watkinson; Margarita Zisselsberger
Instructors: Laura L. Alpaugh; Deborah Anthony; Amy Branum Huggins; Kathleen Nawrocki; Maryanne Ralls; Stacy A. Williams; James R. Wolgamott

Clinical Faculty: Angela Gerstein; Carol L. Hicks; Monica Phelps; Dana M. Reinhardt; Cathy A. Rosensteel; Jennifer Shields
Affiliate Faculty: Sarah W. Andrews; Alison Awes; S. Craig Bass; Joen Bettmann; Catherine Castellan; Yun-Dih Chia-Smith; Jacqueline Cossentino; Patricia L. Darby; Diane Delaney; Silvia Dubovoy; Margaret Dumler; Kevin L. Ensor; Morton M. Esterson; Kenneth T. Gill; Randall A. Grove; Annette M. Haines; Nicholas G. Hobar; Elise Huneke-Stone; Sharon G. Kachur; Marcia R. Lathroum; Gregory MacDonald; Marilyn E. Maze; Lauren McDougle; Carol Z. A. McGinnis; Judith McKeever; John D. Mojzisek; Silvia Montanaro; Judith A. Orion; Molly E. O'Shaughnessy; Jennifer Peduzzi; Richard Prodey; Larry Quade; Kerry L. Raup; Sharyn Rhodes; David A. Robb; Kelly L. Russo; Ginni Sackett; Kathleen A. Sears; Darla Sinclair; James Snow; Allyn S. Travis; Patricia Wallner; Naoko O. Wilsey

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.), and the Certificate of Advanced Study (C.A.S.). 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 in the School of Education 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

ACCREDITATION

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P–12 educators for professional development, relicensure, or other purposes. The graduate program in school counseling is also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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 special education are required to submit evidence of passing each subtest on the Praxis I: Pre-Professional Skills Tests. A composite score for the Praxis I will not be accepted. Students may substitute qualifying scores on the SAT, ACT, or GRE for any area. An SAT score of 550 or more (500 if taken prior to April 1995) may be substituted for each corresponding area: reading, math, or writing. An ACT score of 24 in an area will substitute for the corresponding Praxis I area. Similarly, GRE scores of 500 verbal, 550 quantitative, and 4.5 on the writing essay may be substituted.

Applicants for the Master of Arts in Teaching (M.A.T.) 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 M.A.T. program (contact the Office of Graduate Admission). 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.

All new students are required to purchase and use LiveText. LiveText is a web-based software application used by the School of Education for key assignment submission, artifact collection, accreditation standard integration, and student assessment in initial licensure and advanced programs. All students in an initial licensure or advanced program are required to purchase the Standard LiveText Student Membership; LiveText accounts can be purchased at the Loyola bookstore or online (www.livetext.com). In addition, all current students taking a course that requires a LiveText assignment must purchase a membership. Using LiveText software in conjunction with Loyola's NCATE-approved, standard-based program allows students to easily align all work with the latest state and federal standards for teacher education programs. They can also easily show *proof* that they have completed requirements for certification. LiveText allows students to showcase their work (worksheets, lesson

plans, and other artifacts) at their own discretion to future employers and others. In addition, this software provides powerful tools for creating lesson and unit plans, including built-in standards, resources, and templates.

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.

Education students must meet the knowledge, skills, and disposition standards as set forth by our national accrediting body. Students who fail to meet these standards in the area of dispositions will have a Professional Assessment Form filed with the department chair by a Loyola faculty member. The resulting Professional Assessment Review may result in removal from the program and/or internship for the protection of both the Loyola student and the K–12 students.

In order to complete the requirements for graduation, candidates must submit passing results for the Praxis II: Content Knowledge test and provide proof of taking the Praxis II pedagogy test related to the certification area. In place of Praxis II tests, candidates for certification in French or Spanish are required to provide proof of taking the ACTFL Oral Proficiency Interview and the Writing Proficiency Test. Students are responsible for taking these tests prior to April of the last semester. *Testing requirements cited above are as listed on the Maryland State Department of Education (MSDE) website, www.msde.maryland.gov.*

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

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 choosing the thesis option 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 and in conjunction with the advisor.

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.

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. 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 school leaders, teachers, and staff in the context of the contemporary educational environment. Students become familiar with court case analysis and the impact that the legislative, executive, and judicial branches of federal and state governments have on the legal aspects of education.

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.

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 in Education   (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.

AD684 Resource Management   (1–3.00 cr.)
Major issues involved in managing school resources including budget and finance, school facilities, human resources, scheduling, decision making, and school-based management. Considers federal, state, and local funding and governance aspects related to these resources.

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 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 throughout the course, with emphasis on aligning all aspects of school culture to student and adult learning. Using educational statistics is also a critical part of this course as it relates to improving teaching and student learning.

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 assigned at the completion of the course.*

AD688 Internship in Educational Leadership I   (3.00 cr.)
Prerequisite: M.Ed. students must have 36 credits completed. Certification students must have 15 credits completed. Students have the opportunity to apply and develop their conceptual knowledge of educational leadership under the guidance of both a school leader and a Loyola supervisor. Performance is assessed and evaluated in a real leadership situation in a school. In addition, students develop and begin the implementation of their internship portfolios. *(Fall only)*

AD689 Internship in Educational Leadership II   (3.00 cr.)
Prerequisite: M.Ed. students must have 36 credits completed. Certification students must have 15 credits completed. Students have the opportunity to complete their internship experiences and portfolios. In addition, they reflect upon the total context of school leadership, including how to provide effective and efficient school leadership from an organizational context in terms of structure, human relations, politics, and culture. *(Spring only)*

AD776 Theory and Research on Educational Leadership   (3.00 cr.)
Students are introduced to recent developments in the field of research as it relates to educational leadership in the twenty-first century. 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.

AD786 Instructional Leadership in Literacy for School Leaders: Creating a Culture of Literacy in Schools and Communities   (3.00 cr.)
Focuses on literacy as a sociocultural and developmental process, as well as the effective methods of applying research to practice. Aspiring and current school leaders are provided with various strategies to lead literacy initiatives in a school at both the elementary and secondary levels. Topics include, but are not limited to, the history and perspectives on literacy education; the development of balanced literacy programs; the evaluation of literacy curriculum; instruction and assessment; and the use of formative and summative assessment systems in literacy.

AD932 Special Education Law and Compliance for School Leaders   (3.00 cr.)
Intended for administrators and other school leaders, this course reviews federal and state regulations and case law regarding special education, as well as other laws that relate to individuals with disabilities (e.g., Section 504, NCLB, FERPA). Using case study and other applied methods, students examine and resolve common legal problems in special education compliance and service delivery. Examples of compliance problem areas include eligibility determinations, 504 plans, IEP development, FAPE, LRE, discipline, staffing, scheduling, progress monitoring, and access to the general curriculum for students with disabilities.

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.

ED602 Learner-Centered Education   (3.00 cr.)
Students examine the theoretical roots of learner-centered education. The focus is on the best available knowledge about how individuals learn and the most effective teaching techniques that emerge from those theories. Fundamental principles are stressed that can lead to the formation of motivated learners with a deep understanding of content and the ability to use their new knowledge to solve problems and think critically. Learning by Design, Universal Design for Learning, and Problem-Based Learning are presented as examples of the learner-centered approach.

**ED608 Creative Thinking, Collaboration,
           and Educational Change   (3.00 cr.)**
Students systematically examine innovation in schools,
including the philosophical and psychological assump-
tions that underlie departures from traditional school-
ing. Focusing on individuals, students explore theories
in creativity and creative problem-solving skills to con-
sider ways to open up individuals, groups, and institu-
tions to meaningful change. Students are also exposed
to new paradigms and programs in education.

**ED611 History of Education
           in the United States   (3.00 cr.)**
Students focus on pivotal moments in American his-
tory and their influence upon the development of
educational thought and practice. Students gain a
greater understanding of the contemporary condi-
tion of schools and educational policies and deter-
mine to what extent schools have been successful in
fulfilling a democratic idea or complicit in maintain-
ing the status quo.

**ED612 Philosophy, History of Education,
           and Curriculum Theories   (3.00 cr.)**
Students focus on pivotal moments in American his-
tory and their influence upon the development of
educational thought, curriculum, and instruction.
Students gain a greater understanding of the con-
temporary condition of schools and educational poli-
cies 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 dif-
ferent topic.*

**ED623 Independent Study
           in Education   (1–3.00 cr.)**
*Prerequisite: Written or electronic 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 or electronic permission of the advisor.
Restricted to Montessori students. An independent
study in the culminating experience for the Mon-
tessori 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 sub-
mitted for approval. Documentation of the project is sub-
mitted 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, infor-
mal 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. Stu-
dent 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 exam-
ine the extent to which mandatory assessments align
with curricular aims and/or current learning theo-
ries. 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, gen-
dered, and classed social order. Through this con-
versation students can begin the journey of working
toward schools that challenge the status quo.

ED670 Teacher Research and Inquiry   (3.00 cr.)
*Prerequisite: Curriculum and instruction students must
have 24 credits completed.* Investigates aspects of action
research including choosing a topic to study, examin-
ing ethical issues, planning and implementing meth-

odologies, 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 Maryland 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 or electronic permission of the advi-
sor. Restricted to M.A. students.* Students planning to
propose a thesis topic enroll in this course as they
begin the thesis process. Informal meetings sched-
uled at the convenience of the participants and
advisors provide an opportunity for critical discus-
sion of planned research. *Students receive credit upon
successful completion of the thesis.*

ED751   Thesis Seminar II   (3.00 cr.)
*Prerequisite: ED750 and written or electronic permission
of the advisor. Restricted to M.A. students.* The culmina-
tion of work begun in ED750. *Students enroll in this
course during the last semester of thesis work and receive
credit upon successful completion of the thesis.*

ED800   Thesis 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 origi-
nal 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 use and apply the lenses gained during the
initial core course sequence to examine an educa-
tional problem, topic, or issue related to their cho-
sen track. As a summative assessment, students com-
plete an original empirical research study or other
substantive project in close consultation with their
faculty advisor. *Should be taken as the final course in the
curriculum and instruction program.*

**ED900   Advanced Study
in Music Education   (3.00 cr.)**
Students participate in an in-depth study of music
learning theory that includes theory, aptitude testing,
practical applications in the classroom, and assessment.

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 labora-
tory-based course provides hands-on computer expe-
rience 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 instruc-
tor.* Studies applications of technology to the curricu-
lum in a variety of disciplines. Reviews software and
technology projects to enhance science, mathemat-
ics, social studies, and language arts. Criteria for
evaluating software and technology projects are
discussed, and technological resources in each cur-
ricular 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 evalu-
ation of multimedia projects with an emphasis on
multimedia production in the K–12 classroom. Stu-
dents use multimedia authoring tools to produce
courseware for classroom use and learn how to incor-
porate multimedia design projects into their curri-
cula. 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   Digital Communication
for Educators   (3.00 cr.)**
Prerequisite: ET605 or written permission of the instructor.
Examines ways that learners can use digital commu-
nication technology to work creatively with others; to
expand the walls of their classrooms for collaborative
and global learning; and to enhance the ways that stu-
dents access, evaluate, and disseminate information.

ET631   Transformative Online Teaching   (3.00 cr.)
*Prerequisite: ET605 or written permission of the instruc-
tor.* Students develop expertise for teaching online
and blended courses in K–12 and higher education
settings. The course focuses on theories and best
practices for integrating emerging technologies to
facilitate high quality online and blended courses.
Students develop pedagogical strategies that promote
strategic use of asynchronous and synchronous tools
that heighten student engagement, social presence,
and interaction.

**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.

**ET641 Universal Design for Learning
with Technology Integration (3.00 cr.)**
Participants experience how to support the learning
needs of students with diverse learning styles and
needs, including those with special education or lim-
ited English proficiency needs in inclusive settings.
Universal design for learning is the core for learning
specific evidence-based strategies for curriculum con-
tent acquisition. Participants are involved in the devel-
opment of unit plans that incorporate adaptations and
accommodations through technology, assistive tech-
nology, content enhancements, and learning strategies.

ET660 Innovative Digital Schools (3.00 cr.)
Technology has been both a catalyst for transforma-
tion of schools, as well as a way of entrenching tradi-
tional pedagogical styles. This course explores exam-
ples of schools that have tried to use technology in
transformative ways, including schools based around
gaming, online schools, flipped classrooms, and one-
to-one schools. Participants come away with ideas,
based in real examples, of how technology can help
schools to break out of the traditional paradigm.

**ET680 The Role of the Technology
Leader (3.00 cr.)**
Prerequisite: ET605 or written permission of the instructor.
Explores the role of the technology leader in foster-
ing school change with technology. Examines models
of change and the various ways that teacher leaders,
school leaders, and school system leaders can become
catalysts for change through innovative technology
integration. Focuses on the role of technology plan-
ning for successful implementation of school change.

ET690 Educational Technology Seminar (3.00 cr.)
*Prerequisite: ED600 or ED670, ET605, or written permis-
sion 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 educa-
tional technology are discussed to provide some the-
ory 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.)
*Prerequisite: Written or electronic permission of the advi-
sor. Restricted to M.A. students.* Students planning to
propose a thesis topic enroll in this course as they
begin the thesis process. Informal meetings sched-
uled at the convenience of participants and advisors
provide an opportunity for critical discussion of
planned research. *Students receive credit upon success-
ful completion of their thesis.*

School Counseling

**GC600 Research and Evaluation
in Counseling (3.00 cr.)**
Examines various approaches to research method-
ology, statistical analysis, and program evaluation
in counseling. The methodological focus is on qualita-
tive, quantitative, single-case designs, action research,
and outcome-based evaluation. Methods for enhanc-
ing program effectiveness and decision making using
needs assessment and program evaluation are empha-
sized. Research aimed at improving counseling effec-
tiveness 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 mea-
surement. Exposes students to a variety of educational
and psychological tests. Emphasis is on those aspects
important to the counselor as a consumer and admin-
istrator 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 ado-
lescents 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, retarded, learning dis-
abled, 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 leaders 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.

**GC713 Techniques for Understanding
            Dreams   (1.00 cr.)**
Focuses on various techniques for working with dreams in ways that will help clients derive daily life benefits from them. Both Jungian and Gestalt methods of dream exposition are introduced. To make the methods clear, students work in class with their own dreams.

**GC714 Techniques for Working
        with Dreams   (1.00 cr.)**
Focuses on current research and theory related to
dreaming and the techniques that counselors can use
to help clients understand and interpret their dreams.
Part didactic and part experiential, the course provides
methods appropriate for use with clients of any age.

**GC720 Independent Study
        in School Counseling   (1–3.00 cr.)**
Allows advanced students to study independently in
special disciplinary or topical areas related to coun-
seling of specific, rather than general, interest. Spe-
cific 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 inter-
ests 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, develop-
mental classroom guidance, and consultation. Stu-
dents 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, devel-
opmental classroom guidance, and consultation. Stu-
dents 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 certi-
fied school counselor. Of the total, 240 hours must be
in direct service which includes individual counsel-
ing, 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 semes-
ter. 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 certi-
fied school counselor. Of the total, 240 hours must be
in direct service which includes individual counsel-
ing, 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 semes-
ter. One final grade is given at the end of the second
semester. *A field study fee is charged.*

**GC732 Internship in School Counseling
        Year I (200 Hours)   (2.00 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. GC732 constitutes the first year (200 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. GC732 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.*

GC733 Internship in School Counseling Year II (200 Hours)   (2.00 cr.)
Prerequisite: GC732. 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. GC733 constitutes the second year (200 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. GC733 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.*

GC734 Internship in School Counseling Year III (200 Hours)   (2.00 cr.)
Prerequisite: GC733. 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. GC734 constitutes the third year (200 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. GC734 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.)
Prerequisite: GC700, GC701, GC704. 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 multiaxial assessment. The DSM-IV classification system is used. Students are expected to complete multiaxial evaluations and report them using the multiaxial evaluation form of the DSM-IV.

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. Prepares students to assess and respond to a range of problematic situations involving alcohol and drugs in a school. The course provides an understanding of the distinctions between and among use, abuse, dependence, and addiction. It provides criteria for deciding which situations can be handled by school counselors, as well as those that are more appropriately referred to specially trained professionals. The need for responding to adolescent drug and alcohol use as both a health concern and a disciplinary issue is stressed. Students develop an understanding of the impact that addiction has on all members of a community who live and interact with it and the ability to make appropriate referrals in those cases.

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. 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 or electronic permission of the advisor. Restricted to M.A. students. Students planning to propose a thesis topic enroll in this course as they begin the thesis process. Informal meetings scheduled at the convenience of the participants and advisors provide an opportunity for critical discussion of planned research. *Students receive credit upon successful completion of their thesis.*

GC796 Facilitating Careers (3.00 cr.)
Designed to train counselors in career facilitation, using the career development facilitator curriculum—a national and international program approved by the National Career Development Association and the Center for Credentialing Education. The course demonstrates how to use electronic training materials when offering career guidance. *Students who successfully complete this course, have a master's degree, and are currently counselors will be eligible to become career development facilitator instructors. Hybrid format using a blend of online and in-class instruction.*

GC797 Thesis Seminar I (3.00 cr.)
Prerequisite: Written or electronic permission of the advisor. Restricted to M.A. students. Students planning to propose a thesis topic enroll in this course as they begin the thesis process. Informal meetings scheduled at the convenience of the participants and advisors provide an opportunity for critical discussion of planned research. *Students receive credit upon successful completion of the thesis.*

GC798 Thesis Seminar II (3.00 cr.)
Prerequisite: GC797 and written or electronic permission of the advisor. Restricted to M.A. students. The culmination of work begun in GC797. *Students enroll in this course during the last semester of thesis work and receive credit upon successful completion of the thesis.*

**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.)**
Prerequisite: GC700, GC701, GC703, GC704. 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.)
Prerequisite: GC700, GC701, GC703, GC704. 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.*

GC810 The School Counselor
as Leader   (3.00 cr.)
A variety of leadership styles are discussed as they apply to the role of the school counselor. One focus is on understanding how the counseling program supports school improvement. Particular attention is given to understanding the change process and how the counselor can be a leader in the process. *Created specifically for school counselors in the Howard County Public Schools.*

GC811 Counseling Gay
and Lesbian Youth   (1.00 cr.)
Provides knowledge and skills related to counseling sexual minority youth. Through lecture, discussion, and interactive exercises, participants gain the ability to identify the counseling needs and issues of gay and lesbian youth and learn how to provide effective and responsive counseling to meet the needs of gay, lesbian, and transgendered youth. This course offers the counselor a consistent model with which to conceptualize appropriate counseling interventions for the special needs of sexual minority youth.

GC812 Critical Ingredients
in Career Counseling   (1.00 cr.)
Brown and Ryan-Krane (2000) identified the five critical ingredients in career interventions, but are we using them? The findings of Brown and Ryan-Krane are reviewed based on a meta-analysis of career interventions over two decades. Students then experience these five critical ingredients while participating in career planning activities. Students are asked to identify career interventions in their setting and evaluate the effectiveness, then plan a new career intervention that makes use of the five critical ingredients.

GC813 Spiritual Issues in Educational Settings:
Strategies for School Counselors   (1.00 cr.)
Improves the school counselor's awareness of situations when the religious or spiritual beliefs of students could affect their daily functioning. Basic skills

for assessing the role of religious and spiritual issues in student functioning are introduced through written analyses of case studies, creating presentations on current research and intervention techniques, and in-class treatment planning exercises.

GC814   Helping Students Manage Crisis   (3.00 cr.)
Focuses on the behavioral and emotional reactions to crisis and trauma, including basic crisis concepts and strategies for prevention, assessment, intervention, and follow-up for children and adolescents at risk or already suffering from a crisis related to internal or external causes. Students are exposed to the unique characteristics of a variety of crises and traumas that children and adolescents experience, how they are impacted, and how they respond. A counselor's role in the lives of the students affected by crisis and trauma is explored and studied. Crisis experienced by students in schools is emphasized, including the causes, symptoms, and behavioral reactions; appropriate short-term responses by school counselors; and the importance of reintegrating students into the school environment.

**GC815   Introduction to Counseling Children
             on the Autism Spectrum Disorder   (1.00 cr.)**
In the United States, a growing number of children are identified as having Autism Spectrum Disorder (ASD). School counselors need to be trained on counseling skills that foster the social emotional development and academic success of children with ASD. Counselors taking this course learn about the symptoms associated with ASD and are introduced to counseling strategies designed to prevent crisis, intervene in times of crisis, and enhance social skill development.

**GC816   Motivational Interviewing:
             Enhancing Evidence-Based Practice
             for School Counselors   (1.00 cr.)**
Offers a practical and efficient approach for engaging students to think about needed changes in their lives. This course builds upon the existing theoretical and clinical skills that school counselors currently possess. Students learn the language of change and motivational interviewing (MIC) techniques and tools for working with K-12 student populations. Students also connect MIC strategies to school counseling program effectiveness.

GC817   College Planning and Financing   (3.00 cr.)
Provides an in-depth exploration in planning and financing higher education. Attention is given to assessments and inventories used in the college planning process. Major concepts including validity, reliability, bias, and ethical use of testing are discussed. Historical factors, theories, and economic policies which inform current financial aid practices are pro-vided. Various types and sources of student financial aid, eligibility, application processes, and timelines are discussed, along with guidelines for working with students and families through these complex processes.

