



Academic Catalog

FOR UNDERGRADUATE AND GRADUATE PROGRAMS

2021-2022

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2021-2022 Academic Catalog

About Us

Founded in 1842, Mary Baldwin University has a [proud legacy](#) of innovating to best serve our students as the world changes.

MBU is a small, coeducational university offering a [range of degree programs](#) from bachelor to doctoral. We serve a diverse student population on our main campus in historic Staunton, Virginia, [Murphy Deming College of Health Sciences](#) in nearby Fishersville, and [MBU Online](#).

MBU offers unique opportunities for our students to become leaders in the classroom, community, workplace, and in their own lives. In 1977 Mary Baldwin was the first college in Virginia to create a program for women and men to earn their degrees later in life. With the opening of our college of health sciences in 2014, we established one of the first dozen doctoral programs of occupational therapy in the nation. In 2017 we expanded on our long tradition of student-centered excellence to welcome our first residential men to campus. MBU also offers special residential programs open only to women, including the Program for the Exceptionally Gifted and the Virginia Women's Institute for Leadership.

We're seeking forward-thinking women and men to join us at Mary Baldwin University in the beautiful Shenandoah Valley of Virginia. Together, our students, faculty, staff, and alumni create a community dedicated to bringing out the best in small, private education.

Mission

Mary Baldwin empowers leaders to pursue lives of purpose in a changing world.

As a distinctive small university committed to its rich heritage as an inclusive, women-centered liberal arts college, Mary Baldwin fulfills its mission by providing undergraduate, graduate, and professional education to a diverse population of women and men. It emphasizes high ethical standards and the development of critical, creative, and reflective reasoning as the foundation for fulfilling, engaged, and meaningful lives.

General Information

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Undergraduate Admission

Mary Baldwin offers two options for students' undergraduate residential experience: 1) Mary Baldwin College for Women which emphasizes women-centered leadership development and includes the Virginia Women's Institute for Leadership and the Program for the Exceptionally Gifted; and 2) a co-educational residential setting. Mary Baldwin also offers undergraduate programs designed specifically for those with jobs, families, and other responsibilities through MBU Online, as well as graduate programs in business, Shakespeare and Performance, health sciences, and education. See the College of Education, Shakespeare and Performance, Master of Business Administration, or Murphy Deming College of Health Sciences sections of this catalog for information on graduate admissions.

If you are applying for an undergraduate program, you can apply for admission after your junior year in high school, for admission to the fall or spring semesters, or as a transfer student. You may enter with advanced placement, dual enrollment credit, or credit for advanced work by the International Baccalaureate or by tests of the College Entrance Examination Board. You may attend full-time or, if you live in the area, part-time. As an especially gifted student, you may enter well before completing high school. If you are a prospective student with special demands on their schedules and energies, you may apply to MBU Online on a rolling basis. Please see the Mary Baldwin University website or the Contact Information at the beginning of this Catalog for more information on admission to each MBU program.

First-Year Admission

Admission to Mary Baldwin's programs is based on a student's academic potential; achievement in secondary school, when applicable; strength and maturity of character; and any special talents and abilities. In judging academic ability, the secondary school record, when applicable, is the primary factor considered. Candidates for admission should have completed at least 16 college preparatory courses. The university recommends that candidates include four or five academic subjects in their course loads each year in meeting the following recommended school program:

- English, four units
- Foreign language, two units (preferably two consecutive foreign language courses)
- Mathematics, three units
- History and social studies, three units
- Lab science, two units

All students who enroll at Mary Baldwin University agree to abide by the rules, regulations, and standards set and established by the university. The university in turn will offer a bachelor of arts, bachelor of science, bachelor of science in nursing (RN-BSN-MSN), or bachelor of social work; master of letters or master of fine arts in Shakespeare and Performance; master of business administration; master of science, master of education or master of arts in teaching; or master of science in physician assistant, master of science in nursing, master of healthcare administration, doctor of occupational therapy, or doctor of physical therapy to those who meet the established standards, and will attempt during a student's tenure to lend advice and support as solicited and/or needed.

The Declarations section of this catalog states Mary Baldwin University's policies on nondiscrimination, student privacy rights, and other important provisions.

Personal Interviews

A personal interview on campus with an admissions counselor is offered but not required for students seeking admission. Appointments for an interview and tour of the campus should be made in advance. Refer to the university calendar in this catalog for the dates when the university is in session. The Office of Admissions is open Monday through Friday all year, except for short periods during the Independence Day, Thanksgiving, and Christmas holidays. During academic sessions, the Admissions Office is open on Saturday mornings. During the summer months, it is not open on Saturday. Email admit@marybaldwin.edu, or call 800-468-2262 or 540-887-7019 to schedule an appointment.

Transfer Students

Mary Baldwin will consider students for admission to the freshman, sophomore, or junior class by way of transfer from colleges and universities accredited by regional accrediting agencies or the American Association for Liberal Education. A transfer

application must include transcripts of all college work taken and a transcript from the secondary school.

Applications for the fall semester should be submitted to the Office of Admissions during the prior winter or spring, and notification will be made when the file of credentials is complete. For entrance in the spring semester, applications should be received before December 1. An evaluation of credits will be made after the final transcript arrives from the institution from which the student is transferring. A non-refundable advance deposit of \$300 must be received by December 30 for students entering in January.

In evaluating transfer applications, emphasis is placed on the previous college record. As a general guideline, transfer students should have an average of 2.0 or better in their college work in order to be approved for transfer to Mary Baldwin. Only courses with grades of "C-" or higher will be accepted for transfer credit, and each course will be considered separately.

Transfer students coming into MBU must earn a minimum of 36 semester hours at Mary Baldwin.

Transfer students should send their official college transcript(s), official final high school transcript, and application to Mary Baldwin University for full consideration. Official college transcripts must be mailed or electronically sent directly from the Office of the Registrar from all previously attended institutions; and prospective applicants should request the transcripts be sent to Mary Baldwin as soon as possible. We will notify students of the status of their admission application within two weeks. Mary Baldwin will consider transfer students with some college and no degree and those with an associate of arts, associate of science, associate of arts and sciences, associate of applied science in nursing, or associate of applied science in human services.

MBU Online Admission

Students with a cumulative GPA of 2.0 or higher on their most recent college transcripts are automatically accepted into MBU Online pending they have no academic, disciplinary or criminal issues. Students with a 1.7 to 2.0 could be offered conditional admission to the University pending

approval by committee. Students with a 1.7 or lower will be sent to a review by the MBU online admissions committee to evaluate if the student can be offered "special student status" or would be denied admission to the University.

Students with no prior college experience who have a cumulative GPA of 2.6 on their high school transcript are automatically accepted into MBU Online pending they have no academic, disciplinary or criminal issues. Students below 2.6 will be sent to a review by the MBU Online Committee to evaluate if the student can be offered conditional admission, "special student status" or would be denied admission to the University.

Important Information

1. Students must be academically and socially eligible to return to the school they are currently attending or in which they were previously enrolled.
2. Mary Baldwin has an articulation agreement with the Virginia Community College System.
3. Students with less than 24 hours of college-level course work will be evaluated for admission based on their academic performance in high school as well as their college-level course work.
4. If a student enters with 18 or fewer credit hours, the student's academic work will be evaluated to determine the appropriate orientation course for the student.
5. Official Mary Baldwin University transcripts will show course titles, grades, and credit hours earned on transfer credit for which MBU has comparable courses; however, grades from transfer coursework are not factored into the GPA. In evaluating graduation requirements, the Registrar will determine if certain transfer credits can be used to satisfy general education requirements. All students must satisfy the core requirements and other graduation requirements set forth in the catalog under which they enter Mary Baldwin University.
6. All students who self- acknowledge through the application that they have committed a crime will be flagged for review by committee prior to being accepted into the University.

Part-Time Degree-Seeking Students

Students who live close to the university and wish to complete their bachelor's degree requirements by class attendance on the Mary Baldwin University campus may do so on a part-time basis. They are subject to the same criteria as other students.