GC818   Play Therapy   (1.00 cr.)
Covers a brief review of history and theories of play therapy for use in clinical practice with children. Play is the natural language of children. Students see how play therapy with its emphasis on empathy and providing an environment for appropriate emotional expression can improve overall functioning and help children cope with life events. Students have a chance to experience some types of play therapy (i.e., expressive, sensory-motor, games) in class.

GC819   Grief and Traumatic Loss   (1.00 cr.)
Intended for advanced students in the school counseling program and practicing school counselors interested in gaining a deeper understanding of grief and traumatic loss and their impact on children/students, parents/families, and communities. The overall goal of the course is to increase students' knowledge on the most current concepts and evidence-based practices in the field. Sensitive issues related to understanding and managing a suicide loss in the school community are also addressed. A combination of lecture, videos, and interactive exercises are utilized.

**GC820   Supporting Children and Family during
             Grief and Traumatic Loss   (1.00 cr.)**
The special aspects of children's grief are addressed: how it impacts a family system; how family dynamics shape grief; common feelings and behaviors expressed by grieving children; and interventions and methods to support growth through grief. Participants explore the impact on a student's academic, behavioral, and social well-being, as well as how to assist the student with the school environment. Sensitive issues related to understanding and managing a suicide-loss in the school community are also addressed. A combination of lecture, videos, and interactive exercises are used.

**GC821   Promoting Social-Emotional
             Competence   (3.00 cr.)**
Students explore the major components of social-emotional competence and the relation of social-emotional competence to behavior and academic performance in school. Case-study-, activity-, and exercise-based approaches are used to support the understanding of social-emotional competence development in the preschool, kindergarten, elementary, and middle school learner. The key skill areas of empathy, personal message, cooperative problem solving, descriptive reinforcement, and inductive discipline are discussed. Major theory and research are reviewed.

Kodály Music Education

KM590 Solfa Fundamentals   (3.00 cr.)
Prerequisite: Restricted to Kodály music program students.
Focuses on the development of musical skills for the
teacher: sight singing, ear training, inner hearing,
dictation, musical memory, transposition, improvisa-
tion, 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 mov-
able-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. *Credits
do not count toward the graduate degree.*

KM852 Kodály Methodology, Level I   (1–3.00 cr.)
Prerequisite: Restricted to Kodály music program students.
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 musi-
cal literacy. Teachers learn techniques for developing
in their students music readiness, good vocal produc-
tion, 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.)
Prerequisite: Restricted to Kodály music program students.
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 cre-
ate a retrieval system to organize their materials for
the sequential teaching of tonal, rhythmic, and formal
skills. They also learn basic principles of accompany-
ing 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.)**
Prerequisite: Restricted to Kodály music program students.
Music educators begin the process of preparing to
be effective teachers and conductors in a choral set-
ting. 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 conclud-
ing concert of the course.

**KM860 Solfa: Sight Singing and
          Ear Training, Level I   (1–3.00 cr.)**
Prerequisite: Restricted to Kodály music program students.
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 musi-
cal 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.

**KM952 Kodály Methodology,
          Level II   (1–3.00 cr.)**
Prerequisite: Restricted to Kodály music program students.
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 chil-
dren to musicianship and musical literacy. Teachers
learn techniques for developing in their students good
vocal production, in-tune singing, aural discrimina-
tion, intermediate level skills in rhythm (via move-
ment), use of solfa and rhythm syllables, form, music
notation and reading, and part-singing.

KM953 Kodály Materials, Level II   (1–3.00 cr.)
Prerequisite: Restricted to Kodály music program students.
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, rhyth-
mic, 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.)**
Prerequisite: Restricted to Kodály music program students.
Music educators continue the process of preparing to
be effective teachers and conductors in a choral set-
ting. 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.)
Prerequisite: Restricted to Kodály music program students. 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.)**
Prerequisite: Restricted to Kodály music program students. 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.

**KM992 Choral Studies for the Music Educator,
        Level III   (2.00 cr.)**
Prerequisite: Restricted to Kodály music program students. 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.)
Prerequisite: Restricted to Kodály music program students. 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.)
Prerequisite: Restricted to Kodály music program students. 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.)**
Prerequisite: Restricted to Kodály music program students. Focuses on the development of musical skills for the teacher on a more challenging level than that of Levels I and II in the areas of sight singing, ear training, inner hearing, dictation, musical memory, transposition, improvisation, part work, and form. Participants learn a variety of activities and strategies to develop these skills in the areas of rhythm, melody, and harmony. The movable-do system of solfa, a German system for absolute note name singing, and a rhythm language are used.

Montessori 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*

MO624 Practicum I (3.00 cr.)
Provides guided observation of children aged birth to three years in select settings, with emphasis on developing skills of observation and assessment.

MO625 Practicum II (3.00 cr.)
Provides guided observation of children aged birth to three years in select settings, with emphasis on developing skills of observation and assessment. Students demonstrate their ability to implement developmentally appropriate practices with infants and toddlers.

MO626 Practicum I (3.00 cr.)
Students develop the skill of scientific observation through guided observational exercises and the observation of young children in a Montessori prepared environment.

MO628 Practicum II (6.00 cr.)
To practice the various professional and personal skills which a Montessori teacher uses, working with a group of children under the supervision of a qualified Montessori teacher.

**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 potentialities as the basis for designing learning experiences in art, music, movement, drama, and literature. Students will research, design, and demonstrate appropriate materials and activities in each of these areas.

**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 (3.00 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 (3.00 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 (3.00 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 (2.00 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 I (3.00 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.

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/Art 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 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 I (3.00 cr.)
To develop the skill of scientific observation through guided observational exercise and the observation of young children in a Montessori prepared environment.

MO656 Practicum II   **(3.00 cr.)**
To practice the various professional and personal skills which a Montessori teacher uses, working with a group of children under the supervision of a qualified Montessori teacher.

MO657 Mathematics Curriculum and Instruction for the Elementary Years II   **(2.00 cr.)**
Explores the links between arithmetic and geometry, and stresses the importance of problem solving. The use of computers is introduced as a support mechanism for the child's exploration of mathematics.

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.

RE524 Assessments in Bilingual and Second Language Education   **(3.00 cr.)**
Participants gain a deep understanding of issues related to the testing and assessment of language minority students and receive practical suggestions for using assessment to inform student learning. Course content includes the study and evaluation of the means of assessing language and content proficiency, the consideration of relationships between second language proficiency and academic achievement, and sociocultural dimensions of testing and assessment.

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, evaluate, 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.

RE602 Second Language Development: Theory and Practice   **(3.00 cr.)**
Focuses on facilitating understanding of language and language use, especially as it pertains to learning and teaching with emerging bilingual K-12 students. It introduces linguistic topics such as phonetics, phonology, morphology, syntax, and semantics, as well as the interdisciplinary areas of psycholinguistics and sociolinguistics.

RE603 Language, Literacy, and Culture   **(3.00 cr.)**
Prerequisite: RE510, RE523, RE531. Explores various social, cultural, and political aspects of language and language use, such as ideology; identity; language change, variations, and dialects; and classroom discourse. Students examine philosophies and theories of bilingual education policy, practice, and research. Topics include second language acquisition, English-only mandates, testing practices, and curricular programs.

RE604 Methods for Teaching English to Speakers of Other Languages   **(3.00 cr.)**
Focuses on the theories and methods of second language teaching and learning, and develops skills in applying those methods to classroom practice through lesson plan development and demonstration. Students explore the techniques, strategies, and materials for delivering ESOL-focused instruction across the content areas. Students develop appropriate, research-based teaching strategies for application across language proficiency levels and grade spans.

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 general music classroom. Emphasis on recognizing learning and behavioral characteristics, and providing support to meet those needs in 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.*

SE901   Applied Behavioral Programming   (3.00 cr.)
Prerequisite: SE761 or equivalent; SE913 or written permission of the program director. Provides a thorough foundation in applied behavior analysis (ABA) and positive behavior interventions and supports (PBIS) for use by special educators or behavioral specialists. Presents behavioral definition and measurement proce-

dures, prompting and reinforcement strategies, systematic behavior change methods, and school-wide behavior support processes. Students use functional behavior assessment methods to assess and discover the function of a child's problem behavior; modify environments to reduce or prevent problem behavior; implement positive behavioral interventions; and program functional alternatives for home, school, or community settings. *Students need regular access to an environment in which they can conduct a functional behavioral assessment (FBA) and develop and implement a behavior intervention plan (BIP).*

SE902   Reading Methods for Students with Mild and Moderate Disabilities   (3.00 cr.)

Prerequisite: SE761 or equivalent or written permission of the program director. Elementary/middle special education students must also have RE762 and RE763, or written permission of the instructor. Secondary special education students must also have RE733 and RE744, or written permission of the instructor. Emphasizes special intervention techniques for accelerating the reading skills of students with mild and moderate disabilities, especially dyslexia and other learning disabilities. Includes validated strategies, explicit teaching procedures, self-regulated methods, and specialized programs which improve student learning in the areas of phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension. Field-based and in-class projects are used to promote the acquisition and application of validated strategies, multisensory methods, self-regulated instruction, and curriculum-based progress monitoring.

SE905   Characteristics of Learners with Mild and Moderate Disabilities   (3.00 cr.)

Prerequisite: SE761 or equivalent or written permission of the program director. 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, and behavioral issues are covered in detail, as well as other issues specific to learning disabilities, intellectual disabilities, ADHD, speech and language impairments, autism spectrum disorders, and emotional and behavioral disorders. Co-occurring disabilities and associated problems are included. The multidimensional impact of overlapping disabilities is emphasized.

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.

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 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 elementary schools. Students review methodologies typical to general 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 program director. 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 and SE911, or written permission of the program director. 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 tech-

niques), learning styles, and individual differences and design instruction that encourages motivation and active participation. Lesson planning, critical presentation skills, and various individual and group teaching methods are modeled and rehearsed. The integration of curricula and the use of technology and adaptive equipment are also demonstrated.

SE913 Comprehensive Classroom Management for Teachers of Students with Special Needs   (3.00 cr.)
Prerequisite: SE761 or equivalent or written permission of the program director. Students examine the variety of management strategies and programs for building effective classrooms and encouraging positive and prosocial behavior. Methods for developing peer relationships, establishing effective teacher-student relationships, and promoting student motivation are described and designed for specific environments. Students learn and practice strategies for developing and teaching rules and expectations, designing routines, preventing problems, managing learning activities, and encouraging student engagement. Topics include an introduction to school-wide positive behavioral support, response to intervention (RtI) programming, basic behavioral principles, and functional behavioral assessment (FBA). In addition, participants learn classroom techniques for effectively supporting students with inappropriate or disruptive school behaviors.

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 program director. 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 general 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 program director. Provides students with an overview of the medical aspects associated with developmental disabilities in early childhood. The primary focus is on brain growth and development during the pre-, peri-, and postnatal periods and the etiology of specific neurologically-related disorders seen in infancy and early childhood. Aspects of medical care for premature, low birth weight, and other medically fragile babies are also addressed, including methods for the care of young children dependent on technology. Students become familiar with the sequence of development across all domains, with special attention given to the motor domain. Students learn educational and therapeutic interventions to be used with infants and young children with physical and sensory disabilities, as well as positioning and handling techniques. They also learn effective ways of addressing child and family outcomes specified on the individual family service plan (IFSP).

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 program director. 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 exam-

ine 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 program director. 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 program director. 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; instruction 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.

**SE932   Special Education Law and Compliance
         for School Leaders   (3.00 cr.)**
Intended for administrators and other school leaders, this course reviews federal and state regulations and case law regarding special education, as well as other laws that relate to individuals with disabilities (e.g., Section 504, NCLB, FERPA). Using case study and other applied methods, students examine and resolve common legal problems in special education compliance and service delivery. Examples of compliance problem areas include eligibility determinations, 504 plans, IEP development, FAPE, LRE, discipline, staffing, scheduling, progress monitoring, and access to the general curriculum for students with disabilities.

**SE933   Promoting Social-Emotional
         Competence   (3.00 cr.)**
Students explore the major components of social-emotional competence and the relation of social-emotional competence to behavior and academic performance in school. Case-study-, activity-, and exercise-based approaches are used to support the understanding of social-emotional competence development in the preschool, kindergarten, elementary, and middle school learner. The key skill areas of empathy, personal message, cooperative problem solving, descriptive reinforcement, and inductive discipline are discussed. Major theory and research are reviewed.

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.)
Develops a deep understanding of contemporary educational psychology as a field of study and as foundational knowledge for professionals involved in teaching, learning, and scheduling. The focus is on learning, motivation, and assessment in the context of instructional practice and in the service of learning as it occurs in actual school settings. Participants learn to apply these concepts to the practice of teaching a diverse population of students. Through critical analysis of instructional practice in real-life instructional settings, participants develop an understanding of how teaching and learning processes can be shaped by personal, cultural, political, and historical factors.

**TE604   Methods of Teaching English
         (Secondary)   (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)   (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)   (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)   (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.*

**TE609   Methods of Teaching Modern Foreign
          Language (Secondary)   (3.00 cr.)**
Presents the general theory of education as applied to the teaching of modern foreign language. Consideration is given to the selection and organization of content, as well as the methods and techniques associated with national and state standards for foreign language instruction. *One of the methods courses is required for secondary school teachers by the Maryland State Department of Education.*

**TE610   Methods of Teaching Art
          (Secondary)   (3.00 cr.)**
Presents the general theory of education as applied to the teaching of art. Consideration is given to the selection and organization of content, as well as the methods and techniques associated with national and state standards for art instruction. *One of the methods courses is required for secondary school teachers by the Maryland State Department of Education.*

**TE611   Methods of Teaching Music
          (Secondary)   (3.00 cr.)**
Presents the general theory of education as applied to the teaching of music. 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 music 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 to teach at the secondary level. Includes professional teaching objectives, unit and lesson planning, varied assessments, and varied instructional techniques to address individual differences and classroom management.

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 social studies. Consideration is given to the selection and organization of content, as well as the methods and techniques associated with national and state standards for social studies instruction, the use of technology, meeting the needs of diverse learners, and differentiating instruction.

**TE641   Internship II Seminar: Elementary/
          Middle/Secondary   (1.00 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*

TE645   Internship I: Art (Secondary)   (1.00 cr.)
Prerequisite: Written or electronic permission of the advisor. Corequisite: TE670. The first phase of the 100-day internship required for the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week, for approximately 16 weeks, under the supervision of a mentor teacher and a Loyola PDS coordinator. *Pass/Fail*

TE646   Internship I: Music (Secondary) (1.00 cr.)
Prerequisite: Written or electronic permission of the advisor. Corequisite: TE670. The first phase of the 100-day internship required for the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week, for approximately 16 weeks, under the supervision of a mentor teacher and a Loyola PDS coordinator. *Pass/Fail*

TE647   Internship I: French
(Secondary) (1.00 cr.)
Prerequisite: Written or electronic permission of the advisor. Corequisite: TE670. The first phase of the 100-day internship required for the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week, for approximately 16 weeks, under the supervision of a mentor teacher and a Loyola PDS coordinator. *Pass/Fail*

TE648   Internship I: Spanish
(Secondary) (1.00 cr.)
Prerequisite: Written or electronic permission of the advisor. Corequisite: TE670. The first phase of the 100-day internship required for the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week, for approximately 16 weeks, under the supervision of a mentor teacher and a Loyola PDS coordinator. *Pass/Fail*

TE649   Internship I: English
(Secondary) (1.00 cr.)
Prerequisite: Written or electronic permission of the advisor. Corequisite: TE670. The first phase of the 100-day internship required for the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week, for approximately 16 weeks, under the supervision of a mentor teacher and a Loyola PDS coordinator. *Pass/Fail*

TE650   Internship I : Social Studies
(Secondary) (1.00 cr.)
Prerequisite: Written or electronic permission of the advisor. Corequisite: TE670. The first phase of the 100-day internship required for the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week, for approximately 16 weeks, under the supervision of a mentor teacher and a Loyola PDS coordinator. *Pass/Fail*

TE651   Internship I: Science
(Secondary) (1.00 cr.)
Prerequisite: Written or electronic permission of the advisor. Corequisite: TE670. The first phase of the 100-day internship required for the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week, for approxi-

mately 16 weeks, under the supervision of a mentor teacher and a Loyola PDS coordinator. *Pass/Fail*

TE652   Internship I: Mathematics
(Secondary) (1.00 cr.)
Prerequisite: Written or electronic permission of the advisor. Corequisite: TE670. The first phase of the 100-day internship required for the state of Maryland takes place in a professional development school (PDS) one full day (or two half days) per week, for approximately 16 weeks, under the supervision of a mentor teacher and a Loyola PDS coordinator. *Pass/Fail*

TE653   Internship II: English
(Secondary) (5.00 cr.)
Prerequisite: TE649 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). 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 PDS coordinators and experienced mentor teachers. *A field study fee is charged. Pass/Fail*

TE654   Internship II: Social Studies
(Secondary) (5.00 cr.)
Prerequisite: TE650 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). 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 PDS coordinators and experienced mentor teachers. *A field study fee is charged. Pass/Fail*

TE655   Internship II: Science
(Secondary) (5.00 cr.)
Prerequisite: TE651 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). 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 PDS coordinators and experienced mentor teachers. *A field study fee is charged. Pass/Fail*

TE656   Internship II: Mathematics
(Secondary) (5.00 cr.)
Prerequisite: TE652 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to trans-

late academic theory into practice in a professional development school (PDS). 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 PDS 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 or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between an elementary and a secondary placement. Interns teach under the supervision of Loyola PDS coordinators and experienced mentor teachers. *A field study fee is charged. Pass/Fail*

**TE658   Internship II: French
            (Secondary)   (5.00 cr.)**
Prerequisite: TE647 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between an elementary and a secondary placement. Interns teach under the supervision of Loyola PDS coordinators and experienced mentor teachers. *A field study fee is charged. Pass/Fail*

TE659   Internship II: Art (Secondary)   (5.00 cr.)
Prerequisite: TE645 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between an elementary and a secondary placement. Interns teach under the supervision of Loyola PDS coordinators and experienced mentor teachers. *A field study fee is charged. Pass/Fail*

**TE660   Internship II: Music
            (Secondary)   (5.00 cr.)**
Prerequisite: TE646 and written or electronic permission of the advisor. Corequisite: TE641. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between an elementary and a secondary placement. Interns teach under the supervision of Loyola PDS coordina-

tors and experienced mentor teachers. *A field study fee is charged. Pass/Fail*

**TE664   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. *Completion of a major project is required.*

TE670   Teacher Research and Inquiry   (3.00 cr.)
Corequisite: TE647 or TE648 or TE649 or TE650 or TE651 or TE652 or TE679 or TE683 or TE684. 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 or electronic permission of the advisor. Corequisite: TE670. The first phase of the 100-day internship required by the state of Maryland takes place in a professional development school (PDS) one full day per week, for approximately 16 weeks, under the supervision of a mentor teacher and a Loyola PDS coordinator. *Pass/Fail*

TE680   Internship II: Elementary   (5.00 cr.)
Prerequisite: TE679 and written or electronic permission of the advisor. Corequisite: TE641. In this second phase of the MSDE-required internship, students practice teach full-time for a minimum of 16 weeks under the supervision of a mentor teacher and a Loyola PDS coordinator. *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 (2.00 cr.)
Prerequisite: Written or electronic permission of the advisor.
Corequisite: TE670, 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 Loyola supervisory per-
sonnel. This team observes the candidate and con-
fers on appropriate goals and projects for the sec-
ond phase of the internship experience. *Pass/Fail*

TE684 Professional Growth Experience I:
Secondary/Middle (2.00 cr.)
Prerequisite: Written or electronic permission of the advisor.
Corequisite: TE670, 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 Loyola supervisory per-
sonnel. This team observes the candidate and con-
fers on appropriate goals and projects for the sec-
ond phase of the internship experience. *Pass/Fail*

TE685 Professional Growth Experience II:
Elementary (2–3.00 cr.)
Prerequisite: TE683 and written or electronic permission
of the advisor. Corequisite: TE682. The professional
growth team assembled during TE683 provides feed-
back 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 pre-
sentation of this project constitutes successful com-
pletion 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 or electronic permission
of the advisor. Corequisite: TE682. The professional
growth team assembled during TE684 provides feed-
back 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 presentation of the professional growth
project selected by the candidate with input from
the professional growth team. Successful presenta-
tion of this project constitutes successful comple-
tion of the internship experience. *A field study fee is*
charged. Pass/Fail

Education Specialties

Office: Timonium Campus
Telephone: 410-617-5094/5095
Website: www.loyola.edu/soe

Chair: Peter L. Rennert-Ariev, Associate Professor

Graduate Program Directors
Curriculum and Instruction: Peter L. Rennert-Ariev
Educational Leadership: Peter Litchka
Educational Technology: David Marcovitz
Kodály Music Education: Amy Branum Huggins
School Counseling: Lee J. Richmond

CURRICULUM AND INSTRUCTION

Programs:

Master of Arts (M.A.) – 33 credits
Master of Education (M.Ed.) – 33 credits
Certificate of Advanced Study (C.A.S.) – 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   Creative Thinking, Collaboration,
 and Educational Change
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* *or*
ED805   Capstone Seminar

*   Students may choose ED800 or ED805 upon discussion with their advisor.

Educational Specialization   *(9 credits)*

Students may select an area of special interest and three courses from the following suggested 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

AD662   Leadership, Supervision and
 Professional Development
AD674   Human Relations in School Management
AD683   Leadership Theories and Practices
 in Education

Students specializing in educational leadership who successfully complete the requirements for the master's degree may elect to satisfy the MSDE requirements for Administrator 1 Certification by reapplying to Loyola (application fee waived) as a special student and completing the following courses:

AD668   The Law, the Courts, and the School
AD687   Internship in Educational Leadership

Educational Technology

ET605   Introduction to Educational Technology
ET610   Curricular Applications of Technology
ET620   Multimedia Design in the Classroom
ET630   Digital Communication for Educators
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

LS625	The American Civil Rights Movement, 1954–1976
LS645	The Pre-Civil Rights Movement: The Generation before Brown, 1932–1954
LS657	Democracy and Democratization
LS664	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 (C.A.S.)

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 (C.A.S.). 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 program.

For information about the estimated costs, related standard occupations, and normal completion time for this program, visit www.loyola.edu/department/consumer-information.

EDUCATIONAL LEADERSHIP

The graduate program in educational leadership is a unique blend of theory and practical application geared toward educators with an inner passion for leading and facilitating improved student achievement and teacher performance. Ideal for successful teachers who want to make a difference on a larger scale, the program focuses on the necessary knowledge, skills, and dispositions of leadership for the twenty-first-century educational environment. Each of the courses in the program is aligned to the National Standards for Educational Leadership and the Maryland Instructional Leadership Framework.

All program courses are based upon current research and best practices in educational leadership. 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,

collaboration, and relevance to the contemporary education environment.

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 (C.A.S.) – 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 Administrator 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 Arts (M.A.)

Forty-five 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 in Education
ED600   Foundations of Research in Education
ED601   Philosophical Foundations of Diversity and Social Justice in Education

Phase II   *(21 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
AD686   The Instructional Leader and Assessing Student Learning

AD776   Theory and Research on Educational Leadership
ED650   Curriculum Theories and Practices

Phase III: Electives   *(6 credits)*

Select two of the following courses:

AD682   Technology for School Leaders
AD684   Resource Management
AD786   Instructional Leadership in Literacy for School Leaders: Creating a Culture of Literacy in Schools and Communities
AD932   Special Education Law and Compliance for School Leaders

Phase IV: Thesis   *(6 credits)*

ED750   Thesis Seminar I
ED751   Thesis Seminar II

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 in Education
ED600   Foundations of Research in Education
ED601   Philosophical Foundations of Diversity and Social Justice in Education

Phase II   *(21 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
AD686   The Instructional Leader and Assessing Student Learning
AD776   Theory and Research on Educational Leadership
ED650   Curriculum Theories and Practices

Phase III: Electives   *(3 credits)*

Select one of the following courses:

AD682   Technology for School Leaders
AD684   Resource Management
AD786   Instructional Leadership in Literacy for
        School Leaders: Creating a Culture of
        Literacy in Schools and Communities
AD932   Special Education Law and Compliance
        for School Leaders

Phase IV: Internship   *(6 credits)*

AD687   Internship I in Educational Leadership
        (Fall only)
AD688   Internship II in Educational Leadership
        (Spring only)

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. Students must apply and meet with their advisors to develop their programs. A sample program of study is as follows:

School Administration

AD681   Organizational Development
        in Education *or*
AD683   Leadership Theories and Practices
        in Education

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

Practicum/Internship

AD687   Internship in Educational Leadership
(Prerequisite: 15 credits of completed coursework)

Students may also complete the requirements for certification in administration and supervision by completing the Master of Arts (M.A.) in Curriculum and Instruction and then completing six additional credit hours as a special student (see Curriculum and Instruction above).

Certificate of Advanced Study (C.A.S.)

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 (C.A.S.). 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 program.

For information about the estimated costs, related standard occupations, and normal completion time for this program, visit www.loyola.edu/department/consumer-information.

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 expand their use of technology in their own classroom, as well as those wishing to become technology leaders on the school, district, and national levels.

Master of Arts (M.A.)

Research Core *(3 credits)*

Select one of the following courses:

ED600	Foundations of Research in Education
ED670	Teacher Research and Inquiry

Curriculum Core *(30 credits)*

AD662	Leadership, Supervision, and Professional Development
ED602	Learner-Centered Education *or*
ET641	Universal Design for Learning with Technology Integration
ED608	Creative Thinking, Collaboration, and Educational Change
ET605	Introduction to Educational Technology
ET610	Curricular Applications of Technology *or*
ET660	Innovative Digital Schools
ET620	Multimedia Design in the Classroom
ET630	Digital Communication for Education
ET631	Transformative Online Teaching
ET680	The Role of the Technology Leader
ET690	Educational Technology Seminar

Thesis *(6 credits)*

ET699	Thesis Seminar

Master of Education (M.Ed.)

Research Core *(3 credits)*

Select one of the following courses:

AD776	Theory and Research on Educational Leadership
ED600	Foundations of Research in Education
ED670	Teacher Research and Inquiry

Curriculum Core *(30 credits)*

AD662	Leadership, Supervision, and Professional Development
ED602	Learner-Centered Education *or*
ET641	Universal Design for Learning with Technology Integration
ED608	Creative Thinking, Collaboration, and Educational Change
ET605	Introduction to Educational Technology
ET610	Curricular Applications of Technology *or*
ET660	Innovative Digital Schools
ET620	Multimedia Design in the Classroom
ET630	Digital Communication for Education
ET631	Transformative Online Teaching

ET680	The Role of the Technology Leader
ET690	Educational Technology Seminar

Internship *(3 credits)*

ET691	Educational Technology Internship

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
SE769   Teaching Students with Special Needs
              in the Regular Classroom *or*
SE800   Teaching Students with Special Needs
              in the Music Class

This program is offered in a multi-summer format only. Level I, II, and III courses run for three weeks during the month of July. Education core courses for Level IV students vary in length and run for a total of three or four weeks, depending upon faculty availability. 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 (KM590) 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.

SCHOOL COUNSELING

Programs:

Master of Arts (M.A.) – 48 credits
Master of Education (M.Ed.) – 48 credits
Certificate of Advanced Study (C.A.S.) – 30 credits
   beyond master's degree
Master's Plus: Licensed Clinical Professional
   Counselor (LCPC)

The graduate program in school counseling 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 maybe completed in one semester (GC728), two semesters (GC722, GC723), or four semesters (GC730, GC731). Howard County students complete the internship over three years (GC732,GC733, GC734).

All clinical experience students are required to complete criminal background checks prior to beginning work at a school site. All students are required to have valid background checks on file for the duration of their experience. Procedures and fees for this process may vary slightly depending upon clinical experience site. More information on this process will be given to students as they apply for practicum and internship.

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 School of Education'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 November 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. Students who can show documentation that they are a Licensed Professional Counselor (LCPC) are not required to take the Counselor Preparation Comprehensive Examination (CPCE).

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 (C.A.S.)

Advanced graduate work beyond the master's degree is provided in an organized, 30-credit program that leads to a Certificate of Advanced Study (C.A.S.). Special arrangements for course selection will be made in conjunction with a student's advisor.

Requirements are as follows:

• 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.

For information about the estimated costs, related standard occupations, and normal completion time for this program, visit www.loyola.edu/department/consumer-information.

Master's Plus (LCPC)

Students who possess a master's degree from Loyola or another CACREP accredited institution may take the specific courses required by the Maryland Board of Professional Counselors to become a Licensed Clinical Professional Counselor (LCPC). Students may take up to six (6) courses under the Master's Plus; however, no more than six (6) credits may be taken outside of the school counseling program. Advising and course approval are provided by the program advisor and the director of the school counseling program. Master's Plus students are not required to take comprehensive examinations or write a thesis. It is the student's responsibility to make certain that the minimum QPA requirement of 3.000 (a *B* average) is maintained. *The Master's Plus does not lead to a degree.*

Students must be officially admitted to the program before they will be allowed to register for courses. Detailed admission information (application, procedures, required documents, deadlines, etc.) can be found under Admission.

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COURSE DESCRIPTIONS

Course descriptions can be found in the School of Education chapter.

MONTESSORI EDUCATION

Office: Columbia Campus, Room 201H
Telephone: 410-617-7765
Website: www.loyola.edu/soe

Program Director: Jack H. Rice

**Washinton Montessori Institute at Loyola
Director of AMI Training (Elementary Level):**
Carol L. Hicks
Director of AMI Training (Primary Level):
Janet R. McDonell

Programs:
Master of Education (M.Ed.) – 36 credits
Certificate of Advanced Study (C.A.S.) – 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 CRITERIA

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.

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

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.

PROGRAM OF STUDY

The M.Ed. in Montessori Education consists of 36 graduate credits plus written and 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 Courses (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.

The AMI diploma is awarded at the end of these two semesters if the AMI written and oral examinations are passed and all requirements to date have been completed.

Education Core Courses

The three core courses are offered in a special intensive summer session. 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
MO624	Practicum I
MO625	Practicum II
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
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
MO626	Practicum I
MO628	Practicum II
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
MO651	Mathematics Curriculum and Instruction for the Elementary Years I
MO652	Physical and Biological Science Curriculum and Instruction for the Elementary Years
MO653	Social Studies Curriculum and Instruction for the Elementary Years
MO654	Music/Art Curriculum and Instruction for the Elementary Years
MO655	Practicum I
MO656	Practicum II
MO657	Mathematics Curriculum and Instruction for the Elementary Years II
SE769	Teaching Students with Special Needs in the Regular Classroom

CERTIFICATE OF ADVANCED STUDY (C.A.S.)

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 (C.A.S.). Requirements are 27 credit hours of coursework in the Montessori concentration; three credit hours developing an independent research project; and comprehensive examinations.

For information about the estimated costs, related standard occupations, and normal completion time for this program, visit www.loyola.edu/department/consumer-information.

COURSE DESCRIPTIONS

Course descriptions can be found in the School of Education chapter.

Office: Beatty Hall, Room 104
Telephone: 410-617-5310
Website: www.loyola.edu/soe

Chair: Wendy M. Smith, Associate Professor

Graduate Program Directors
Literacy: Dana M. Reinhardt
Special Education: Cathy A. Rosensteel
Teacher Education: Wendy M. Smith

LITERACY

Programs:

Master of Education (M.Ed.), Literacy Teacher–
33 credits

Master of Education (M.Ed.), Reading Specialist–
39 credits

Certificate in Teaching English Language Learners
(TELL)–15 credits

Certificate of Advanced Study (C.A.S.), Literacy–
30 credits beyond master's degree

M.Ed., Literacy Teacher

This 33-credit program is designed for individuals who wish to become more knowledgeable about literacy education. This program provides candidates with a strong foundation in literacy curriculum, 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. Electives must be planned with the advisor.

Block 1   *(9 credits)*

RE510   Foundations of Reading Instruction
RE523   Emergent Literacy Development
RE531   Youth and Adolescent Literacy

Block 2   *(15 credits)*

RE601   Media Literacy Education
RE603   Language, Literacy, and Culture
RE609   Content Area Literacy
RE670   Teacher Research and Inquiry
RE770   Literacy Education Seminar

Block 3: Electives   *(9 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
RE603   Language, Literacy, and Culture
RE609   Content Area Literacy
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*
** *Prerequisite: RE670*

Certificate in Teaching English Language Learners (TELL)

As the school-age population of children for whom English is a second or third language continues to grow, educators must develop the knowledge and skills necessary for effective expertise in second-language teaching, learning, and assessment at all instructional levels. Loyola's TELL certificate program is designed for educators interested in becoming more proficient in working with the growing student population for whom English is a second (ESOL) or third language.

The program assists educators in developing the practical skills and theoretical knowledge necessary for effective expertise in bilingual teaching, learning, and assessment within K–12 education. It will also benefit reading specialists and special educators. Program participants learn to identify and effectively use research-based, best practices in bilingual/ESOL instruction; articulate an understanding of the evolution of ESOL programming; articulate an understanding of second language acquisition and literacy development; design instruction reflecting effective assessment and learning strategies; and demonstrate sensitive and innovative instruction respecting cultural differences.

The 15-credit program begins in the fall with students taking one course per school-year semester and three courses in the summer:

RE510   Foundations of Reading Instruction
RE602   Second Language Development:
         Theory and Practice
RE603   Language, Literacy, and Culture
RE604   Methods for Teaching English
         to Speakers of Other Languages
RE739   Literacy Assessments of Individuals

For information about the estimated costs, related standard occupations, and normal completion time for this program, visit www.loyola.edu/department/consumer-information.

Certificate of Advanced Study (C.A.S.)

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 (C.A.S.). 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 program.

For information about the estimated costs, related standard occupations, and normal completion time

for this program, visit www.loyola.edu/department/consumer-information.

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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 (C.A.S.) – 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 proven strategies, specialized instructional methods, legal issues, service delivery models, and advanced professional skills necessary to promote the provision of quality services to students with special needs.

Loyola's graduate degree and certificate programs in special education have been approved and accredited by the Maryland Higher Education Commission (MHEC), the Maryland State Department of Education (MSDE), the National Council for the Accreditation of Teacher Education (NCATE), and the Council for Exceptional Children (CEC). The programs include the Maryland-approved reading courses and lead to eligibility for Maryland certification in special education at the corresponding age/grade level. Transcripts of program completers will indicate that they are eligible for certification in special education from a Maryland-approved licensure program using recognized state and national standards. This transcript stamp provides reciprocity with all other states and seven U.S. territories under the National Association of State Directors of Teacher Education and Certification Interstate Agreement (NASDTEC).

Admission Criteria

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 a passing score in each area of the Praxis I: Pre-Professional Skills Tests (Reading, Math, and Writing) is required for admission. Students may substitute qualifying scores on the SAT, ACT, or GRE for any area. An SAT score of 550 or more (500 if taken prior to April 1995) may be substituted for each corresponding area: reading, math, or writing. An ACT score of 24 in an area will substitute for the corresponding Praxis I area. Similarly, GRE scores of 500 verbal, 550 quantitative, and 4.5 on the writing essay may be substituted. Similarly, GRE scores (taken as of September 2011) of 150 verbal, 153 quantitative, and 4.5 on the writing essay may be substituted. Once accepted, each student will meet with an academic advisor to develop an individualized program plan of prerequisite and program courses and experiences.

In accordance with the School of Education guidelines, a QPA of 3.000 in undergraduate coursework or master's degree from an accredited institution is required for full acceptance into the special education program. Students with a QPA of 2.750 to 3.000 may be given a provisional acceptance status. While letters of recommendation are not an overall requirement for this program, they may be requested for students who are being considered for provisional acceptance due to a QPA lower than 3.000.

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

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. Observation 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 noncredit 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 9–12 credits each semester.

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. Students are encouraged to seek full-time employment as an instructional assistant for the duration of the program. Loyola's partnerships with local public and nonpublic schools provide paid positions as special education paraprofessionals and may provide some tuition remission.

Required Examinations and Practicums

Students must complete all coursework to be eligible for the practicum. 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 may also be scheduled in the summer to accommodate working students.

Graduation

In order to be eligible for graduation, students must complete all program requirements and passed the Praxis II pedagogy test in special education.

M.Ed., Early Childhood Special Education (Birth to Age 8)

Students in Loyola's early childhood special education program are prepared to provide effective services to children with a wide variety of developmental delays or disabilities; to support families and teachers working with these children; and to take leadership roles in the field of early intervention. The program emphasizes proven strategies, collaboration techniques, assessment, early intervention methods, service delivery models, and advanced professional skills necessary to provide high-quality services to young children with special needs. A broad range of disabilities, medical conditions, sensory impairments, developmental disabilities, and severity levels are incorporated into the coursework and practicum experiences.

The master's program in early childhood special education can be used to meet Maryland requirements for initial certification in special education for children from birth to age 8, and it is also appropriate for teachers seeking advanced professional development. The program attracts students from a variety of academic backgrounds and careers. Once accepted, students meet with an academic advisor to develop a personalized program plan of prerequisites, courses, and experiences based upon prior academic, teaching, and volunteer history. Program completion provides full teaching qualifications for effective service delivery to infants, toddlers, and preschoolers with disabilities. The program also 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 Requirements

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:

SE901   Applied Behavioral Programming
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)

It may be possible for students already working with young children with disabilities to complete one practicum at their current workplace. To be eligible to register for either practicum, students must demonstrate successful completion of the Praxis II Education of Exceptional Students: Core Content Knowledge test. To be eligible for graduation after completion of both practicums, students must demonstrate successful completion of the Praxis II Special Education: Application of Core Principles Across Categories of Disability test.

M.Ed., Elementary/Middle Special Education (Grades 1–8)

Students in Loyola's graduate programs in special education are prepared to provide effective services to children with a wide variety of disabilities and to take leadership roles in the field of special education. The programs emphasize proven strategies, specialized instructional methods, legal issues, comprehensive assessment, and advanced professional skills necessary to provide high-quality services to children and adolescents with special needs, particularly those with high-incidence disabilities such as language or learning disabilities, attention deficit/hyperactivity disorder, autism spectrum disorders, emotional/behavioral disorders, and mild cognitive impairments.

The master's program in elementary/middle special education 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 attracts students from a variety of academic backgrounds and careers. Once accepted, students meet with an academic advisor to determine the need for prerequisite courses (if needed) or experiences and to develop a personalized program plan of courses based upon prior academic, teaching, and volunteer history. Program graduates are prepared to support the comprehensive needs of students 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 Requirements

Coursework   *(33 credits)*

ED600	Foundations of Research in Education
RE762	Assessment and Instruction in Reading I
RE763	Assessment and Instruction in Reading II
SE902	Reading Methods for Students with Mild and Moderate Disabilities
SE905	Characteristics of Learners with Mild and Moderate Disabilities
SE907	Developmental, Remedial, and Corrective Mathematics
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
SE914	Communication, Collaboration, and Consultation with Parents and Professionals Serving Students with Disabilities

Students who have completed Maryland's required reading courses substitute the following courses for RE762 and RE763:

SE901	Applied Behavioral Programming

Elective (selected jointly with program advisor)

Practicums   *(6 credits)*

SE918	Practicum I: Teaching Students with Special Needs
SE919	Practicum II: Teaching Students with Special Needs

It may be possible for students already working with young children with disabilities to complete one practicum at their current workplace. To be eligible to register for either practicum, students must demonstrate successful completion of the Praxis II Education of Exceptional Students: Core Content Knowledge test. To be eligible for graduation after completion of both practicums, students must demonstrate successful completion of the Praxis II Special Education: Application of Core Principles Across Categories of Disability test.

M.ED., SECONDARY SPECIAL EDUCATION
(GRADES 6–12)

Students in Loyola's secondary special education program are prepared to provide effective services to adolescents with disabilities, and to take leadership roles in the field of special education. The program emphasizes research-validated intervention techniques, specialized methods, comprehensive assessment, transition planning, and advanced professional skills necessary for providing quality services to adolescents with special needs, particularly those with high-incidence disabilities such as language or learning disabilities, attention deficit/hyperactivity disorder, autism spectrum disorders, emotional/ behavioral disorders, and mild mental retardation.

This program meets Maryland requirements for initial certification in special education for adolescents in grades 6–12. The program attracts students from a variety of academic backgrounds and careers. Once accepted, students meet with an academic advisor to develop a personalized program plan of prerequisites (if needed), courses, and experiences based upon prior academic, teaching, and volunteer history. Program graduates are prepared to support the comprehensive needs of students 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

RE733   Teaching Reading in the Content Area I
RE744   Teaching Reading in the Content Area II
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 Requirements

Coursework   *(33 credits)*

ED600   Foundations of Research in Education
SE901   Applied Behavioral Programming
SE902   Reading Methods for Students
         with Mild and Moderate Disabilities
SE905   Characteristics of Learners
         with Mild and Moderate Disabilities
SE907   Developmental, Remedial,
         and Corrective Mathematics
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
SE914   Communication, Collaboration,
         and Consultation with Parents
         and Professionals Serving Students
         with Disabilities
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

Practicums   *(6 credits)*

SE918   Practicum I: Teaching Students
         with Special Needs
SE919   Practicum II: Teaching Students
         with Special Needs

It may be possible for students already working with children with disabilities in an approved school and at the correct age/grade level to complete one practicum at their current workplace. To be eligible to register for either practicum, students must demonstrate successful completion of Praxis II Education of Exceptional Students: Core Content Knowledge test. To be eligible for graduation after completion of both practicums, students must demonstrate successful completion of Praxis II Special Education: Application of Core Principles across Categories of Disability test.

CERTIFICATE OF ADVANCED STUDY (C.A.S.)

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 (C.A.S.) 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. The C.A.S. can be used for advanced professional development or to obtain a second special education certification for those already certified at one age/grade level. Students must meet with an advisor prior to beginning the program.

For information about the estimated costs, related standard occupations, and normal completion time for this program, visit www.loyola.edu/department/consumer-information.

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
Master of Arts in Teaching (M.A.T.), Secondary
   Education (Grades PK–12) – 34 credits

The M.A.T. program is designed to prepare excep-
tionally 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 bacca-
laureate degree. Student transcripts will be reviewed
to determine if content area qualifications are met for
the type of certification sought. Candidates for ele-
mentary certification must meet course requirements
in English, math, science, and social studies. For cer-
tification in secondary teaching, 27–30 credits are
required in the area of certification. Secondary edu-
cation certification programs focusing on grades 7–12
are offered in biology, chemistry, earth/space science,
English, mathematics, physics, and social studies. Sec-
ondary education certification programs focusing on
grades PK–12 are offered in art, French, music (both
instrumental and vocal), and Spanish.