Mary Baldwin University Specific Programs

The Undergraduate First-Year Experience

All new undergraduate students have the benefit of membership in a community-focused program offering support, direction, and connection. MBU Online functions as a community for adult students. International students also have their own community which includes intentional cultural, academic, and social immersion. MBU students, whether residing on campus or commuting, have support programs based on their common interests. Students enrolled in the Virginia Women's Institute for Leadership (VWIL) or the Program for the Exceptionally Gifted (PEG), as well as students in the Ida B. Wells program, have an immersive experience through these communities.

Our first-year curriculum includes a year-long orientation program which assists in the transition to college and helps guide students in career exploration. The Mary Baldwin College for Women offers that guidance with a focus on women-centered leadership. Other programming revolves around academic pursuits. Throughout the first year, students work closely with a team of faculty, staff, and peers to build successful studentship and strong relationships, to discover their passions, and to explore who they want to be. We bring these teams together around common curricular and co-curricular interests and activities while exposing students to the larger campus and all of its resources. Our first-year experience supports new students in their transition to college and in their exploration and discovery of their best selves.

Program for the Exceptionally Gifted (PEG)

Director: Carla Van Devander, Assistant Professor of Education

Associate Director: Christy Baker

This community is for students who have been accepted to the Program for the Exceptionally Gifted (PEG). PEG is a radical acceleration program that allows students as young as 13 to skip high school and dive right into college, living within a community of their intellectual and social peers. Students in this community are invited to participate in other age-appropriate co-curricular and extra-curricular activities that are social, cultural, or for enjoyment and personal growth. PEG students live in the PEG Center, a living-learning community with adult advisors in the building 24 hours a day.

During the first semester, students will take PHIL 112, Knowing the Self. This course gives PEG students the oral communication (O) credits they need in order to graduate.

Note: *Additional application and interview are required.*

Ida B. Wells Living Learning Community

Director: Rev. Andrea Cornett-Scott, Associate Provost for Inclusive Excellence

Named in honor of a 19th-century civil rights activist and suffragist, this community is designed to aid African American students in their transition to college life. Participants learn to identify their skills, values, and experiences, and understand how their unique presence adds value to the MBU experience.

These new students will make a commitment to diversity programming by serving as student ambassadors for the Office of Inclusive Excellence. As a member of this community, students will also take a general education course taught by their advisor and engage in co-curricular programming focused on civic engagement, leadership development and African American culture. Ida B. Wells extended support system includes Ubuntu

Student Mentors and Sista Friends alumni mentors, using a team approach to helping each young woman become her best self.

- REL 232 African American Religion
- PHIL 140 Community and Service Learning
- MBU 101

Note: Additional application and interview are required.

PERSIST Scholars Program

Director: Rev. Andrea Cornett- Scott, Associate Provost for Inclusive Excellence

The Promoting Excellence and Reinforcing Success in Student Transitions (PERSIST) Scholars program is a cohort program for African American male students. PERSIST scholars programming embraces a four-year path from transitioning to college, service-learning, leadership, to lifetime success after college. Participants learn to identify their skills, values, and experiences, and understand how their unique presence adds value to the MBU experience.

These new students will make a commitment to diversity programming by serving as student ambassadors for the Office of Inclusive Excellence. As a member of this community, students will also take a general education course taught by their advisor and engage in co-curricular programming focused on civic engagement, leadership development and African American culture. The PERSIST Scholars Program extended support system includes Ubuntu Student Mentors, Sista Friends alumni mentors, and Men with Visions, using a team approach to helping each young man become his best self.

- REL 232 African American Religion
- PHIL 140 Community and Service Learning
- MBU 101

Note: Additional application and interview are required.

Virginia Women's Institute for Leadership (VWIL)

Commandant of Cadets: Terry Djuric, Brigadier General, retired

Through ethical rigor, intense challenges, mutual respect and high achievement, VWIL is a four-year leader development program which integrates theoretical leadership instruction with practical application so that graduates have the knowledge, skills, character, and experience to assume positions of leadership in the military, public service, and private sectors in the United States and around the world.

Using a living-learning approach emphasizing moral and ethical development, VWIL combines military leader development through Reserve Officer Training Corps (ROTC) with civilian approaches. VWIL's leader development program integrates four major components: Academic curriculum, physical and health education curriculum, co-curricular leadership, and military leadership (Army, Force, Navy/Marines, Coast Guard; commissioning optional).