Admitted students will meet with an advisor to out-
line a sequence of courses that meets their needs. In
addition to required courses, the program includes
two school-based field experiences and an intern-
ship 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 stu-
dent's previous coursework, passing a technology
skills assessment offered by the department (an admin-
istration fee is charged), or by passing the one-credit
foundation course, Introduction to Educational Tech-
nology (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 (GRADES 1–6)

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 (GRADES 7–12)

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 or TE680)

Select the methods course matching the certification
area:

TE604   Methods of Teaching English (Secondary)
TE605   Methods of Teaching Social Studies
         (Secondary)
TE606   Methods of Teaching Science (Secondary)
TE607   Methods of Teaching Mathematics
         (Secondary)

Select the internship (one day/week) matching the
certification area:

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 certi-
fication 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).

M.A.T., Secondary Education (Grades PK–12)

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 or TE680)

Select the methods course matching the certification
area:

TE609   Methods of Teaching Modern Foreign
         Language (Secondary)
TE610   Methods of Teaching Art (Secondary)
TE611   Methods of Teaching Music (Secondary)

Select the internship (one day/week) matching the
certification area:

TE645   Internship I: Art (Secondary)
TE646   Internship I: Music (Secondary)
TE647   Internship I: French (Secondary)
TE648   Internship I: Spanish (Secondary)

Select the internship (full-time) matching the certi-
fication area:

TE657   Internship II: Spanish (Secondary)
TE658   Internship II: French (Secondary)
TE659   Internship II: Art (Secondary)
TE660   Internship II: Music (Secondary)

ED/LS Elective   *(3 credits)*
Any graduate education or liberal studies course
(prerequisites must be met where applicable).

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COURSE DESCRIPTIONS

Course descriptions can be found in the School of
Education chapter.

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

Dean: Interim Dean: Norman A. Solomon, Professor of Management
Office: Sellinger Hall, Room 101
Telephone: 410-617-2301
Website: www.loyola.edu/sellinger

Associate Dean: Timothy J. Quinn
Office: Sellinger Hall 101
Telephone: 410-617-2301

Assistant Dean: Ann Attanasio
Office: Sellinger Hall, Room 112
Telephone: 410-617-2510
e-mail: aattanasio@loyola.edu

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. Loyola initiated its Master of Business Administration (MBA) program in 1967 and the Master of Science in Finance (MSF) in 1975. In response to the needs of the region, the Executive MBA was established in 1973, and the MBA Fellows Program followed in 1984. The full-time Emerging Leaders MBA was introduced in 2010. In Fall 2014, Loyola started a specialized Master of Accounting (M.Acc.). The full-time, 12-month cohort program is designed for those with an undergraduate degree in accounting (or equivalent accounting coursework) who are seeking the 30 additional credits required to obtain licensure as a Certified Public Accountant (CPA). All of these programs are instrumental in 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

Loyola's graduate programs in business and management 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, MBA, MSF, Accounting Certificate, and Cyber Security Certificate programs. 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: Bobby Waldrup, Professor

Professors: William E. Blouch; Alfred R. Michenzi (emeritus); Jalal Soroosh; Bobby Waldrup
Associate Professors: Kermit O. Keeling; Ali M. Sedaghat; Hong Zhu
Assistant Professors: John P. Krahel; E. Barry Rice (emeritus)
Affiliate Faculty: Jason Cherubini; Walter B. Doggett III; Frank B. Izzo; Scott R. J. Lancaster; Kelly Nelson; John E. Wheeler

ECONOMICS

Office: Sellinger Hall, Room 318
Telephone: 410-617-2357

Chair: Marianne Ward-Peradoza, Associate Professor

Professors: John D. Burger; Frederick W. Derrick; Thomas J. DiLorenzo; John C. Larson (emeritus); Charles E. Scott; Norman H. Sedgley; Stephen J. K. Walters
Associate Professors: Arleigh T. Bell, Jr. (emeritus); Francis G. Hilton, S.J. (emeritus); John M. Jordan (emeritus); Fabio Mendez; Marianne Ward-Peradoza; Nancy A. Williams
Assistant Professors: Nune Hovhannisyan; James J. Kelly, S.J.; Dennis C. McCornac (visiting); Srikanth Ramamurthy; Andrew Samuel; Jeremy Schwartz; Kerria M. Tan
Affiliate Faculty: R. Andrew Bauer; G. Edward Dickey; Paul Lande; Thomas J. Lyons

Finance

Office: Sellinger Hall, Room 218
Telephone: 410-617-2818

Chair: Lisa M. Fairchild, Professor

Professors: Lisa M. Fairchild; Harold D. Fletcher (emeritus); Karyl B. Leggio; Walter J. Reinhart; Thomas A. Ulrich
Associate Professor: Frank P. D'Souza
Assistant Professors: Jon A. Fulkerson; Mark A. Johnson
Affiliate Faculty: Jason Cherubini; James R. Farnum, Jr.; Norman C. Frost; Justin S. Funches; Kevin D. Irwin; Peter P. Jenkins; Jack Letzer; Lance A. Roth; Jeffrey R. Schollaert; Carlyle A. Schrouter; Kirby Smith

Information Systems and Operations Management

Office: Sellinger Hall, Room 318
Telephone: 410-617-2357

Chair: Gloria Phillips-Wren, Professor

Professors: Ellen D. Hoadley; Charles R. Margenthaler (emeritus); Gloria Phillips-Wren; Phoebe C. Sharkey; Leroy F. Simmons (emeritus); Paul Tallon
Associate Professors: A. Kimbrough Sherman (emeritus); Laurette P. Simmons (emerita); George M. Wright (emeritus)
Assistant Professors: Jay R. Brown; Theresa Jefferson; Matthew Sopha; Ravi Srinivasan; M. Lisa Yeo
Affiliate Faculty: Shelley Bliss; Sean Davies; William Finegan; David R. Glenn; Deresse Harris; Michael Herring; Scott Metker; Paco Rosas-Moreno; Jerome Russell; Timothy R. Walton

Law and Social Responsibility

Office: Sellinger Hall, Room 418
Telephone: 410-617-2381

Professors: Nan S. Ellis; Andrea Giampetro-Meyer; John A. Gray (emeritus)
Associate Professors: Timothy Brown, S.J.; Michael B. Runnels
Assistant Professor: Elizabeth J. Kennedy
Affiliate Faculty: Mark A. Dewire; Mara J. Gassmann; Scott McBroom; Clifford A. Robinson; Stephen R. Robinson; Terrence M. Sawyer; Marlene Trestman; Nicholas Vitek; Dondi West

Management and International Business

Office: Sellinger Hall, Room 418
Telephone: 410-617-2691

Chair: Michael L. Unger, Associate Professor

Professors: Harsha B. Desai; Roger J. Kashlak; Peter Lorenzi; Anthony J. Mento; Tagi Sagafi-nejad (emeritus); Norman A. Solomon
Associate Professors: Jeffrey Cummings; Christy L. DeVader; Paul C. Ergler (emeritus); Michael L. Unger
Assistant Professor: Patricia Tinen Kanashiro
Affiliate Faculty: Benjamin Cruz; John T. Everett; W. Randall Everett; Charles Fitzsimmons; David A. Grossman; Mark Hubbard; Michael Liebman; Annette Merz; Dilip Patel; Kevin Preston; Denise Pumphrey

Marketing

Office: Sellinger Hall, Room 418
Telephone: 410-617-2381

Chair: Gerard A. Athaide, Professor

Professors: Gerard A. Athaide; Ernest F. Cooke (emeritus); Richard Klink
Associate Professor: Qiyu (Jason) Zhang
Assistant Professors: Gauri Kulkarni; Rebecca Trump; Marie A. Yeh; Guangzhi (Terry) Zhao
Instructor: Frederick Fusting
Affiliate Faculty: Auburn Bell; David J. Gerrity; Jennifer Gunner; Colleen McClellan; Bruce Ryan

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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 Accounting

Office: Columbia Campus, Room 355
Telephone: 410-617-7744
Website: http://www.loyola.edu/sellinger

Assistant Dean: Ann Attanasio
Academic Director: Hung-bin Ding,
Associate Professor of Management and
International Business
Program Manager: Karen Mardock

The Master of Accounting (M.Acc.) is full-time, 12-month cohort program for those with an undergraduate accounting degree (or equivalent accounting coursework) who are seeking the additional 30 credits required to obtain licensure as a Certified Public Accountant (CPA). Obtaining the CPA credential provides many high quality employment options for students, including careers in public, corporate, managerial, and government accounting, corporate finance, consulting, nonprofit management, and law enforcement.

The M.Acc. program provides a clear path to earning both a master's-level credential and meeting the 150-hour educational requirement for licensure. Curricular highlights of the program include:

- Accounting courses that provide expanded knowledge and deep grounding in technical skills, as well as opportunities to apply skills through integrative cases within courses.

- Curriculum design that increases the rate of learning, motivation, and commitment to excellence, through a cohort style learning environment and students with proven high-level accounting skills.

- The opportunity for students to obtain paid, full-time internships in the spring semester, providing a live learning environment as students apply what they have learned.

- Advanced study in the major areas of accounting (financial, managerial, information systems, auditing, and taxation), as well as in the supporting fields of finance and information systems.

- The delivery of all content with the underlining concern for ethical decision making.

- Cocurricular opportunities that link students to accounting professionals (e.g., mentoring); enhance their technical skills (e.g., advanced training in Excel); and make graduates career ready (e.g., advanced training in presentation skills).

ADMISSION CRITERIA

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

FINANCIAL AID

All applicants should file a Free Application for Federal Student Aid (FASFA) to be considered for aid. Inquiries concerning student loans should be directed to the Financial Aid Office, 410-617-5149.

PREREQUISITES AND BASIC COMPETENCIES

An undergraduate accounting degree or equivalent accounting coursework is required.

DEGREE REQUIREMENTS

This is a full-time, 30-credit cohort program presented over three semesters (12-month period). Students who successfully complete the requirements are awarded a Master of Accounting (M.Acc.).

PROGRAM OF STUDY

The curriculum consists of 10, three-credit courses. Classes are offered in three-hour blocks over a 12-week semester. A one-day, noncredit program orientation workshop is included.

Summer Semester
AC700 Ethics and Social Responsibility
          for Accountants
AC701 Advanced International Accounting
AC702 Advanced Financial Accounting
AC703 Performance Measurement and Strategic
          Cost Management

Fall Semester
AC704 Tax Research
AC705 Advanced Accounting Information
          Systems
AC706 Advanced Auditing/Forensics
AC707 Government and Nonprofit Accounting

Spring Semester
AC708 Advanced Finance
AC709 Accounting Internship

For specific policy information on non-Loyola coursework considered for advanced standing or transfer, as well as Loyola coursework eligible for application from

one Loyola business program to another, see Transfer Credit under Academic Regulations and Policies.

COURSE DESCRIPTIONS

AC700 Ethics and Social Responsibility for Accountants (3.00 cr.)

Prerequisite: Restricted to M.Acc. students. 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. Verbal and written communication skills and the professional judgment expected of leaders are emphasized.

AC701 Advanced International Accounting (3.00 cr.)

Prerequisite: Restricted to M.Acc. students. Examines the international dimensions of accounting. Topics include International Financial Reporting Standards (IFRS), corporate financial reporting and convergence, and international financial statement analysis.

AC702 Advanced Financial Accounting (3.00 cr.)

Prerequisite: Restricted to M.Acc. and graduate accounting certificate students. Building on their study of intermediate accounting, students gain an understanding of financial accounting concepts, use data to engage in problem-solving, and learn technical details regarding pensions and additional financial instruments. Topics include stockholders' equity, dilutive securities and earnings per share, accounting for income taxes, accounting for pensions, postretirement benefits, accounting changes and error analysis, statement of cash flows, and full disclosure in financial reporting. *Closed to students who have taken the course as a topic under GB763. (Summer only)*

AC703 Performance Measurement and Strategic Cost Management (3.00 cr.)

Prerequisite: Restricted to M.Acc. students. Addresses how accounting is used to support decision making, planning, control, and performance measurement within organizations.

AC704 Tax Research (3.00 cr.)

Prerequisite: Restricted to M.Acc. students. Provides in-depth electronic accounting, auditing, and tax research. Emphasizes the use of databases, practice in issue identification, reading and analyzing primary authority, and communicating results.

AC705 Advanced Accounting Information Systems (3.00 cr.)

Prerequisite: Restricted to M.Acc. and graduate accounting certificate students. Provides a detailed study of integrated components within an accounting information system. A thorough examination of current issues that pertain to information technology is conducted. Students utilize the database approach to design and develop a complex system of storing and retrieving data. *Closed to students who have taken GB768. (Summer only)*

AC706 Advanced Auditing/Forensics (3.00 cr.)

Prerequisite: Restricted to M.Acc. and graduate accounting certificate students. Focuses on advanced topics related to the auditing standards promulgated in the United States for audits of public companies, private companies, governmental entities, not-for-profit entities, and employee benefit plans. Covers the standards promulgated by the International Auditing and Assurance Standards Board (IAASB) and the differences between these standards and U.S. auditing standards. Emphasizes the application of accounting and auditing skills to detect financial discrepancies and the presentation of fraud cases for criminal proceedings and litigation. *Closed to students who have taken GB766. (Summer only)*

AC707 Government and Nonprofit Accounting (3.00 cr.)

Prerequisite: Restricted to M.Acc. students. Focuses on the accounting and financial reporting issues of governmental units, not-for-profit organizations, colleges and universities, and some health care entities. Covers fund accounting and financial reporting for state and local units under GASB Statement No. 34, as well as not-for-profit accounting principles.

AC708 Advanced Finance (3.00 cr.)

Prerequisite: Restricted to M.Acc. students. Students learn to apply financial accounting metrics to the valuation of firms in the capital markets. They also gain an understanding of the interrelationships among financial statements, stock options, and derivatives.

AC709 Accounting Internship (3.00 cr.)

Prerequisite: Restricted to M.Acc. students. Students work full-time for an accounting firm, company, government agency, or not-for-profit organization.

MASTER OF BUSINESS ADMINISTRATION

Office: Timonium Campus, Suite 08
Telephone: 410-617-5067
Website: www.loyola.edu/sellinger

Associate Dean: Timothy J. Quinn
Assistant Dean: Ann Attanasio
Program Manager: Kathleen Fitzgerald

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

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

GMAT WAIVER POLICY

Applicants to the 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 postbaccalaureate) and a personal interview with a Loyola academic advisor. The admission committee reserves the right to require a GMAT score from an applicant even if the basic conditions are met.

FINANCIAL AID

Student loans are available. All applicants should file a Free Application for Federal Student Aid (FASFA) to be considered for aid. Inquiries concerning loans should be directed to the Financial Aid Office, 410-617-5149.

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.

A student entering 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 (grade of *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 or a score of 80 percent or better on the GB500 Waiver Exam.

Students with minimal mathematical background should review this with a Loyola academic advisor. The University offers a course, Fundamentals of Math for Business (GB500), specifically geared to the incoming graduate student who needs to review 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 MBA Foundation). For specific policy information on non-Loyola coursework considered for advanced standing or transfer, as well as Loyola coursework eligible for application from one Loyola business program to another, see Transfer Credit under Academic Regulations and Policies.

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 grade of *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.

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 the knowledge and skill for success in 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 (with a grade of *B* or better) at the undergraduate or graduate 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 program orientation and an introduction to the concept of "reflection" as an integral tool for lifelong 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 university 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 Maryland CPA exam, students concentrating in accounting take an additional foundation course and make the substitutions listed below:

GB619   Financial Accounting Model (1 credit)
GB661   Financial Accounting Problems I (3 credits)
        (for GB615)

Due to the additional coursework required for an accounting concentration, the international/global requirement is waived for students concentrating in accounting.

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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
        as Strategic Partners (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.*

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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 Maryland CPA exam.

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.*

Cyber Security Specialization

GB750   Security Controls for Managers
GB751   Strategic Security Planning
GB754   Introduction to Cyber Security Strategy

Finance Specialization

GB722   Investment Analysis

And select two of the following courses:

GB721   Advanced Financial Analysis
GB723   Portfolio Management
GB724   Financial Markets and Institutions
GB726   International Finance
GB727   Investment Banking
GB822   Fixed Income Securities
GB823   Derivatives and Risk Management
GB825   Special Topics in Finance
GB827   Valuation

General Business Specialization

General business is for students who do not choose one of the established specializations. 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   Business Analytics and Strategic Decision Making
GB732   Data Management and Governance
GB733   Enterprise Systems
GB734   Managing Global Supply Chains
GB735   Project Management
GB736   Data Visualization for Decision Making
GB750   Security Controls and Prevention Strategies
GB751   Strategic Security Planning
GB753   Legal, Ethical, and Global Perspectives of Cyber Security
GB754   Introduction to Cyber Security Strategy
GB757   Systems Thinking and Risk Assessment
GB759   Special Topics in Management Information Systems

GB850   Global Information Systems
GB851   Business Intelligence and Data Mining

International Business Specialization

GB796   International Management* *or*
GB798   Global Strategy

And select two of the following 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*
GB850   Global Information Systems
GB894   Advanced Topics in International Trade, Finance, and Investment
GB898   New Approaches for Global Competitiveness

*   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
GB744   New Product Development and 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
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
GB741   Consumer Behavior
GB744   New Product Development
        and Management
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 the mathematical tools needed for MBA-level coursework using business applications. 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. *May be waived with a score of 80 percent or better on the waiver exam.*

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.*

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: 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.)

Students acquire an understanding of marketing's role in helping an organization accomplish its mission. Students learn the elements of the marketing mix and recognize how these elements can be integrated to achieve organizational objectives. Topics include customer behavior, marketing research, market segmentation, and the marketing mix (product, promotion, price, and place).

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.

**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 problems and issues confronting operations managers are explored, as well as the concepts and analytical techniques used to deal with these issues in order to gain competitive advantage through operations. 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   Operations Management
              and Process Strategies   (3.00 cr.)**
Prerequisite: All foundation courses. Focuses on how operations can be used for competitive advantage in today's world by improving the use of an organization's resources. Frameworks are provided by linking business processes, metrics, best practices, and technologies to add value for the ultimate customer of the firm. Topics cover enterprise decisions related to both product and service companies such as process mapping, value stream mapping, quality management, lean philosophy, continuous process improvement, inventory control, waiting line management, and capacity management. Pedagogical methods include lectures, simulations, cases, and projects. Students develop competencies in process analysis, value stream mapping, inventory control, and queuing management.

GB702   Marketing Strategy   (3.00 cr.)
Prerequisite: All foundation courses. Explores marketing's role in creating value for the firm and its stakeholders, as well as how to design and implement the best combination of marketing efforts to carry out a firm's strategy in its target markets. Using analytical tools for decision making, students evaluate, formulate, and implement marketing strategy across the product life cycle and for various levels of competitive intensity. Topics include the fundamentals of strategy; marketing's interrelationship with corporate, business level, and other functional strategies; target marketing and brand management; 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
              as Strategic Partners   (3.00 cr.)**
Prerequisite: All foundation courses. Provides a strategic management approach to developing and sustaining competitive advantage using information and information technology in the enterprise. Major topics include alignment of management organization and technology; business value; emerging technologies such as social media; customer relationship management (CRM); knowledge management; cyber security; business intelligence and analytics; and societal, ethical, and legal issues. Students gain a strong information technology knowledge set and an appreciation for information technology as process enablers, change agents, and strategic facilitators.

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 exposes 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 a 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. Students 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 or electronic 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 Sellinger School Dean.*

GB721   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.

GB722   Investment Analysis   (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 determination of interest rates, the term structure of interest rates, risk structure, money markets, bond mar-

kets, 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.*

**GB730   Business Analytics and Strategic
              Decision Making   (3.00 cr.)**
Prerequisite: GB704. Emphasizes strategic decision making using a data-driven approach to facilitate business decisions. Students learn to effectively identify, design, and implement integrated analytics solutions to business problems. Major topics include the scope of decision analysis technologies and their usefulness for improving strategic business decisions; the formulation of objectives; the development of alternatives; multiobjective value analysis; and simulation. Technologies considered include cloud computing, analytical and the business user, SAP, web, intranet, extranet, enterprise resource planning (ERP), customer relationship management (CRM), and data visualization.

**GB732   Data Management
              and Governance   (3.00 cr.)**
Prerequisite: GB704. Theoretical and practical foundations of data management and data governance that include review of issues and policies surrounding design, analysis, implementation, and use. Privacy, ethical and global issues are discussed. Topics include data valuation, information life cycle management, e-discovery, data storage, data deduplication, and disaster recovery. Case studies are used throughout the course.

GB733   Enterprise Systems   (3.00 cr.)
Prerequisite: GB701. Theoretical and practical foundations of enterprise systems that include review of issues surrounding design, analysis, implementation, and use. Comparison of Hadoop with data warehouse technologies is discussed. Lecture material is combined with hands-on projects utilizing SAP. The course concludes with a real case study involving data from multiple sources using different formats and containing data quality problems.

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. Data analytics project management is emphasized.