VWIL Advanced Leadership Certificate

The VWIL Advanced Leadership Certificate is awarded to VWIL cadets who have been active members of the VWIL Corps of Cadets for six-eight semesters, completed all requirements for an undergraduate degree at Mary Baldwin University and the Leadership Studies Minor, and hold a cumulative GPA of 2.5 or higher. The academic requirements for the VWIL Certificate beyond the General Education and Leadership Studies Minor requirements include: completing at least two semesters of foreign language courses or study abroad or three global studies courses; completing an additional science class (total of eight science semester hours); completing two math courses (Math 155 or higher) and a statistics course (total of 9 quantitative reasoning semester hours), and a managing difference course. Additionally, VWIL certificates are only awarded to cadets that improve their physical fitness by completing five classes in physical and health education, participate in VWIL's physical training program each year, and in their senior year pass the Strength and Endurance Test or improve a total of 20% during four years. The leadership experiential requirements for VWIL certificate includes: attending yearly VWIL promotion boards and holding two leadership positions in MBU/VWIL for an entire academic year; one of the positions must be within the VWIL Corps. Final

approval for VWIL Certificate is made by the Commandant of Cadets in consultation with the President and Provost.

Cadets awarded VWIL Certificate wear a yellow and green cord with medallion at the commencement ceremony.

- [Aerospace Studies](#)
- [Military Science](#)
- [Naval Science](#)

Tuition and Fee Information

For tuition and fee information specific to graduate programs, please see the College of Education, Master of Business Administration, Murphy Deming College of Health Sciences, and Shakespeare and Performance sections.

Residential Programs Tuition and Fees

The comprehensive fee for residential and commuter students during the 2020-21 academic year is \$40,845, broken down as follows:

Tuition	\$30,690
Student Organization Fee	\$275
Technology Fee	\$120
Credentialling Fee	\$30
Room and Board	\$9,730
Total Tuition and Fees	\$40,845

There is an additional PEG housing fee of \$1,250 per year. Financial aid packages based on both merit and need can substantially reduce the actual out-of-pocket cost. The university offers a variety of services to assist students and families in financing a private college education.

There are no lecture or practice teaching fees. Some classes have fees for private music lessons, art materials, lab fees, field trips, use of facilities not belonging to the university, or other extraordinary expenses. For details, see the course descriptions in this catalog.

Monthly Payment Plan

Fees that are normally due in one large lump sum at the beginning of each semester may be paid in eight equal monthly installments. There are no interest or finance charges — only an administration fee of \$30

per semester. For additional information, please log in to mymbu.marybaldwin.edu and click on Student Info. Click on Monthly Payment Plan under Business and Finance.

Half-Price Tuition Plan

Students who have completed eight semesters of full-time work in classes on the MBU campus may enroll in additional on-campus classes for half of the usual applicable tuition charge if approved by the registrar. Students must be eligible for readmission to MBU. They may live off campus. On-campus housing is subject to availability and will be charged at full price. To take advantage of the half-price tuition, no more than 12 months may have elapsed since the date of last enrollment. Graduate and summer courses are not available at half-price. MBU will help the student get external grants and loans, but no institutional aid will be available to students under this plan.

Undergraduate Schedule of Payments 2021–2022

Resident Students

Tuition	\$30,690
Student Organization Fee	\$275
Technology Fee	\$120
Credentialling Fee	\$30
Room and Board	\$9,730
Total Tuition & Fees	\$40,815

Commuter Students

Tuition	\$30,690
Student Organization Fee	\$275
Technology Fee	\$120
Credentialling Fee	\$30
Room and Board	\$0
Total Tuition & Fees	\$31,125

Part-Time Students

Fewer than 12 semester hours during fall or spring semesters: \$460 per semester hour and a \$75 Technology Fee and Credentialling Fee. Students attempting fewer than 12 semester hours are considered commuter students and are charged accordingly. The internship fee for part-time

students is \$230 per semester hour and is charged for any 287 or 387 courses. The audit fee is \$230 per semester hour.