**GB736   Data Visualization
              for Decision Making   (3.00 cr.)**
Prerequisite: GB704. Investigates the human processing of information and appropriate representation of data in a visual form. Data resides in many different databases and comes in a variety of forms such as structured, semistructured, and unstructured. Making data understandable to nontechnical users requires knowledge of the best techniques for presenting data and information. This course is focused on presentation of the data and the use of data visualization techniques such as Tableau and SAS Visual Analytics.

GB741   Consumer Behavior   (3.00 cr.)
Prerequisite: GB702. The primary goal of marketing is to satisfy customer needs. This issue is approached with a focus on the end consumer (i.e., business-to-consumer) by digging deep to understand consumer behaviors,

perspectives, preferences, choices, and more. By meaningfully examining consumers, business is better able to craft strategies to serve them. Taking a social science—primarily psychology-based—approach to comprehending consumers, the course covers recent and groundbreaking work in consumer research to apply it to insights for business practice. A select but broad range of topics is covered.

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 like factor analysis, cluster analysis, and conjoint analysis to evaluate the marketplace attractiveness of proposed new products. Topics include managing new product failure, technology-based product development, and accelerating new product development.

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: GB702. 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 branding, marketing and social media, sales management, and retail marketing and channel management. *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 evaluate the international marketing context, identify adaptations in data collection/analysis, product, price, promotion, and distribution. Topics include cultural, political-legal, economic, and organizational aspects of international marketing. *Also offered as a study tour course.*

GB750   Security Controls and Prevention Strategies   (3.00 cr.)

Prerequisite: GB751. Introduces the principle of security which holds that access can be granted only to those who are who they claim to be. Covers the implementation of authentication over a network of distributed servers, workstations, and databases. Topics include authentication, distributed authentication, access and availability, applications, and systems development. Students are given hands-on experience with penetration testing (i.e., attempts to circumvent authentication). *(Fall only)*

GB751   Strategic Security Planning   (3.00 cr.)

Prerequisite: GB754. Introduces the building blocks of low-level protection against compromise of confidentiality, integrity, authentication, and availability. Covers the tasks that a senior C-level executive would ultimately delegate to subordinates. Topics include physical security, operational security, telecommunications security, network security, and web application security. Students are given hands-on experience with distributed denial of service attacks and preventive/palliative techniques. *(Summer only)*

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.

GB753   Legal, Ethical, and Global Perspectives of Cyber Security   (3.00 cr.)

Introduces the ethical and legal considerations of digital property. Covers the evolution of related statutes and case law, as well as how ethical and legal norms differ. Topics include legal and regulatory policies, evidence procedures, global differences in legal protection, privacy policy, digital property rights, the impact of new technologies, and global cultural norms. *(Spring only)*

GB754   Introduction to Cyber Security Strategy   (3.00 cr.)

Surveys the current concepts and trends in cyber security for managers and policy makers. Provides students with the foundation for assessing risk frameworks associated with interorganizational and external breaches of security, setting up an IT security organization, system development considerations, and technical issues. Uses readings, lectures, discussions, and exercises to promote understanding of securing information in distributed and global environments. Topics include

strategy, business continuity, 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. *(Spring only)*

GB755 Web Technologies and Strategies (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, and building truly dynamic webpages using technologies such as HTML5, CSS3, Java, JavaScript, and Dreamweaver.

**GB756 Data Management
and Database Development (3.00 cr.)**
Prerequisite: GB704. Presents life cycle management of data in an organization including policies, practices, procedures, and architectures. 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 database model is used as the paradigm for theory and practice. Industry-level database management systems are used to provide hands-on activities and to develop a course project.

**GB757 Systems Thinking
and Risk Assessment (3.00 cr.)**
Prerequisite: GB751. Corequisite: GB750. Introduces the high-level tasks that would be the direct responsibility of a senior C-level executive. Topics include positioning, goals, methodology, architecture framework, metrics for evaluating program effectiveness, and the relationship to other information technology disciplines. Students apply systems thinking while working through a real-world, hands-on project creating a risk assessment and policy document for a business process. *(Fall only)*

**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, man-

agement of the I/S function, total quality management, and IT project management. *May be repeated for credit with different topics.*

GB760 Advanced Managerial Accounting (1.00 cr.)
Prerequisite: GB615. A supplement to GB615 for students who plan to concentrate in accounting or those who wish to expand their understanding of managerial accounting. Through the use of case analysis, this course augments the discussion of several topics covered in GB615. It also covers additional managerial accounting topics such as process costing, economic value added, and capital budgeting.

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.)**
Corequisite: GB761. The study of four related aspects of federal entity taxation: the structure of federal income taxation, taxation of business entities, special business topics, and 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 reorgani-

zations; 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: GB700, 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 judgment and decision-making skills needed to function as auditors in the complex environment of business and the basic skills to research current issues impacting the audit profession. Major topics include ethical responsibilities, internal control evaluation, evidence gathering, reporting standards, and basic auditing concepts.

**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 for students who wish to sit for the CPA exam and should be taken 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.

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 credit risk.

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: GB722. 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.

GB850 Global Information Systems   (3.00 cr.)
Prerequisite: 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 data management and telecommunications.

**GB851 Business Intelligence
and Data Mining   (3.00 cr.)**
Prerequisite: GB704. Introduces students to the concepts of managerial decision making through business intelligence (BI) and data mining, as well as data mining software such as SAS Enterprise Miner. Students develop an understanding of the strengths and limitations of data mining techniques, and they actively engage in data mining projects applying these techniques. Broad overviews are provided to both descriptive and predictive modeling techniques including association, clustering, and prediction. The concepts of data input, data partitioning, variable selection, transformation, imputation, and model assessment (specifically lift charts and ROC curves) are presented. Students observe and participate in the entire data mining process from data acquisition to final model deployment. Managerial concepts are discussed using cases. A real-world project serves as the culmination of this sequence.

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 internetworking 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 GB705. 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, and 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 the course as a topic under GB795.*

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 Approaches for Global
**   Competitiveness   (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 the course as a topic under GB795.*

MASTER OF SCIENCE IN FINANCE

Office: Timonium Campus, Suite 08
Telephone: 410-617-5067
Website: www.loyola.edu/sellinger

Associate Dean: Timothy J. Quinn
Assistant Dean: Ann Attanasio
Program Manager: Kathleen Fitzgerald

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

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission

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 academic advisor.

The admission committee reserves the right to require a GMAT score from an applicant even if the basic conditions are met.

FINANCIAL AID

Student loans are available. All applicants should file a Free Application for Federal Student Aid (FASFA) to be considered for aid. Inquiries concerning loans should be directed to the Financial Aid Office, 410-617-5149.

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. For specific policy information on non-Loyola coursework considered for advanced standing or transfer, as well as Loyola coursework eligible for application from one Loyola business program to another, see Transfer Credit under Academic Regulations and Policies.

The curriculum consists of 10 three-credit courses (7 required, 3 elective) beyond the foundation level. Based upon established policy, the preprogram competency course and 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 (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

FI703	Financial Applications and Strategy (3 credits)
FI722	Investments Analysis (3 credits)
FI723	Portfolio Management (3 credits)
FI724	Financial Markets and Institutions (3 credits)
FI726	International Finance (3 credits)
FI823	Derivatives and Risk Management (3 credits)
FI827	Valuation (3 credits)
FI Elective (3 credits)
FI Elective (3 credits)
FI Elective (3 credits)

COURSE DESCRIPTIONS

Descriptions for GB courses can be found under the Master of Business Administration (MBA).

FI703   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.

FI721   Advanced Financial Analysis   (3.00 cr.)
Prerequisite: FI703. 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.

FI722   Investment Analysis   (3.00 cr.)
Prerequisite: FI703. 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.

FI723   Portfolio Management   (3.00 cr.)
Prerequisite: FI722. 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 FI828 and FI829.*

FI724   Financial Markets and Institutions   (3.00 cr.)
Corequisite: FI703. 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: FI703. 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.

FI727   Investment Banking   (3.00 cr.)
Prerequisite: GB703 or FI703; GB724 or FI724. 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 is also placed on the changing environment of the investment banking industry. *Closed to students who have taken this course as a topic under FI825 or GB825.*

FI822   Fixed Income Securities   (3.00 cr.)
Prerequisite: FI722. 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 credit risk.

FI823   Derivatives and Risk Management   (3.00 cr.)
Prerequisite: FI722. 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.

FI825   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. *May be repeated twice for credit with different topics.*

FI827   Valuation   (3.00 cr.)
Prerequisite: FI722. 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. *Typically taken within the last nine credits of the MSF program.*

Office: Timonium Campus, Suite 8
Telephone: 410-617-5067
Website: www.loyola.edu/sellinger

Associate Dean: Timothy Quinn
Assistant Dean: Ann Attanasio

The Accounting Certificate Program is an accelerated, 11-week program beginning in mid-May and ending in July. It consists of four concurrently taught, three-credit courses that are designed to build on the undergraduate accounting major's coursework to provide graduate-level competence in the more advanced aspects of the field. The program also provides an opportunity for recent graduates or new accounting professionals to obtain 12 graduate credit hours (counted as 18 credit hours in Maryland) that can be applied toward the 150-credit-hour educational requirement of most state Certified Public Accountant (CPA) licensing authorities.

The Accounting Certificate Program is applicable to those pursuing public accounting careers or accounting careers in private or governmental organizations. The program was developed in consultation with key accounting employers and is designed to provide increased technical and professional skills that enhance career opportunities. For information about the estimated costs, related standard occupations, and normal completion time for this program, visit www.loyola.edu/department/consumer-information.

ADMISSION CRITERIA

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

GMAT WAIVER POLICY

Applicants to the Accounting Certificate Program who satisfy certain conditions can request consideration for admission without submitting a GMAT score. If, upon review by the Committee on Admission and Retention, the applicant is considered admissible without a GMAT score, the requirement will be waived.

The GMAT may be waived with a GPA of 3.200 or higher in accounting courses and an overall GPA of 3.400 or higher. Such a waiver is available only for accounting graduates of Loyola University Maryland and other AACSB-accredited accounting programs. The Committee on Admission and Retention reserves the right to require a GMAT score from an applicant even if the basic conditions are met.

PROGRAM OF STUDY

The integrated curriculum is tailored to those new to the accounting profession. The accelerated, cohesive format allows faculty to coordinate topics for a quality learning experience. The program consists of four concurrently taught, three-credit courses that address four key areas: advanced topics in financial reporting, financial instruments, and other key current issues in accounting (AC702); advanced accounting information systems (AC705); advanced topics in auditing (AC706); and professional communications (AC710).

For specific policy information on non-Loyola coursework considered for advanced standing or transfer, as well as Loyola coursework eligible for application from one Loyola business program to another, see Transfer Credit under Academic Regulations and Policies.

COURSE DESCRIPTIONS

AC702   Advanced Financial Accounting   (3.00 cr.)
Prerequisite: Restricted to M.Acc. and graduate accounting certificate students. Building on their study of intermediate accounting, students gain an understanding of financial accounting concepts, use data to engage in problem-solving, and learn technical details regarding pensions and additional financial instruments. Topics include stockholders' equity, dilutive securities and earnings per share, accounting for income taxes, accounting for pensions, postretirement benefits, accounting changes and error analysis, statement of cash flows, and full disclosure in financial reporting. *Closed to students who have taken the course as a topic under GB763. (Summer only)*

**AC705   Advanced Accounting Information
              Systems   (3.00 cr.)**
Prerequisite: Restricted to M.Acc. and graduate accounting certificate students. Provides a detailed study of integrated components within an accounting information system. A thorough examination of current issues that pertain to information technology is conducted. Students utilize the database approach to design and develop a complex system of storing and retrieving data. *Closed to students who have taken GB768. (Summer only)*

AC706   Advanced Auditing/Forensics   (3.00 cr.)
Prerequisite: Restricted to M.Acc. and graduate accounting certificate students. Focuses on advanced topics related to the auditing standards promulgated in the United States for audits of public companies, private companies, governmental entities, not-for-profit entities, and employee benefit plans. Covers the standards promulgated by the International Auditing and Assurance

Standards Board (IAASB) and the differences between these standards and U.S. auditing standards. Emphasizes the application of accounting and auditing skills to detect financial discrepancies and the presentation of fraud cases for criminal proceedings and litigation. *Closed to students who have taken GB766. (Summer only)*

AC710   Professional Communications   (3.00 cr.)
Prerequisite: Restricted to graduate accounting certificate students. The course teaches professional people how to communicate more effectively using various media. It begins with the basics—grammar, spelling, punctuation—and progresses through audience identification, message creation, communication media, nonverbal communication, and visual presentations. Students use a workbook to practice the basics and a textbook to learn the fundamentals of communication via various media. The goal is for students to gain the ability to construct an effective document using any available medium and to understand the dynamics of interpersonal communication. *Closed to students who have taken GB767. (Summer only)*

Office: Timonium Campus, Suite 8
Telephone: 410-617-5067
Website: www.loyola.edu/sellinger

Assistant Dean: Ann Attanasio
Academic Director: Gloria Phillips-Wren,
Associate Professor of Information Systems

The Cyber Security Certificate Program is designed as a part-time program for working adults that is normally completed over a 12-month period. It is intended for those with a minimum of a bachelor's degree who are seeking skills in cyber security and information assurance.

The program equips graduates with both the theoretical and hands-on experience required to be proficient in information assurance within a cyber security environment. The curriculum builds knowledge and enhances skills through exposure to the multiple technologies utilized in cyber security, while developing leadership and enterprise-wide strategic thinking in security policy development and procedures. Learning outcomes include the ability to implement security protocols for local, national and multinational organizations; the ability to identify the underlying theories and strategies for securing computer networks and the ability to develop and articulate strategic plans that secure data and networks from internal and external threats.

For information about the estimated costs, related standard occupations, and normal completion time for this program, visit www.loyola.edu/department/consumer-information.

ADMISSION CRITERIA

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

PROGRAM OF STUDY

The certificate is a five course (15 credit) sequence. Normally, the first two courses begin in the spring term, followed by one course in the summer, and the final two in the fall of each calendar year.

Spring Semester
   GB753   Legal, Ethical, and Global Perspectives of Cyber Security
   GB754   Introduction to Cyber Security Strategy

Summer Semester
   GB751   Strategic Security Planning

Fall Semester
   GB750   Security Controls and Prevention Strategies
   GB757   Systems Thinking and Risk Assessment

For specific policy information on non-Loyola coursework considered for advanced standing or transfer, as well as Loyola coursework eligible for application from one Loyola business program to another, see Transfer Credit under Academic Regulations and Policies.

COURSE DESCRIPTIONS

Descriptions for GB courses can be found under the Master of Business Administration (MBA).

Master's Plus

Assistant Dean: Ann Attanasio
Office: Timonium Campus, Suite 08
Telephone: 410-617-5067
Website: www.loyola.edu/sellinger

Upon acceptance, individuals with a master's degree in business from Loyola or another AACSB-accredited college or university may take courses for which they have the background. Individuals with other master's degrees may request admission through the graduate business programs director. Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

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, see the Master of Business Administration (MBA).

Students may take up to five courses under the Master's Plus, 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 MBA, Executive MBA, MBA Fellows Program, or Emerging Leaders MBA may enter the Master's Plus to obtain additional coursework or specializations. 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.

Office: Columbia Campus, Room 355
Telephone: 410-617-7744
Website: http://www.loyola.edu/sellinger

Associate Dean: Timothy J Quinn
Assistant Dean: Ann Attanasio
Program Manager: Karen Mardock

The Emerging Leaders MBA (ELMBA) is a full-time, accelerated Master of Business Administration for exceptional students who have recently completed their undergraduate degrees, those with early career experience, and those making a career transition. It is a cohort program designed for the academically talented individual with a keen interest in experiencing a rigorous MBA program that blends classroom coursework and experiential learning.

The 53-credit program includes 15 three-credit courses and eight additional credits of experiential learning. The program builds on the academic talents of its students and introduces them to a wide range of learning environments, including an international study tour. Internships, consulting projects, business plan development, and live cases are all components of the program.

The ELMBA curriculum is designed around a central question: *How do competent, credible, and confident emerging leaders contribute to sustainable value creation for all stakeholders?* Highlights of the program include:

- Highly skilled faculty who offer "stretch" assignments—demanding and challenging assignments that allow students to develop a power base of competence and credibility.

- Courses that provide deep grounding in functional/technical skills, as well as opportunities for deep reflection about how employees can partner with employers to work toward improved social and economic conditions.

- The curriculum design, combined with a cohort of high potential students, increases the rate of learning, motivation, and self-confidence in program participants. High potential students will commit and recommit to excellent performance throughout the program.

- Experiential opportunities that place students in high-quality, high-trust positions that make possible high-consequence successes.

- Sellinger faculty and administrators who monitor the distribution of and pathways to opportunity, and facilitate the formation of developmental relationships that are likely to enhance early careers and provide takeoff to a fast, steady career trajectory.

The ELMBA program meets Sellinger School learning aims that focus on leadership/teamwork; ethics and social responsibility; integrated knowledge of business in a global environment; and reflection, analysis, decision making, and technology. The program also meets expectations set by AACSB International–The Association to Advance Collegiate Schools of Business by offering management-specific knowledge and skills in the following areas: ethical and legal responsibilities in organizations and society; financial theories, analysis, reporting, and markets; creation of value through integrated production and distribution of goods, services, and information; group and individual dynamics in organizations; statistical data analysis and management science as they support decision-making processes through an organization; information technologies as they influence roles and techniques of management; domestic and global economic environments of organizations; and other management-specific knowledge and abilities that the Sellinger School has identified.

ADMISSION CRITERIA

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

FINANCIAL AID

Student loans and limited scholarship aid are available. All applicants should file a Free Application for Federal Student Aid (FASFA) to be considered for aid. Inquiries concerning loans should be directed to the Financial Aid Office, 410-617-5149.

PREREQUISITES AND BASIC COMPETENCIES

An entering student must hold a bachelor's degree from a regionally accredited college or university and should be able to communicate well both orally and in writing. All degrees are considered, however, credit bearing courses in calculus and marketing are necessary prior to enrolling.

An entering student also must have facility in algebra and the graphing of mathematical functions, graphic interpretation, and probability. For those whose academic background does not include coursework in these areas, a noncredit boot camp is a condition of acceptance. The boot camp is a separate

tuition and is held the three weeks prior to the start of the ELMBA program.

It is assumed that students will receive assignments using spreadsheets, employing specialized software, and accessing online databases. Therefore, students should be proficient at an intermediate level with spreadsheet, presentation, and word processing software applications and be able to design and manipulate data using these tools.

DEGREE REQUIREMENTS

The ELMBA is a cohort-based program consisting of 53 credits presented over three semesters. Students who successfully complete the requirements are awarded a Master of Business Administration (M.B.A.).