Summer Term

Individual course credits taken during the summer:

- Summer courses (2021-22): \$460 per s.h.
- Internship Fee (2021-22): \$230 per s.h.

Partial-Year Students

Full-time students residing at MBU for the fall or spring term will be charged \$20,422.50. Commuter students enrolling for either period will be charged \$15,557.50. There will be no additional charge for attending the May Term (for currently enrolled students). For student-teaching, social work and internships being done off-campus during fall or spring semesters under faculty supervision, students will be charged as half-year commuter students. If a student wishes room and board on campus while performing an internship off campus, student is charged as a boarding student.

Clinical Lab Science Program, Clinical Year

Students taking their Clinical Lab work with Augusta Health (AH) will be billed 1/2 price of the current per semester hour rate. MBU will not be involved in any payment to AH for applicable fees. Any refund available will be given to the student who will be responsible for payment to AH. The cost of AH fees may be included in the student's cost of attendance for aid purposes. Mary Baldwin aid will not be awarded to students who are not being charged the comprehensive fee.

Special Costs

Administrative Fees

A student who is enrolled but is off-campus for an entire year on an approved program not under faculty supervision (i.e., clinical laboratory science and studies abroad) will be charged a per-semester fee of \$260. A student who is granted a leave of absence or withdraws from the university and is issued a credit will be assessed an administrative fee of \$105.

Transcript of Record

Transcripts are issued upon request. A student's financial record must be cleared of all charges before a transcript of record is issued.

- Transcripts: \$6 per copy; \$8 if sent by U.S. mail.

Special Course Fees

Music Lessons: Individual Applied Music Lessons will be charged on a per-semester basis. Pre-approved music majors and minors take Primary Applied Lessons (200-level, two credits/60-minute lessons). Most other students take Elective Applied Lessons (100-level, one credit/30-minute lessons). Students with questions about their status should consult the music department.

Fees:

Length of Lesson	Fee
Twelve 30-minute lessons	\$235
Twelve 60-minute lessons	\$460

Reduced fee for approved music majors/minors:

Length of Lesson	Fee
Twelve 30-minute lessons	\$135
Twelve 60-minute lessons	\$185

Reduced fees are based on certification by the music department at the beginning of each semester. A student who drops applied music lessons after the second lesson, posted as a withdraw (W), will be billed for the full lesson fee for a given term.

Fine Arts: A number of studio art courses require a student to pay for expendable materials. THEA 101 require students to pay for theatre tickets. For specific fees, consult course section of this catalog or the instructor in charge of the course.

Science Courses: Some science courses with labs require a nominal lab fee. See course descriptions in this catalog for more information.

Physical and Health Education: Some physical and health education courses require special fees. See course descriptions in this catalog for more information.

Graduate Courses: Prior to admission to an MBU graduate program, students may only take two graduate courses (six semester hours). Following admission to a graduate program, students may take additional graduate courses, but will be assessed an additional nominal fee to do so, beyond the first six semester hours. Students should check the appropriate graduate program section for semester hour limits on graduate courses prior to BA conferral.

Special Housing Fees

A charge is added to room cost on a semester basis for the following locations:

*Only service animals allowed;
advanced approval required.

Single Room	\$650 per semester
ADP House	\$300 per semester
King	\$175 per semester
Pet Cleaning Fee *	\$250 per semester

Lost Residence Hall Keys

- Fine for replacement of lost room keys: \$30
- Fine for the replacement of lost keys to outside doors: \$55

Note: Students are strongly encouraged to obtain a key to their individual rooms at the beginning of the school year.

Damage or Loss of Personal Possessions

Damage to or of personal property is not covered by the university's insurance. MBU assumes no responsibility for damage or loss of any article left on its premises at any time.

Cars

Students must register their cars with the campus security office and pay the following fees each year:

Residential students	\$50
Commuter students	\$20
Second decal	\$5

Conditions of Payment

Charges are listed for the university year. Fifty percent of the comprehensive fee is due by August 1.

The balance for all students is due by the start of spring classes in January. Payments must be made before students can register for classes.

Deadlines for Payment

Students will not be permitted to begin classes until all tuition and fee payments for the first semester have been paid and will not be permitted to begin second semester classes until all tuition and fee payments have been paid. In order for seniors to participate in Commencement activities, all financial obligations must have been paid two weeks before graduation day. In order for juniors, sophomores and first-year students to participate in Room Draw, all financial obligations must be paid. The university policy for all students is that past and current obligations must be paid in full as a precondition to register or reside on campus.

Note: The University will not issue transcripts or diplomas if any outstanding balances are due to the MBU business office or bookstore.

Finance Charges

An interest charge of 15% a year may be applied to outstanding balances owed after October 15 for the fall semester and February 15 for the spring semester.

Collection Procedures

Active collection efforts are made by MBU personnel to collect delinquent payments from current students. When a student who has withdrawn from the university has a delinquent account, MBU pursues legal means to collect balances due. If the university must refer unpaid obligations to a collection agency, the university includes the full cost of collection and/or attorney fees as part of the outstanding obligation.

Credit and Refund Policy

MBU arranges for instruction and services in advance on an annual basis. Therefore, charges for residential students are listed for the entire year with billings and payments based on first and second semesters. Charges for the year may be paid in two installments: August 1 for the first semester, and December 1 for the second semester. Credits and refunds are based on first and second semester. Credits outstanding at the end of first semester are

refunded to the student in the form of a check, unless the student requests the credit to be applied to second semester of the same academic year. Credits outstanding at the end of second semester refunded to the student in the form of a check, unless the student requests the credit to be applied to charges for first semester of the following academic year. No student will be permitted to register or reside on campus until applicable charges for the current semester have been paid in full. The Student Accounts Office assumes responsibility for the administration of university policy related to payment of fees.

Application for Credits and Refunds

The date on which written notice is received by the university is considered the date of withdrawal. Refunds are made only to the guarantor of the student's financial obligation. If there is a prepaid deposit, it is applied to bills due at time of re-entry; such deposits are nonrefundable.

Returned Check Policy

Students will be charged a \$28 fee for any check received in payment of any obligation that is returned by the bank.

Counseled Withdrawal

In the event a counseled withdrawal is granted, a refund is issued based on the pro rata portion of the prepaid tuition and room and board, less a \$105 administrative fee. Students approved for counseled withdrawal will not be charged for second semester if withdrawal occurs prior to registration day for second semester. If a counseled withdrawal is granted subsequent to registration day for second semester, a refund will be issued based on the pro rata portion of the prepaid tuition, room and board, less a \$105 administrative fee. MBU Online students who formally "stop out" during a semester in which they have enrolled in new coursework are eligible for a pro rata refund less a \$105 administrative fee.

Disciplinary Withdrawal

Students who withdraw for disciplinary reasons receive a refund in accordance with the pro rata schedule for the semester in which the penalty is determined. If withdrawal occurs prior to registration day for the second semester, students are not charged for second semester.

Academic Withdrawal

Students required to withdraw for academic reasons at the end of the first semester are not charged for the second semester. Students required to withdraw for academic reasons at the end of the second semester receive a refund for the \$300 advance deposit they paid for the upcoming academic year.

Authorized Leave of Absence

When an authorized leave is granted, a credit is issued based on the pro rata portion of prepaid tuition and room and board applicable to first semester and/or second semester less a \$105 administrative fee. When an authorized leave of absence is granted prior to second semester registration day, the student is not charged for the second semester.

Medical Leave

When a medical leave is granted, credit is issued based on the pro rata portion of the prepaid tuition and room and board fees, less a \$105 administrative fee. If the leave occurs prior to second semester registration day, students are not charged for the second semester.

Board Refunds

Board refund for basic food costs may be granted only on a semester basis in rare cases when, in the judgment of the university physician, there are medical conditions warranting exemption from the meal plan. A student requesting exemption must first schedule an appointment to see the university physician through the MBU Health Services Center. The student will be referred to an appropriate medical specialist for an evaluation of her condition. All off-campus medical evaluations will be at a student's expense. The university physician will make a final recommendation to the vice president for business and finance based on documentation from the medical specialist.