PROGRAM OF STUDY

Continual mastery of new knowledge

Fall Semester
EL699   Opening Residency
EL700   Ethics and Social Responsibility
EL704   Information and Technology
              for Managers
EL705   Leadership and Management
EL706   Accounting for Decision Makers
EL707   Managerial Economics
EL713   Domestic Field Study
EL717   Emerging Leaders Sustainability
              Colloquium

**Competence plus power derived from
demonstrated excellent performance**

Spring Semester
EL701   Risk Assessment and Process Strategies
EL702   Marketing Strategy
EL703   Financial Applications and Strategy
EL708   New Governance
EL710   Globalization and International Business
EL717   Emerging Leaders Sustainability
              Colloquium
EL720   Special Topics for Emerging Leaders

**Competent, credible emerging leader with strong,
clear identity is ready to contribute**

Summer Semester
EL709   Business Strategy
El712   Special Topics in Advanced Finance *or*
EL720   Special Topics for Emerging Leaders *or*
IT Elective
EL717   Emerging Leaders Sustainability
              Colloquium

EL718   Closing Residency
EL719   Internship

COURSE DESCRIPTIONS

EL699   Opening Residency   (2.00 cr.)
Participants spend the first three days of their program engaged in an orientation; preliminary career planning and development activities; team-building activities; and an introduction to strategic management through case study and simulation. Students are introduced to the ELMBA program's central question: How do competent, credible, confident emerging leaders contribute to sustainable value creation for all stakeholders? *Restricted to Emerging Leaders MBA students. Satisfactory/Unsatisfactory (Fall only)*

EL700   Ethics and Social Responsibility   (3.00 cr.)
Prerequisite: EL699. Restricted to Emerging Leaders MBA students. 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. *(Fall only)*

**EL701   Operations Management
              and Process Strategies   (3.00 cr.)**
Prerequisite: EL699. Restricted to Emerging Leaders MBA students. Focuses on how operations can be used for competitive advantage in today's world by improving the use of an organization's resources. Frameworks are provided by linking business processes, metrics, best practices, and technologies to add value for the ultimate customer of the firm. Topics cover enterprise decisions related to both product and service companies such as process mapping, value stream mapping, quality management, lean philosophy, continuous process improvement, inventory control, waiting line management, and capacity management. Pedagogical methods include lectures, simulations, cases, and projects. Students develop competencies in process analysis, value stream mapping, inventory control, and queuing management. *(Spring only)*

EL702   Marketing Strategy   (3.00 cr.)
Prerequisite: EL699. Restricted to Emerging Leaders MBA students. Explores marketing's role in creating value for the firm and its stakeholders, as well as how to design and implement the best combination of mar-

keting efforts to carry out a firm's strategy in its target markets. Using analytical tools for decision making, students evaluate, formulate, and implement marketing strategy across the product life cycle and for various levels of competitive intensity. Topics include the fundamentals of strategy; marketing's interrelationship with corporate, business level, and other functional strategies; target marketing and brand management; innovation and new product development; and market strategies in growth, mature, and declining industries. *(Spring only)*

**EL703   Financial Applications
                 and Strategy   (3.00 cr.)**
Prerequisite: EL699. Restricted to Emerging Leaders MBA students. 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. *(Spring only)*

**EL704   Information and Technology
                 as Strategic Levers   (3.00 cr.)**
Prerequisite: EL699. Restricted to Emerging Leaders MBA students. Provides a strategic management approach to developing and sustaining competitive advantage using information and information technology in the organization. Topics include alignment of technology with management and organization goals; business value of technology; enterprise resource planning; customer relationship management; social technologies such as LinkedIn and Facebook; electronic commerce; technology innovations; security issues; and ethical and legal issues in technology. Students gain a strong information technology knowledge set and an appreciation for information systems as process enablers, change agents, and strategic facilitators using web-based systems. *(Fall only)*

EL705   Leadership and Management   (3.00 cr.)
Prerequisite: EL699. Restricted to Emerging Leaders MBA students. In today's business and managerial climate, it is critical for employees at all levels to demonstrate effective leadership and management skills. The course's overarching goals are to offer a fundamentally applicable framework for managing and leading individuals and groups as they operate within and through organizations, and to create an opportunity for introspection, participation, and skill development around competencies that are highly prized in the modern economy. It also addresses a body of concepts applicable to institutions of any type—including public and international enterprises—and is designed to aid students in learning how to understand and influence human

groups and organizations to which they currently belong or will belong in the future. Core concepts are examined through the fostering of three levels of skills: personal, interpersonal, and group. *(Fall only)*

EL706   Accounting for Decision Makers   (3.00 cr.)
Prerequisite: EL699. Restricted to Emerging Leaders MBA students. In a case-oriented approach, financial and managerial accounting topics are explored to identify and apply concepts for managers. Financial statements are analyzed through ratios and other key computations to maximize information value and evaluate the effects of alternative business strategies. Cash flow statement is covered in detail. Emerging issues in external financial reporting are investigated. Recent developments in accessing financial accounting literature (FASB online codification) and public company interactive reporting are explored. Other advanced financial accounting topics such as consolidations are examined. Alternative cost accounting methods are evaluated with an emphasis on the usefulness of activity-based costing. Cost-volume-profit analysis and profitability reporting are studied and applied in practical case situations. Controllable versus non-controllable costs are used to develop and apply responsibility reporting tools. Decision-support techniques for make-or-buy, outsourcing, and alternative capital investment decisions are studied. *(Fall only)*

EL707   Managerial Economics   (3.00 cr.)
Prerequisite: EL699. Restricted to Emerging Leaders MBA students. A combination of theory and practice in using economics for making profitable business decisions. The theory includes demand and cost analysis of the firm, as well as competitive market situation analysis. The practical application of the tools is discussed. Quantitative techniques for managers are also covered as appropriate. Additional topics include applications of economic analysis to areas such as firm organization, pricing, externalities, and public goods. *(Fall only)*

EL708   New Governance   (3.00 cr.)
Prerequisite: EL699. Restricted to Emerging Leaders MBA students. Considers and applies the idea of "new governance," a phraseology that refers to a fresh approach to reform that encourages dialogue about regulatory principles from the perspectives of industry, regulators, corporate social responsibility (CSR) advocates, and shareholders. New governance is considered as an approach to public problem-solving in response to corporate wrongdoing; as an approach to incentivizing good corporate behavior through principles-based, rather than compliance-based, approaches; and as a rational, systematic means through which industry learning and the input of third party stakeholders can fill in the content of otherwise vague

principles. Students have an opportunity to consider ways to harness the best corporate behavior, especially from transnational corporations (TNCs). Six "modes of social control" that can incentivize good companies are considered—law, affinity group regulation, self-regulation, ethical precepts, the media, and an engaged civil society. American and European responses to new governance are considered. *An international trip may be included. (Spring only)*

EL709   Business Strategy   (3.00 cr.)
This capstone to the ELMBA program focuses on getting students to think like the organization's leaders by 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. *Restricted to Emerging Leaders MBA students. (Summer only)*

EL710   Globalization and
**   International Business   (3.00 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. *Restricted to Emerging Leaders MBA students. (Spring only)*

EL712   Special Topics in
**   Advanced Finance   (3.00 cr.)**
Prerequisite: EL703. Restricted to Emerging Leaders MBA students. 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, and student papers and presentations.

EL713   Domestic Field Study   (3.00 cr.)
Students have the opportunity to explore business models and engage with business leaders through corporate site visits. Emphasis is placed on information systems, technology, leadership, and sustainable value creation. *Restricted to Emerging Leaders MBA students. Satisfactory/Unsatisfactory (Fall only)*

EL714   Special Topics in Information
**   Technology   (3.00 cr.)**
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. Topics may include human-computer interface, management of the information systems function, total quality management, and IT project management. *Topic announced each time the course is offered. Restricted to Emerging Leaders MBA students. (Summer only)*

EL717   Emerging Leaders Sustainability
**   Colloquium   (1.00 cr.)**
Over the course of the academic year, students devote nine full Fridays to engaging in active learning around the ELMBA program's central question: How do competent, credible, confident emerging leaders contribute to sustainable value creation for all stakeholders? Academic topics include sustainability, leadership, and critical thinking. Activities include networking opportunities, panel discussions, and site visits to local businesses. *Restricted to Emerging Leaders MBA students. May be repeated twice for credit. Satisfactory/Unsatisfactory*

EL718   Closing Residency   (1.00 cr.)
Participants spend the final full day of the ELMBA program reflecting on its central question: How do competent, credible, confident emerging leaders contribute to sustainable value creation for all stakeholders? Students actively engage in activities that provide closure to their experience and imagine, in concrete terms, life after the ELMBA program. *Restricted to Emerging Leaders MBA students. Satisfactory/Unsatisfactory (Summer only)*

EL719   Internship   (3.00 cr.)
Graduate-level internships provide opportunities for students to engage in career exploration by gaining exposure to a field to determine the extent of their interest in it, and to put classroom knowledge and skills to use in responding to the specific needs and interests of a particular firm. Internships may include the option of a team-based field study or consulting project. Classroom and on-site experiences combine to provide learning and feedback for career development. *Restricted to Emerging Leaders MBA students. (Summer only)*

EL720   Special Topics for
**   Emerging Leaders   (1–3.00 cr.)**
Provides students with readings, lectures, discussions, and experiences in critical emerging topics related to leadership, innovation, entrepreneurship, advanced IT, corporate social responsibility, and more. *Restricted to Emerging Leaders MBA students. May be repeated for credit with different topics.*

Office: Timonium Campus, Suite 08
Telephone: 410-617-5067
Website: www.loyola.edu/sellinger

Associate Dean: Timothy J. Quinn
Assistant Dean: Ann Attanasio
Program Manager: Deborah Driscoll

The Executive MBA (EMBA) program, one of the first in the country, is a 26-month cohort program designed for experienced professionals with management and leadership experience who aspire to be effective executive leaders. The curriculum emphasizes leadership development, strategic thinking, and strategic integration of concepts. It is delivered over 2.5 academic years (summers off). Courses are offered from 8 a.m. to 1:20 p.m., Saturday's only.

Throughout the program, students benefit from the following distinctive features of the Sellinger School's EMBA program:

Integrated, Theme-Based Program
The 10-week modules are progressive and have a theme of strategic management borne out of one of the following three main goals of the curriculum content: the process of value creation, implementation and stakeholder analysis, and personal effectiveness.

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 cognitive style.

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.

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
Students participate in a domestic field study with corporate site visits that allow them to integrate and apply business concepts.

Consulting Practicum
The integrated consulting practicum is a team-based, semester activity in which students apply the concepts learned throughout the program to a real organization under the guidance of professional management faculty.

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 are encouraged to participate in select special sessions (on and off campus) that help to develop additional skills and experiential learning.

ADMISSION CRITERIA

Detailed admission information (application procedures, required documents, deadlines, etc.) can be found under Admission.

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 2.5 years of the EMBA program. Upon acceptance into the program, students may choose from a variety of payment plans.

FINANCIAL AID

Student loans and limited merit-based fellowships are available. All loan applicants should file a Free Application for Federal Student Aid (FASFA) to be considered for aid. Inquiries concerning loans should be directed to the Financial Aid Office, 410-617-5149. Inquiries regarding merit fellowships should be directed to the EMBA Program Office, 410-617-5067.

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 2.5-academic-year period, during which students complete 52.25 credit hours of graduate study. All students begin as cohorts and take the same courses together. Students who successfully complete the requirements are awarded a Master of Business Administration (M.B.A.).

PROGRAM OF STUDY

First Year: Fundamentals of Business

Initial Residency
  XM600 Residency in Executive Leadership

Module 1: Fundamentals of Business I
  XM662 Leadership and Organizational
              Effectiveness
  XM663 Accounting for Executive Decision
              Making (10 weeks; continued)

Module 2: Fundamentals of Business II
  XM650 Strategic Planning and Analysis
              (5 weeks)
  XM663 Accounting for Executive
              Decision Making (5 weeks)
  XM670 Foundations of Economic
              and Business Analysis

Module 3: Fundamentals of Business III
  XM660 Statistics and Quantitative Methods
  XM664 Global Macroeconomics

Module 4: Fundamentals of Business IV
  XM772 Information Technology and Strategy
              (5 weeks)

Second Year: The Process of Value Creation

Module 5: The Process of Value Creation I
  XM674 Financial Management I
  XM764 Marketing Management

Module 6: The Process of Value Creation II
  XM722 Marketing Strategy
  XM762 Financial Management II

Module 7: The Process of Value Creation III
  XM767 Entrepreneurship (5 weeks)
  XM768 Operations Management
              (5 weeks; continued)
  XM774 International and Global Business

Module 8: The Process of Value Creation IV
  XM768 Operations Management (5 weeks)
  XM769 Project Management (5 weeks)

Final Half Year: Implementation and Stakeholder Analysis

International Residency
  XM775 International Field Study

Module 9: Implementation and Stakeholder Analysis I
  XM766 Government and Legal Environment
              of Business
  XM773 Strategic Integration and
              Implementation (10 weeks; continued)

Module 10: Implementation and Stakeholder Analysis II
  XM763 Ethics and Corporate Social
              Responsibility
  XM771 Leading Change (5 weeks)
  XM773 Strategic Integration and
              Implementation (5 weeks)

Capstone Retreat
  XM777 Putting Values into Action

COURSE DESCRIPTIONS

XM600 Residency in Executive Leadership   (2.50 cr.)
Students spend the first week of their program engaged in orientation and team building activities. Teams 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.

XM650 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.

**XM660 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; hypothesis testing; statistical process control; and multivariate analysis, including contingency analysis and regression.

**XM662 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.

**XM663 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.

XM664 Global Macroeconomics   (2.50 cr.)
Develops models and frameworks for analyzing opportunities and risks inherent to the global business environment. Students become adept at interpreting economic data and employing standard tools for the analysis of global economies and markets. Students learn some basic models and apply them to analyze historical and current economic events. Topics include determinants of long-run economic growth, short-run business cycles, fiscal and monetary policies, interest rate determination, and the balance of payments.

**XM670 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.

XM674 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.

XM719 Independent Study   (1–3.00 cr.)
Prerequisite: Written or electronic permission of the program director. Provides students with the opportunity to do a research or business development project under the supervision of a professor.

XM722 Marketing Strategy   (2.50 cr.)
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 and formulate 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; segmentation, targeting and positioning; brand management; innovation and new

product development; and market strategies in growth, mature, and declining industries.

XM762 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.

**XM763 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.

XM764 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. The focus is on the marketing mix—specifically, the controllable variables of product, promotion, distribution, and pricing—and how marketing managers use these elements to deliver value to their target audiences to gain competitive advantage in a global economy. Topics include consumer and industrial goods and services in the marketplace, as well as marketing tools for developing actionable plans. In addition, students engage with the field of marketing as it evolves today, with emphasis on the application of ideas to current marketing issues.

**XM766 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.

XM767 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 students in their business plan creation, new product development, turnaround, and business growth concerns. 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.

XM768 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 XM769 and uses video tours, case studies, software demonstrations, and guest speakers to reinforce lessons.

XM769 Project Management   (1.50 cr.)
This course complements XM768 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.

XM771 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.

**XM772 Information Technology
            as a Strategic Partner   (3.00 cr.)**
Examines strategic issues around developing and sustaining competitive advantage from information and information technology in the enterprise. Focuses on management information systems (IS), and the impact of information technology on strategy, knowledge management, organizational forms, and emerging technologies such as big data, analytics, cloud, software as a service (SaaS), Internet of Things (IoT), social media, and customer relationship management. Students gain the skills needed to utilize information technologies as process enablers, change agents, and strategic facilitators.

**XM773 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.

**XM774 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.

XM775 International Field Study   (3.00 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.

XM777 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.

XM799 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

April 2014

14   **Web and Mail-In Registration begin for Summer Sessions**

May 2014

14   Mail-In Registration ends for first Summer Session
22   Web Registration ends for first Summer Session
23–26   Memorial Day Observed (University Closed)
29   **First Summer Session begins**
29   Applications due for September 2014 Graduation
29–6/2   Late Registration for first Summer Session

June 2014

3   Course Withdrawal Period begins for first Summer Session
6   Applications due for July Psychology Comprehensive Exams
18   **Course Withdrawal Period ends for first Summer Session; last day to withdraw from a course with a grade of W**

July 2014

1   Mail-In Registration ends for second Summer Session
3–4   Independence Day Observed (University Closed)
9   Web Registration ends for second Summer Session
10   First Summer Session ends
14   **Second Summer Session begins**
14   **Web and Mail-In Registration begin for Fall 2014 Semester**
14–15   Late Registration for second Summer Session
16   Course Withdrawal Period begins for second Summer Session
22–23   Psychology Comprehensive Exams
31   **Course Withdrawal Period ends for second Summer Session; last day to withdraw from a course with a grade of W**

August 2014

15   Mail-In Registration ends for Fall 2014 Semester
21   Second Summer Session ends
25   Web Registration ends for Fall 2014 Semester
25   **First Eight-Week Session begins**

September 2014

1   Labor Day (No Classes)
3   **Fall Semester begins**
3   Applications due for January 2015 Graduation
3–9   Late Registration for Fall Semester
10   Course Withdrawal Period begins for Fall Semester
29   **Last day to withdraw from first Eight-Week Session with a grade of W**

October 2014

17   First Eight-Week Session ends
20   **Second Eight-Week Session begins**

November 2014

14   Applications due for January Psychology Comprehensive Exams
18   **Web and Mail-In Registration begin for Spring 2015 Semester**
24   **Last day to withdraw from second Eight-Week Session with a grade of W**
25   **Course Withdrawal Period ends for Fall Semester; last day to withdraw from a course with a grade of W**
25   Thanksgiving Break begins after last class
26–30   Thanksgiving Break (No Classes)
27–30   Thanksgiving Break (University Closed)

December 2014

1   Classes Resume
15–18   Exams and close of Fall Semester
18   Second Eight-Week Session ends
24–1/4   Christmas Break (University Closed)

SPRING SEMESTER 2015

JANUARY 2015

2	Web and Mail-In Registration end for Spring Semester
5	University Opens
6–7	Psychology Comprehensive Exams
12	**Spring Semester begins**
12	Applications due for May 2015 Graduation
12	**First Eight-Week session begins**
12–15	Late Registration for Spring Semester
16	Course Withdrawal Period begins for Spring Semester
19	Martin Luther King Jr. Holiday (University Closed)
30	Applications due for March Psychology Comprehensive Exams
TBA	Speech-Language Pathology/Audiology Comprehensive Exams

FEBRUARY 2015

23	**Last day to withdraw from first Eight-Week Session with a grade of *W***

MARCH 2015

2–8	Spring Break
3–4	Psychology Comprehensive Exams
6	First Eight-Week Session ends
9	Classes Resume
9	**Second Eight-Week Session begins**
20	Maryland Day Celebration

APRIL 2015

2–5	Easter Break (No Classes)
2–6	Easter Break (Offices Closed)
6	Classes Resume
9	**Web and Mail-In Registration begin for Summer 2015 Sessions**
13	**Course Withdrawal Period ends for Spring Semester; last day to withdraw from a course with a grade of *W***
13	**Last day to withdraw from second Eight-Week Session with a grade of *W***
28–29	Exams and close of Spring Semester (continued in May)

MAY 2015

4, 7	Exams and close of Spring Semester (continued from April)
15	Baccalaureate Mass: Reitz Arena, 1:30 p.m.
16	Commencement: Baltimore Arena, 11 a.m.

Note: ELMBA and Executive MBA program dates may 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.

Directory

Joan M. Flynn, Assistant Vice President for Administration
B.S., West Virginia University; M.B.A., Loyola College in Maryland

Timothy F. Fox, Director, Department of Public Safety
B.A., Gannon University; M.S., Cardinal Stritch College

Manette Frese, Director of Marketing for Graduate Programs
B.A., M.B.A., Loyola University 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 Creative Services
B.A., The Pennsylvania State University; M.B.A., Loyola University Maryland

Robert J. Helfenbein, Jr., Associate Dean, School of Education
B.A., Ph.D., University of North Carolina at Chapel Hill; M.A., Appalachian State University

Thomas D. Hettleman, Director, Environmental Health and Safety
B.S., Towson University

Sharon B. Higgins, Assistant Vice President for Marketing and Communications
B.S., Old Dominion University

Jane Curley Hogge, Assistant Vice President for Advancement
B.A., Loyola University Maryland; M.B.A., Carnegie Mellon University

Marie Kerins, Associate Vice President for Research and Graduate Affairs
B.S., Marquette University; M.S., Loyola College in Maryland; Ed.D., Johns Hopkins University; CCC-SLP

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

Michael J. Mansfield, Director of Student Administrative Services and Disbursements
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)

Deborah Miller, Director, Academic Advising and Support Center
B.A., Wake Forest University; M.A., Loyola College in Maryland

Cindy Moore, Associate Dean for the Humanities, Loyola College
B.J., M.A., University of Nebraska (Lincoln); Ph.D., University of Louisville

Jane Moore, Director of Planned Giving
B.A., Mount St. Mary's University; M.B.A., Loyola University Maryland

Brian M. Oakes, Director of Development for Loyola College
B.A., M.B.A., Loyola University Maryland

Erin S. O'Keefe, Director, York Road Revitalization Program
B.A., Loyola College in Maryland; M.P.P., University of Maryland (College Park)

Kathleen M. Parnell, Assistant Vice President for Human Resources
B.S., Daniel Webster College; M.B.A., University of New Hampshire, Whittemore School of Business and Economics

Les Pely, Director of Project Management
B.A., M.Ed., Loyola College in Maryland

Van T. Pham, Director of Investment and Treasury Services
B.S.B.A., Shippensburg University; M.B.A., Rider University; CPA

Thomas J. Podles, Director of Infrastructure, Technology Services
B.S., University of Maryland; M.E.S., Loyola College in Maryland

Barbara G. Preece, Director, Loyola/Notre Dame Library
B.A., University of New Hampshire; M.A.L.S., University of Minnesota

Timothy J. Quinn, Associate Dean, Sellinger School of Business and Management
B.A., LeMoyne College; J.D., Loyola University New Orleans; E.M.L., Georgetown University

Allison T. Rubin, Director of Advancement Events and Donor Relations
B.S., Providence College

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, Executive Director, The Loyola Clinical Centers
B.A., M.S., Loyola College in Maryland; Ph.D., University of Maryland (Baltimore); CCC-SLP

Richard G. Sigler, Director of Project Management Office, Technology Services
B.B.A., Loyola College in Maryland; M.B.A., Loyola University Maryland

CreSaundra Sills, Director, The Career Center
B.A., M.A., Loyola College in Maryland; Ph.D., University of Maryland

David Skica, Director of Enterprise Applications, Technology Services
B.S., Alliance College; M.A.Ed., Temple University; M.B.A., Walden University

Christopher R. Vaughan, Director of Annual Giving
B.A., M.B.A., Loyola University Maryland

Ian A. Webster, Director of Advancement Services
B.A., Salisbury University

Pamela Wetherbee-Metcalf, Director of Recreational Sports
B.A., Salem College; M.A., The United States Sports Academy

Marcia F. Wiedefeld, Director of Disability Support Services
B.S., Towson University; M.A., The George Washington University; CRC

Jennifer L. Wood, Director of Campus Services
B.A., York College of Pennsylvania; M.B.A., Loyola University Maryland

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DEPARTMENT CHAIRS

Gerard A. Athaide, Professor of Marketing; Chair, Department of Marketing
B.Sc., M.M.S., University of Bombay; M.B.A., Ph.D., Syracuse University

Frederick C. Bauerschmidt, Professor of Theology; Chair, Theology Department
B.A., University of the South; M.A.R., Yale Divinity School; Ph.D., Duke 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

Lisa M. Fairchild, Professor of Finance; Chair, Department of Finance
B.B.A., East Tennessee State University; Ph.D., University of South Carolina

L. Mickey Fenzel, Professor of Education and Pastoral Counseling; Chair, Pastoral Counseling Department
B.S., M.B.A., Ph.D., Cornell University; M.A., Loyola College in Maryland; Licensed Psychologist

Elliot King, Professor of Communication; Chair, Department of Communication
B.A., California State University; M.S., Columbia University; Ph.D., University of California (San Diego)

Beth A. Kotchick, Associate Professor of Psychology; Chair, Psychology Department
B.A., M.A., Loyola College in Maryland; Ph.D., University of Georgia

Dawn J. Lawrie, Associate Professor of Computer Science; Chair, Computer Science Department
A.B., Dartmouth College; M.S., Ph.D., University of Massachusetts (Amherst)

Gloria Phillips-Wren, Professor of Information Systems and Operations Management; 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; Director, Graduate Program in Curriculum and Instruction
B.A., Hamilton College; M.Ed., George Mason University; Ph.D., University of Maryland (College Park)

Jack H. Rice, Director, Graduate Program in Montessori Education
B.S., University of Western Ontario; B.A., McGill University; M.B.A., York University (Schulich School)

Michael B. Runnels, Associate Professor of Law; Interim Chair, Department of Law and Social Responsibility
B.A., University of Georgia; J.D., Fordham University School of Law

Lisa Schoenbrodt, Professor of Speech-Language Pathology/Audiology; Chair, Department of Speech-Language Pathology/Audiology
B.A., University of Maryland; M.S., James Madison University; Ed.D., Johns Hopkins University; CCC-SLP

Wendy M. Smith, Associate Professor of Education; Chair, Department of Teacher Education; Director, Graduate Program in Teacher Education
B.A., State University of New York at Genesco; M.Ed., University of North Carolina at Chapel Hill; Ph.D., University of Wyoming

Michael L. Unger, Associate Professor of Management and International Business; Chair, Department of Management and International Business
B.S., Ohio State University; M.A., Washington University; Ph.D., Pennsylvania State University

Bobby Waldrup, Professor of Accounting; Chair, Department of Accounting
B.S., M.P.A., Mississippi State University; Ph.D., University of Mississippi; CPA

Marianne Ward-Peradoza, Associate Professor of Economics; Chair, Department of Economics
B.A., The American University; M.A., Ph.D., University of Miami

FACULTY

Laura L. Alpaugh, Instructor of Education; Internship Coordinator, Professional Development Schools (Secondary)
B.S., Stevenson University; M.A., Notre Dame University Maryland

Neil Alperstein, Professor of Communication; Director of Graduate Studies, Emerging Media (Communication)
B.S., Ph.D, University of Maryland; M.A., Antioch College

Sarah W. Andrews, Affiliate Clinical Faculty of Education
B.A., Northern Illinois University; AMI Primary Diploma, Midwest Montessori Institute; AMI Elementary Diploma, Montessori Institute of Milwaukee; M.A., Loyola University Maryland

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; Chair, Department of Marketing
B.Sc., M.M.S., University of Bombay; M.B.A., Ph.D., Syracuse University

Andrea Atticks, Clinical Faculty of Speech-Language Pathology/Audiology
B.A., Loyola College in Maryland; M.A., University of Colorado (Boulder); CCC-SLP

Alison Awes, Affiliate Clinical Faculty of Education
B.A., Smith College; M.A., Tulane University; M.Ed., Loyola University Maryland; Director of Training, Association Montessori Internationale

Jeffrey Barnett, Professor of Psychology; Associate Dean for the Social Sciences and Graduate Programs, Loyola College
B.S., State University of New York, College at Oneonta; M.A., Psy.D., Yeshiva University; ABPP

Carolyn McNamara Barry, Associate Professor of 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

Frederick C. Bauerschmidt, Professor of Theology; Chair, Theology Department
B.A., University of the South; M.A.R., Yale Divinity School; Ph.D., Duke University

Auburn Bell, Affiliate Assistant Professor of Marketing
B.S., High Point University; M.A.S., Johns Hopkins University

Christine Ciecierski Berger, Affiliate Assistant Professor of Pastoral Counseling
B.S., College of the Holy Cross; M.S., Ph.D., Loyola University Maryland; LCPC

Michael E. Berman, Affiliate Instructor of Computer Science
B.S., University of Delaware; M.S., University of Maryland (Baltimore County)

Joen 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, 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; M.B.A., Loyola College in Maryland

William E. Blouch, Professor of Accounting
B.S.B.A., M.B.A., Shippensburg University; D.B.A., Kent State University

Richard P. Boothby, Professor of Philosophy
B.A., Yale University; M.Ed., Harvard University; Ph.D., Boston University

John R. Breihan, Professor of History
A.B., Princeton University; Ph.D., University of Cambridge (England)

Jay R. Brown, Assistant Professor of Information Systems and Operations Management
B.B.A., M.B.A., Ph.D., Kent State University

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

Patrick J. Brugh, Affiliate Assistant Professor of Liberal Studies
B.A., University of Pennsylvania; A.M., Ph.D., Washington University in St. Louis

James J. Buckley, Professor of Theology; Interim Dean, Loyola College
B.A., Cardinal Glennon College; M.A., M.Ph., Ph.D., Yale 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, Professor of Economics
B.S., Wake Forest University; Ph.D., University of North Carolina

Lena Caesar, Assistant Professor of Speech-Language Pathology/Audiology
B.S., Andrews University; M.S., University of Wisconsin (Madison); Ed.D., Ph.D., Western Michigan University; CCC-SLP

Marianna E. Carlucci, Assistant Professor of Psychology
B.A., M.S., Ph.D., Florida International University

La Keita D. Carter, Clinical Faculty of Psychology; Division Director, Behavioral Health and Assessment Services, The Loyola Clinical Centers
B.A., Temple University; M.S., Psy.D., Loyola College in Maryland

Catherine Castellan, Affiliate Assistant Professor of Education
B.S., Ph.D. University of Maryland (College Park); M.A. Loyola College in Maryland

Daniel P. Castillo, Assistant Professor of Theology
B.A., University of Florida; M.A. Washington Theological Union

Marie Celeste, Associate Professor of Education
B.A., M.S., Florida State University; Ed.D., The George Washington 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 Assistant Professor of Accounting and Finance
B.A., M.S., M.B.A., Tulane University; CPA

Sharon E. Cheston, Professor of Pastoral Counseling; Director, C.A.S. Program (Pastoral Counseling)
B.A., Roanoke College; M.Ed., North Carolina State University; Ed.D., Northern Illinois University; LCPC

Yun-Dih Chia-Smith, Affiliate Assistant Professor of Education
B.S., National Chengchi University (Taiwan); M.S., Ph.D., University at Albany, State University of New York

Angela Russell Christman, Professor of Theology; Director, Honors Program; Program Advisor, Minor in Catholic Studies
B.A., Ph.D., University of Virginia; M.Div., Virginia Technological Seminary

Mary Jo Coiro, Assistant Professor of Psychology
B.A., College of William and Mary; M.A., Bryn Mawr College; Ph.D., University of Virginia

John J. Conley, S.J., Professor of Philosophy and Theology; Henry Knott Chair of Theology and Philosophy
B.A., University of Pennsylvania; M.A. Fordham University; Diplome National, Universite de Bordeaux; Lic. Theol.; Centre Serves (Paris); Ph.D., Universite Catholique de Louvain

Russell J. Cook, Professor of Communication; Assistant Chair, Department of Communication
B.F.A., M.A., Miami University (Ohio); Ph.D., Ohio University (Athens)

Jacqueline Cossentino, Affiliate Assistant Professor of Education
B.A., Smith College; M.Ed., Ed.D., Harvard Graduate School of Education

Cheryl Councill, Clinical Faculty of Speech-Language Pathology/Audiology
B.A., M.S., Loyola College in Maryland; CCC-SLP

Benjamin Cruz, Affiliate Instructor of Management and International Business
B.S., Northern Arizona State University; M.M., Thunderbird School of Global Management

Jeffrey Cummings, Associate Professor of Management
B.B.A., M.B.A., Ph.D., The George Washington University

Patricia L. Darby, Affiliate Instructor of Education
B.S., James Madison University; M.Ed., University of Virginia

Sean Davies, Affiliate Instructor of Information Systems and Operations Management
B.S.E., University of Maryland; M.B.A., Loyola University Maryland

J. David Decosimo, Assistant Professor of Theology
B.A., University of Virginia; M.A., University of Chicago Divinity School; M.A., Ph.D., Princeton University

Nathan D. DeGraw, Affiliate Instructor of Computer Science
B.S., Utah Valley State College; M.S., Utah State University

Diane Delaney, Affiliate Assistant Professor of Education
B.M., Boston University; M.S., Towson University; Ph.D., Temple University

Victor R. Delclos, Professor of Education
B.A., Boston College; M.S., Loyola College in Maryland; Ph.D., Peabody College of Vanderbilt University

Ruth P. Dennison-Tedesco, Affiliate Assistant Professor of Pastoral Counseling
B.A., Pennsylvania State University; M.L.S., University of Pittsburgh; M.S., Loyola College in Maryland; Ph.D., Loyola University Maryland; LCPC

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
B.S., Fort Hays State University; M.A., Ph.D., University of Akron

Mark A. Dewire, Affiliate Assistant Professor of Law
B.S., Georgetown University; J.D., Boston University

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

Walter B. Doggett III, Affiliate Assistant Professor of Accounting
B.S., University of Virginia; M.S., M.S., Georgetown University; M.B.A., M.S.F., Loyola College in Maryland; CPA

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

Frank P. D'Souza, Associate Professor of Finance
B.S., University of Bombay (India); M.B.A., St. Cloud State University; Ph.D., Oklahoma State 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

Roger D. Eastman, Professor of Computer Science
B.A., University of Missouri; M.S., Ph.D., University of Maryland

Rebekah Ann Eklund, Assistant Professor of Theology
B.A., M.Div., North Park University; Th.D., Duke Divinity School

Nan S. Ellis, Professor of Law
B.A., J.D., Ohio State University

Kevin L. Ensor, Affiliate Assistant Professor of Education
B.A., Towson University; M.Ed., Loyola University Maryland; Ph.D., University of Maryland (College Park)

Bradley T. Erford, Professor of Education
B.S., Grove City College; M.A., Bucknell University; Ph.D., University of Virginia

Morton M. Esterson, Affiliate Professor of Education
B.S., The City College of New York; M.Ed., C.A.S., 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

W. Randall Everett, Affiliate Assistant Professor of Management and International Business
B.S., New York Regency College; M.A., Naval Post Graduate School

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

Karyn M. Felder Moore, Affiliate Assistant Professor of Pastoral Counseling
B.S., University of Maryland (College Park); M.S., Ph.D., Loyola University Maryland; ; LCPC, NCC

Susan H. Felts, Affiliate Instructor of Education; Internship Coordinator, Professional Development Schools (Elementary)
B.S., Barrington College; M.Ed., Towson University

L. Mickey Fenzel, Professor of Education and
Pastoral Counseling; Chair, Pastoral Counseling
Department
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
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

Diane J. Finch, Assistant Professor of Education
B.S., Framingham State University; M.Ed., Boston
University; Ph.D., Loyola University 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

Stephanie A. Flores-Koulish, Associate Professor
of Education
B.A., San Jose State University; M.S., Syracuse University;
Ph.D., Boston College

Stephen E. Fowl, Professor of Theology; Director of
Graduate Studies, Master of Theological Studies
B.A., M.A., Wheaton College; Ph.D., University of
Sheffield

Jesse D. Fox, Assistant Professor of Pastoral Counseling
B.A., Cedarville University; M.A., Trinity Evangelical
Divinity School; Ph.D., University of Central Florida;
NCC

Norman C. Frost, Affiliate Assistant Professor
of Finance
B.A., Vanderbilt University; M.A., New York University

Jon A. Fulkerson, Assistant Professor of Finance
B.S., M.B.A., Eastern Kentucky University; M.S.,
Ph.D., University of Kentucky

Justin S. Funches, Affiliate Assistant Professor
of Finance
A.B., Harvard College; M.B.A., Harvard Business
School

Frederick Fusting, Instructor of Marketing
B.S., Towson University; M.B.A., Loyola College in
Maryland

Sally Gallena, Assistant Professor of Speech-Language
Pathology/Audiology
B.S., Towson University; M.S., Loyola College in
Maryland; CCC-SLP

Ronald Gallop, Assistant Professor of Speech-Language
Pathology/Audiology
B.A., Pennsylvania State University; M.S., Ph.D.,
James Madison University; CCC-SLP

Mara J. Gassmann, Affiliate Assistant Professor of Law
B.A., University of Georgia; J.D., Georgetown Law

David J. Gerrity, Affiliate Assistant Professor
of Marketing
B.A., M.B.A., Loyola College in Maryland

Angela Gerstein, Clinical Faculty of Education
B.A., University of Northern Iowa; M.Ed.,
Loyola University Maryland; Trainer, Association
Montessori Internationale

Andrea Giampetro-Meyer, Professor of Law
B.S.B.A., Bowling Green State University; J.D.,
College of William and Mary

Kenneth T. Gill, Affiliate Instructor of Education
B.S., M.S., Morgan State University

David R. Glenn, Affiliate Instructor of Information
Systems and Operations Management
B.S., Purdue University; M.S., University of Colorado

Kathy Glyshaw, Affiliate Assistant Professor
of Pastoral Counseling
B.A., Goucher College; M.A., Ph.D., University of
Delaware

Frank Golom, Assistant Professor of Psychology
B.A., Loyola University Maryland; M.A., Ph.D.,
Teachers College, Columbia University

Mina Goodman, Clinical Faculty of Speech-Language
Pathology/Audiology
B.A., Goucher College; M.Ed., M.S., Loyola College
in Maryland; CCC-SLP

Sharon Green-Hennessy, Associate Professor of Psychology
B.A., Clark University; M.A., Ph.D., University of Rochester

David A. Grossman, Affiliate Assistant Professor of Management and International Business
B.S., M.S., D.B.A., Southern New Hampshire University

Randall A. Grove, Affiliate Instructor of Education
B.A., Pennsylvania State University; M.A., Loyola University Maryland

Rachel L. Grover, Associate Professor of Psychology; Director, Undergraduate Education (Psychology)
B.S., Cornell University; Ph.D., University of Maine

Jennifer Gunner, Affiliate Assistant Professor of Marketing
B.S., Frostburg State University; M.B.A., Loyola University Maryland

Veronica Gunnerson, Affiliate Instructor of Communication; Director of Program Operations, Emerging Media (Communication); Internship Coordinator (Communication)
B.A., California State University, Long Beach; M.A., University of Southern California

Annette M. Haines, Affiliate Clinical Faculty of Education
B.A., Washington University; M.Ed., Cleveland State University; Director of Training, Association Montessori Internationale

Deresse Harris, Affiliate Instructor of Information Systems and Operations Management
B.S., Loyola University Maryland; M.B.A., University of Baltimore

Kalman Hazins, Affiliate Instructor of Computer Science
B.S., University of Maryland (Baltimore County); M.S., Johns Hopkins 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, Associate Professor of Education
B.S., Radford University; M.Ed., Ph.D., Boston College

Carol L. Hicks, Clinical Faculty of Education; Director of AMI Training (Elementary Level)
B.A., Marquette University; AMI Elementary Teacher Certificate, Washington Montessori Institute; AMI Primary Teacher Certification, Ohio Montessori Training Institute; M.Ed., Loyola University Maryland; AMI Elementary Director of Training, Association Montessori Internationale

Brianne Higgins Roos, Instructor of Speech-Language Pathology/Audiology
B.A., M.S., Loyola College in Maryland; CCC-SLP

Christopher I. Higginson, Associate Professor of Psychology
B.S., M.S., Ph.D., Washington State University

Ellen D. Hoadley, Professor of Information Systems and Operations Management
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., Ed.D., Pennsylvania State University

Gregory Hoplamazian, Assistant Professor of Communication
B.A., Pennsylvania State University; Ph.D., Ohio State University

Timothy D. Houghton, Affiliate Associate Professor of Writing
B.A., University of Pennsylvania; M.A., San Francisco State University; Ph.D., University of Denver

Nune Hovhannisyan, Assistant Professor of Economics
B.A., Yerevan State University; M.A., Bowling Green State University; M.A., Ph.D., University of Colorado at Boulder

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 Branum Huggins, Instructor of Education; Director, Graduate Program in Kodály Music Education
B.M.Ed., Peabody Conservatory of Music; M.M.Ed., Holy Names College

Elise Huneke-Stone, Affiliate Clinical Faculty of Education
B.A., Reed College; AMI Elementary Diploma, Washington Montessori Institute; M.A., Loyola University Maryland

Kevin D. Irwin, Affiliate Assistant Professor of Finance
B.S., University of Delaware; M.S., Widener University; M.S.F., Loyola University Maryland

Sibren Isaacman, Assistant Professor of Computer Science
A.B., Cornell University; M.Eng., M.A., Ph.D., Princeton University

Michiko Iwasaki, Assistant Professor of Psychology
B.A., Maryville University; M.A., Southern Illinois University (Edwardsville); Ph.D., Ball State University

Frank B. Izzo, Affiliate Assistant Professor of Accounting
B.S., M.P.A., Loyola College in Maryland; CPA

Theresa Jefferson, Assistant Professor of Information Systems and Operations Management
B.S., M.S., D.Sc., The George Washington University

John S. Jeffreys, Affiliate Assistant Professor of Pastoral Counseling
B.S., Ed.D., University of Maryland; M.A., California State Polytechnic University

Peter P. Jenkins, Affiliate Assistant Professor of Finance
B.S., University of Delaware; M.B.A., Loyola University Maryland

Adanna J. Johnson, Assistant Professor of Psychology
B.S., Prairie View A&M University; M.A., Ph.D., Marquette University

Mark A. Johnson, Assistant Professor of Finance
B.S., Florida State University; M.S.F., Florida International University; M.S., Ph.D., University of New Orleans

Kalinda R. Jones, Assistant Professor of Education
B.A., Olivet Nazarene University; M.A., Eastern Michigan University; Ph.D., Indiana State University

Sharon G. Kachur, Affiliate Instructor of Education
B.S., North Carolina Wesleyan College; M.Ed. Loyola College in Maryland

Patricia Tinen Kanashiro, Assistant Professor of Management and International Business
B.A., Fundação Getúlio Vargas (Brazil); M.A., University of Pittsburgh; M.A., Ph.D., The George Washington University

Roger J. Kashlak, Professor of Management and International Business
B.S., University of Pennsylvania; M.B.A., Ph.D., Temple University

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
B.S.E.E., University of Cincinnati; M.B.A., Southern Methodist University; L.L.M., J.D., University of Houston; CPA

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; Associate Vice President for Research and Graduate Affairs
B.S., Marquette University; M.S., Loyola College in Maryland; Ed.D., Johns Hopkins University; CCC-SLP

John R. Kiess, Assistant Professor of Theology
B.A., University of Virginia; M.A., Queen's University (Northern Ireland); M.Phil., Cambridge University; Ph.D., Duke University

Elliot King, Professor of Communication; 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; Associate Chair, Psychology Department
B.A., M.A., West Virginia University; Ph.D., University of North Carolina at Greensboro

Richard Klink, Professor 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

John P. Krahel, Assistant Professor of Accounting
B.A., M.Acc., Rider University; Ph.D., Rutgers, The State University of New Jersey (Newark)

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

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

Scott R. J. Lancaster, Affiliate Assistant Professor of Accounting
B.A., M.B.A., Loyola College in Maryland; CPA

Paul Lande, Affiliate Assistant Professor of Economics
B.A., California State University (Long Beach); M.A., Ph.D., University of Southern California

Danielle LaSure-Bryant, Affiliate Assistant Professor of Pastoral Counseling; Director of Clinical Education (Pastoral Counseling)
B.A., Rowan University; M.Ed., Xavier University; Ed.D., University of Cincinnati; LCPC, NCC, ACS

Marcia R. Lathroum, Affiliate Instructor of Education
B.S., Boston University; M.S., Loyola College in Maryland

Jeffrey M. Lating, Professor of Psychology; Interim Director of Master's Education, Practitioner Track (Psychology)
B.A., Swarthmore College; M.S., Ph.D., University of Georgia

Dawn J. Lawrie, Associate Professor of Computer Science; Chair, Computer Science Department
A.B., Dartmouth College; M.S., Ph.D., University of Massachusetts (Amherst)

Sun Young Lee, Affiliate Instructor of Speech-Language Pathology/Audiology
B.S., University of Illinois (Urbana); M.S., Erikson Institute; M.A., Northwestern University; CCC-A

Karyl B. Leggio, Professor of Finance
B.S., Virginia Polytechnic Institute and State University; M.B.A., East Tennessee State University; Ph.D., University of Kansas

Lawrence M. LeNoir, Assistant Professor of Pastoral Counseling; Director, M.S. Program (Pastoral Counseling)
B.S., Duke University; M.S.W., The Catholic University of America; Ph.D., Loyola College in Maryland; LCPC

Jack Letzer, Affiliate Assistant Professor of Finance
B.A., M.B.A., Loyola College in Maryland

Mark A. Lewis, Assistant Professor of Education
B.A., Christian Brothers University; M.Ed., M.A., Northern Arizona University; Ph.D., University of Colorado at Boulder

Michael Liebman, Affiliate Assistant Professor of Management
B.S., University of Baltimore; M.S., Johns Hopkins University

Jonathan J. Lillie, Assistant Professor of Communication
B.A., Warren Wilson College; M.A., Ph.D., University of North Carolina at Chapel Hill

Lynn Linde, Assistant Professor of Education; Internship Coordinator, Graduate Program in School Counseling
B.A., Clark University; M.A., Ed.D., The George Washington University

Peter R. Litchka, Associate Professor of Education; Director, Graduate Program in Educational Leadership
B.A., State University of New York at Geneseo; M.Ed., Johns Hopkins University; Ed.D., Seton Hall University

Katie J. Loomis, Clinical Faculty of Psychology; Director of Undergraduate and Master's Field Education (Psychology)
B.A., Lehigh University; M.S., Psy.D., Loyola University 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, Associate Professor of Psychology;
Director of Clinical Training, Psychology Department
B.A., Northeastern University (Boston); M.A., Ph.D.,
University of Maryland (College Park)

Thomas J. Lyons, Affiliate Assistant Professor
of Economics
B.A., M.B.A., New York University

Gregory MacDonald, Affiliate Clinical Faculty
of Education
B.A., University of Southern Queensland
(Australia); M.Ed., Loyola University Maryland

Sara Magee, Assistant Professor of Communication
B.A., Ph.D., Ohio University; M.A., Virginia
Commonwealth 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; Ph.D.,
University of Illinois

Claire Mathews-McGinnis, Professor of Theology
B.A., Swarthmore College; M.Div., Yale Divinity
School; Ph.D., Yale University Graduate School

Danielle Matrangola, Clinical Faculty of
Speech-Language Pathology/Audiology; Externship
Director, 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

Marilyn E. Maze, Affiliate Instructor of Education
B.A., University of Florida; M.A., San Francisco State
University; Ph.D., University of Maryland (College Park)

Scott McBroom, Affiliate Assistant Professor of Law
B.A., Clemson University; J.D., Georgetown Law

Catherine Remey McCarthy, Affiliate Assistant
Professor of Pastoral Counseling
B.S., Villanova University; M.S.S., Bryn Mawr College;
Ph.D., University of Southern California; LCSW-C

Colleen McClellan, Affiliate Assistant Professor
of Marketing
B.S., University of Maryland; M.S., University of
Phoenix; M.B.A., Loyola College in Maryland

Dennis C. McCornac, Visiting Assistant Professor
of Economics
B.A., Shippensburg State College; M.E., North
Carolina State University; Ph.D., The City University
of New York

Janet R. McDonell, 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

Lauren McDougle, Affiliate Instructor of Education
B.M.Ed., Bowling Green State University; M.Ed.,
Loyola University Maryland

Carol Z. A. McGinnis, Affiliate Assistant Professor of
Education and Pastoral Counseling
B.A., M.S., Ph.D., Loyola University Maryland

Judith McKeever, Affiliate Instructor of Education
B.A., University of Missouri; M.A., Maryville
University; Director of Training, Association
Montessori Internationale

Fabio Mendez, Associate Professor of Economics;
Hanway Chair in Global Studies
B.A., Universidad de Costa Rica; M.A., Ph.D.,
Michigan State University

Anthony J. Mento, Professor of Management
B.A., Ph.D., University of Maryland; M.A., Towson
University

Janet R. Merkel, Affiliate Assistant Professor of
Pastoral Counseling
B.A., Alverno College; M.S., Purdue University;
M.P.S., Loyola University Chicago; M.S., Ph.D.,
Loyola University Maryland; LCPC

Annette Merz, Affiliate Instructor of Management and International Business
Ph.D., University of St. Gallin (Switzerland); Advanced Management Program, Harvard Business School

Scott Metker, Affiliate Instructor of Information Systems and Operations Management
B.S., Virginia Polytechnic Institute and State University; M.S., Pennsylvania State University; Ph.D.. Pennsylvania University

John D. Mojzisek, Affiliate Assistant Professor of Education and Pastoral Counseling
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

Matthew A. Moser, Visiting Assistant Professor of Theology
B.A., Eastern University; M.A., Lutheran Theological Seminary at Gettysburg; Ph.D., Baylor University

Brian Murray, Professor of Writing
B.A., Dominican College; M.A., Ph.D., University of Tulsa

Peter C. Murrell, Jr., Professor of Education
B.A., Carleton College; M.S., University of Wisconsin (Madison); Ph.D., University of Wisconsin (Milwaukee)

Kathleen Nawrocki, Instructor of Education; Internship Coordinator, Professional Development Schools (Secondary Education)
B.A., College of Misericordia; M.Ed., University of Maryland

Kelly Nelson, Affiliate Assistant Professor of Accounting
B.A., University of Florida; M.S., University of Illinois at Urbana-Champaign; CPA

Cynthia D. Nichols, Affiliate Clinical Faculty of Speech-Language Pathology/Audiology
B.A., University of Maryland (Baltimore County); M.S., Loyola College in Maryland; CCC-SLP

Timothy W. O'Brien, S.J., Visiting Assistant Professor of Theology
A.B., College of the Holy Cross; M.A., Loyola University Chicago; M.A., The University of Chicago

Kari A. O'Grady, Assistant Professor of Pastoral Counseling
B.S., Ph.D., Brigham Young University

Allan J. Olchowski, Assistant Professor of Education; Internship Coordinator, Professional Development Schools (Elementary)
B.A., Towson State University; M.Ed., Coppin State University; Ph.D., The Catholic University of America

Megan M. Olsen, Assistant Professor of Computer Science
B.S., Virginia Polytechnic Institute and State University; M.S., Ph.D., University of Massachusetts (Amherst)

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 Osteen, Professor of English; Chair, English Department
B.A., M.A., University of Montana; Ph.D., Emory University

Alison A. Papadakis, Associate Professor of Psychology
A.B., Princeton University; M.A., Ph.D., Duke University

Patricia A. Parachini, SNJM, Affiliate Assistant Professor of Pastoral Counseling
B.A., Marymount College; M.A., LaSalle College; D.Min., The Catholic University of America

Anthony Parente, Affiliate Instructor of Psychology; Director, Certificate of Advanced Study and Master's Plus (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

Jennifer Peduzzi, Affiliate Instructor of Education
B.S., University of Dayton; M.S., Johns Hopkins University

A. Spencer Peterson, Affiliate Instructor of Computer Science
B.S., California State University (Hayward); M.S.E., Carnegie Mellon University

Monica Phelps, Clinical Faculty of Education
B.S., West Virginia University; M.S., Johns Hopkins University

Gloria Phillips-Wren, Professor of Information Systems and Operations Management; 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
B.A., Iona College; M.A., Ph.D., Boston University

Donna Pitts, Assistant Professor of Speech-Language Pathology/Audiology
B.S., M.S., Towson University; Au.D., Central Michigan University; CCC-A

R. Trent Pomplun, Associate Professor of Theology
B.A., Rice University; M.A., Ph.D., University of Virginia

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, Graduate Program in 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)

Kevin Preston, Affiliate Instructor of Management and International Business
B.S., Towson State University; M.B.A., Loyola University Maryland

Dee Preston-Dillon, Affiliate Assistant Professor of Pastoral Counseling
B.Ed., University of Hawaii (Honolulu); M.A., University of Northern Colorado; Ph.D., Saybrook 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

Denise Pumphrey, Affiliate Assistant Professor of Management and International Business
B.S., University of Maryland University College; M.S., Johns Hopkins University

Larry Quade, Affiliate Clinical Faculty of Education
B.A., University of Texas; Ph.D., University of Kansas; Director of Training, Association Montessori Internationale

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

Maryanne Ralls, 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. Raphel, 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

Mohammad S. Raunak, Assistant Professor of Computer Science; Academic Coordinator, Graduate Programs in Computer Science (Software Engineering)
B.S., North South University; M.S., Ph.D., University of Massachusetts (Amherst)

Kerry L. Raup, Affiliate Instructor of Education
B.A., M.Ed., Loyola University Maryland

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

Dana M. Reinhardt, Clinical Faculty of Education; Director, Graduate Program in Literacy; Division Director, Literacy Program, The Loyola Clinical Centers
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; Director, Graduate Program in
Curriculum and Instruction
B.A., Hamilton College; M.Ed., George Mason
University; Ph.D., University of Maryland (College Park)

Sharyn Rhodes, Affiliate Associate Professor of
Education
B.A., The City College of New York; M.Ed., Goucher
College; Ph.D., University of Wyoming

Ashley Rice, Affiliate Clinical Faculty of
Speech-Language Pathology/Audiology
B.S., Valdosta State University; M.S., East Tennessee
State University; CCC-SLP

Timothy M. Richards, Affiliate Instructor of
Computer Science
B.A., Life Pacific College; M.S., Ph.D., University of
Maryland

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; Director,
Graduate Program in School Counseling
B.S., Loyola College in Maryland; M.Ed., Johns
Hopkins University; Ph.D., University of Maryland

David A. Robb, Affiliate Instructor of Education
B.A., Muhlenberg College; M.A., Loyola College in
Maryland

Clifford A. Robinson, Affiliate Assistant Professor
of Law
B.A., J.D., University of Baltimore

Stephen R. Robinson, Affiliate Assistant Professor
of Law
B.S., Towson University; J.D., University of Baltimore
School of Law

Elana E. Rock, Associate Professor of Education;
Special Education Minors Advisor (Teacher 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

Deborah G. Rollison, Affiliate Assistant Professor
of Pastoral Counseling
B.A., The Catholic University of America; M.A.,
Central Michigan University; M.S., Ph.D., Loyola
University Maryland; LGPC, NCC

Paco Rosas-Moreno, Affiliate Instructor of
Information Systems and Operations Management
B.A., Texas A&M University–Kingsville; M.B.A.,
University of Phoenix; Cyber Security Certificate,
Loyola University Maryland

Tania Rosas-Moreno, Assistant Professor of
Communication
B.A., M.A., Brigham Young University; Ph.D.,
The University of Texas at Austin

Cathy A. Rosensteel, Clinical Faculty of Education;
Director and Internship Coordinator, Graduate
Program in Special Education
B.S., Coppin State College; M.Ed., Loyola College
in Maryland

Joseph S. Rossi, S.J., Professor of Theology
B.A., University of Pittsburgh; S.T.M., M.Div., Jesuit
School of Theology; M.A., Ph.D., The Catholic
University of America

Lance A. Roth, Affiliate Assistant Professor of Finance
B.S., Drexel University; M.S.F., Loyola College in
Maryland

Michael B. Runnels, Associate Professor of Law; Interim
Chair, Department of Law and Social Responsibility
B.A., University of Georgia; J.D., Fordham
University School of Law

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

Kelly L. Russo, Affiliate Instructor of Education
B.A., M.Ed., Loyola University Maryland

Bruce Ryan, Affiliate Assistant Professor of Marketing
M.B.A., Loyola College in Maryland

Ginni 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

Terrence M. Sawyer, Affiliate Assistant Professor of
Law; Vice President for Administration
B.A., University of Maryland (College Park); J.D.,
Widener University School of Law

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; Chair, Department of Speech-
Language Pathology/Audiology
B.A., University of Maryland; M.S., James Madison
University; Ed.D., Johns Hopkins University; CCC-SLP

Jeffrey R. Schollaert, Affiliate Assistant Professor
of Finance
B.A., Colgate University; M.B.A., University of
Maryland; CFA

Carlyle A. Schrouter, Affiliate Assistant Professor
of Finance
B.S., University of Maryland; M.B.A., Loyola
University Maryland

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, Affiliate Instructor of Education
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, Professor of Economics
B.A., M.A., Ph.D., University of New Hampshire

Donna K. Shannon, Affiliate Assistant Professor of
Pastoral Counseling
B.S., Ohio University; M.S., The George Washington
University; M.S., Ph.D., Loyola University Maryland;
LCPC, NCC

Phoebe C. Sharkey, Professor of Information
Systems and Operations Management
A.B., Duke University; M.S., Georgetown University;
Ph.D., Johns Hopkins University

Martin F. Sherman, Professor of Psychology; Director
of Master's Education, Thesis Track (Psychology)
B.A., University of Connecticut; Ph.D., University of
Maine

Qi Shi, Assistant Professor of Education
B.A., Beijing International Studies University (China);
M.S., Drake University; Ph.D., The George
Washington University

Jennifer Shields, Clinical Faculty of Education
B.A., Georgetown University; M.Ed., Cleveland State
University; AMI Trainer, Association Montessori
Internationale

Robert W. Simmons III, Associate Professor of
Education
B.A., Western Michigan University; M.S.E., Lawrence
Technological University; Ed.D., Hamline University

Darla Sinclair, Affiliate Instructor of Education
B.A., University of Maryland (Baltimore County);
M.A., University of Central Florida

Kathleen Siren, Assistant Professor of Speech-Language
Pathology/Audiology
B.A., M.A., Ph.D., University of Kansas; CCC-SLP

Daisy Smiley, Affiliate Clinical Faculty of
Speech-Language Pathology/Audiology
B.A., Stonehill College (North Easton); M.S.,
University of Hawaii (Manoa); 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)

Joshua S. Smith, Associate Professor of Education;
Dean, School of Education
B.A., M.S., Ph.D., University at Albany, State
University of New York

Kirby Smith, Affiliate Assistant Professor 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;
Chair, Department of Teacher Education; Director,
Graduate Program in Teacher Education
B.A., State University of New York at Genesco;
M.Ed., University of North Carolina at Chapel Hill;
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

Jill L. Snodgrass, Assistant Professor of
Pastoral Counseling
B.A., Colorado College; M.Div., Vanderbilt University;
M.A., Ph.D., Claremont School of Theology

Dale E. Snow, Associate Professor of Philosophy
B.A., Clark University; M.A., Ph.D., Emory University

James Snow, Affiliate Assistant Professor of Education
and Philosophy
B.A., M.A., Ohio University; Ph.D., Temple University

Norman A. Solomon, Professor of Management;
Interim Dean, Sellinger School of Business and
Management
B.S., Cornell University; M.A.,Ph.D., University of
Wisconsin

Matthew Sopha, Assistant Professor of Information
Systems and Operations Management
B.M., M.B.A., Ph.D., Arizona State University

Jalal Soroosh, Professor of Accounting
B.S., Iranian Institute of Advanced Accounting;
M.B.A., The George Washington University; Ph.D.,
University of Mississippi; CMA

Ravi Srinivasan, Assistant Professor of Information
Systems and Operations Management
B.E., Osmania University (India); M.S., Kansas State
University; Ph.D., Michigan State University

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, 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, Associate Professor of
Pastoral Counseling; Director, Ph.D. Program
(Pastoral Counseling)
B.S., M.Ed., Xavier University; Ed.D., University of
Cincinnati

Arthur M. Sutherland, Associate Professor of Theology
B.A., Harding University; M.Div., S.T.M., Yale
University Divinity School; Ph.D., Princeton
Theological Seminary

Paul Tallon, Professor of Information Systems and
Operations Management
B.Comm., M.Mgt.Sc., University College Dublin;
F.C.A., Ph.D., University of California (Irvine)

Kerria M. Tan, Assistant Professor of Economics
B.A., University of California (San Diego); M.A.,
Ph.D., Ohio State University

Thomas Thompson, Clinical Faculty of
Speech-Language Pathology/Audiology
B.S., M.S., Towson University; CCC-SLP

Kara Tignor, Clinical Faculty of Speech-Language
Pathology/Audiology; SLP/A Division Director,
The Loyola Clinical Centers
B.A., M.S., Loyola College in Maryland; CCC-SLP

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

Marlene Trestman, Affiliate Assistant Professor of Law
B.A., Goucher College; J.D., The George
Washington University Law School; M.B.A., Loyola
University Maryland

Rebecca Trump, Assistant Professor of Marketing
B.S., Georgia State University; Ph.D., University of
Arizona

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, Associate Professor of Management and International Business; Chair, Department of Management and International Business
B.S., Ohio State University; M.A., Washington University; Ph.D., Pennsylvania State University

Garrett VanMeter, Affiliate Instructor of Computer Science
B.S., M.A., Ph.D., University of Maryland (College Park)

Nicholas Vitek, Affiliate Assistant Professor of Law
B.A., University of Washington; J.D., American University, Washington College of Law

Christopher G. Wagner, Affiliate Instructor of Computer Science
B.S., M.S., Loyola University Maryland; M.S.E., Ph.D., Johns Hopkins University

Bobby Waldrup, Professor of Accounting; Chair, Department of Accounting
B.S., M.P.A., Mississippi State University; Ph.D., University of Mississippi; CPA

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

Mary Lee Walls, Affiliate Clinical Faculty of Speech-Language Pathology/Audiology
B.S., Towson State University; M.S., Loyola College in Maryland; CCC-SLP

Stephen J. K. Walters, Professor of Economics
B.A., University of Pennsylvania; M.A., Ph.D., University of California (Los Angeles)

Timothy R. Walton, Affiliate Instructor of Information Systems and Operations Management
B.A., Bowling Green University; M.P.A., American University

Kathleen Ward, Clinical Faculty of Speech-Language Pathology/Audiology
B.S., M.S., Towson University; CCC-A

Thomas Ward, Professor of Modern Languages and Literatures (Spanish); Program Director, Minor in Latin American and Latino Studies
B.A., Southern Connecticut State University; M.A., Ph.D., University of Connecticut

Marianne Ward-Peradoza, Associate Professor of Economics; Chair, Department of Economics
B.A., The American University; M.A., Ph.D., University of Miami

Jennifer Watkinson, Assistant Professor of Education
B.A., Loyola College in Maryland; M.S., Johns Hopkins University; Ph.D., University of Maryland

Dondi West, Affiliate Assistant Professor of Law
B.S., Alabama A&M University; M.S., Towson University; J.D., University of Maryland School of Law

Anne Marie Wheeler, Affiliate Assistant Professor of Pastoral Counseling
B.A., The Catholic University of America; J.D., The George Washington University

John E. Wheeler, Affiliate Assistant Professor of Accounting
B.A., M.B.A., Loyola College in Maryland; CPA

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); Secondary Minor Adviser (Teacher Education)
B.S., James Madison University; M.A.T., Johns Hopkins University

Naoko O. Wilsey, Affiliate Clinical Faculty of Education
B.A., Tokyo Gakugei University (Japan); AMI Primary Diploma, The Montessori Institute of Tokyo (Japan); M.A., Loyola University of Maryland

Adona Wimberly, Affiliate Assistant Professor of Pastoral Counseling
B.S., Morgan State University; M.S., Loyola University Maryland; Ph.D., Howard University ; LCADC

Karsonya Wise Whitehead, Assistant Professor of Communication
B.A., Lincoln University; M.A., University of Notre Dame (Indiana); Ph.D., University of Maryland (Baltimore County)

Amy R. Wolfson, Professor of Psychology; Vice President for Academic Affairs
B.A., Harvard University; M.A., Ph.D., Washington University (St. Louis)

James R. Wolgamott, Instructor of Education;
Internship Coordinator, Professional Development
Schools (Elementary)
B.S.,Bowling Green State University: M.S., Johns
Hopkins University

Marie A. Yeh, Assistant Professor of Marketing
B.S., University of Maryland; M.S.Ed., Old
Dominion University; Ph.D., Kent State University

M. Lisa Yeo, Assistant Professor of Information
Systems and Operations Management
B.Math, University of Waterloo (Canada); M.B.A.,
Ph.D., University of Alberta (Canada)

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

Qiyu (Jason) Zhang, Associate Professor of Marketing
B.S., FuDan University; M.S., Ph.D., University of
Georgia

Guangzhi (Terry) Zhao, Assistant Professor of
Marketing
B.A., Hebei Institute of Finance and Economics
(China); M.A., Sun Yat-sen University (China);
Ph.D., University of California (Irvine)

Hong Zhu, Associate Professor of Accounting
B.S., Shanghai University of Finance and Economics;
Ph.D., University of Missouri (Columbia)

Margarita Zisselsberger, Assistant Professor of
Education
B.A., Boston College; M.S., State University of New
York at Binghamton; Ph.D., Boston College

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

Ernest F. Cooke, Professor Emeritus 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)

David G. Crough, Associate Professor Emeritus
of Psychology
B.S., Ursinus College; M.A., Ph.D., The Catholic
University of America

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

David C. Dougherty, Professor Emeritus of English
A.B., West Liberty State College; M.A., Xavier
University; Ph.D., Miami University (Ohio)

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

Harold D. Fletcher, Professor Emeritus of Finance
B.S., Western Kentucky University; M.A., University
of Kentucky; Ph.D., University of Illinois

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

Francis G. Hilton, S.J., Associate Professor Emeritus 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)

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

Alfred R. Michenzi, Professor Emeritus of Accounting
B.S., University of Pittsburgh; M.S., Case Institute of Technology; Ph.D., Case Western Reserve University; CPA

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

Roberta Evans Sabin, Professor Emerita 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

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

A. Kimbrough Sherman, Associate Professor Emeritus of Information Systems and Operations Management
A.B., Brown University; M.B.A., Ph.D., University of Maryland

Laurette P. Simmons, Associate Professor Emerita of Information Systems and Operations Management
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

Steven A. Sobleman, Associate Professor Emeritus of Psychology
B.A., Norwich University; Ph.D., American University

Robert J. Wicks, Professor Emeritus of Pastoral Counseling
B.A., Fairfield University; M.A., St. John's University; Psy.D., Hahnemann Medical College

George M. Wright, Associate Professor Emeritus of Information Systems and Operations Management
B.S., United States Naval Academy; M.B.A., D.B.A., The George Washington University

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