Pro Rata Refund Procedures

What is a Pro Rata Refund?

The Higher Education Amendments of 1992 define a pro rata refund as a refund to a student of not less than that portion of the tuition, fees, room, board, and other charges minus any unpaid student charges, and minus a reasonable administrative fee

assessed the student equal to the portion of the enrollment period for which the student has been charged on the date the student notifies an administrative office that they are withdrawing. In some cases the last day of attendance as documented by faculty at an academic related activity may be used.

When and How Are Pro Rata Refunds Applied?

The pro rata refund is applicable to students who completely withdraw from the institution up through the 60.000 percent point in the semester (beginning of classes to the end of exam period). At the 60.001% mark or later, refunds are not granted, and students have earned 100% of their financial aid for that semester.

There is no additional charge for attending the May Term for currently enrolled full-time residential or commuter students.

For students subject to the institutional refund policy, the MBU Student Account Office calculates a federal refund amount according to regulatory requirements.

Federal law requires federal funds to be returned in the following order: Unsubsidized Direct Loans, Subsidized Direct Loans, Direct PLUS Loans, Federal Pell Grants, FSEOG Grants, Federal TEACH grants, Iraq and Afghanistan Service Grants.

Please note that if a student has a federal student loan, any type of withdrawal or leave causes the student to be reported as "withdrawn" to the National Student Loan Database. The student's federal loan grace period will begin from the date of determination, which is the date the student provides official notification to the institution requesting to withdraw or take a leave of absence. Unofficial withdrawals (where a student ceases attendance without providing official notification to the institution) that result in a student's failure to earn a passing grade in any class will be subject to Return of Title IV Funds regulations based on the 50% point in the semester or the faculty reported last date of attendance. The institution charges are not reduced if the student does not officially withdraw. Contact the Financial Aid office for more information.

MBU Online Tuition and Fees

The total cost of the program varies depending on the student's background and previous college work.

*Fees applicable to RN to BSN Program

Tuition Per Semester Hour	Amount
Regular Course Work	\$460
Internships (only classes numbered 287 or 387)	\$230
Special Costs	
Orientation Fee *	\$50
Prior Learning Portfolio Evaluation **	\$460
Re-activation Fee	\$50
Administrative Withdrawal Fee	\$105
Technology Fee *	\$60/semester
Credentiailling Fee *	\$15/semester

Graduate Courses: Prior to admission to an MBU graduate program, students may only take two graduate courses (six semester hours). Following admission to a graduate program, students may take additional graduate courses, but will be assessed an additional nominal fee to do so, beyond the first six semester hours. Students should check the appropriate graduate program section for semester hour limits on graduate courses prior to BA conferral.

Graduate Tuition and Fees

Graduate tuition and fee information is included with the general information on each program. For more information, see the College of Education, Shakespeare and Performance, and Murphy Deming College of Health Sciences sections at the end of this catalog.

Financial Aid

Student Financial Aid

The Office of Financial Aid and Student Campus Employment at Mary Baldwin University is committed to making a private education available to as many well qualified students as possible. In fact, over 97% of our traditional-age students rely on some form of merit or need-based financial aid to help meet the cost of a college education. The university participates in a wide range of federal, state, and institutional aid programs. Each program has its own regulatory demands and requirements.

The exact amount of an aid award can be determined only after completion of the Free Application for Federal Student Aid (FAFSA).

The Office of Financial Aid and Student Campus Employment strives to make the aid process as uncomplicated as possible. We understand, however, that families and students are faced with questions and concerns regarding financial aid. The professional staff is available Monday through Friday 8:30–4:30 at 540-887-7022 and by email at finaid@marybaldwin.edu to offer assistance.

Eligibility Requirements for Aid

Since Mary Baldwin actively participates in a number of federal aid programs, the requirements for federal aid are used as the core requirements for all need-based aid and include, but are not limited to, students who:

- Have a high school diploma or the equivalent (exceptions are made for students in the Program for the Exceptionally Gifted and Early College)
- Are accepted or enrolled as regular students (NOTE: A few federal programs can provide some assistance to students who are less than full-time.)
- Are degree candidates or in certain aid approved certificate programs
- Are U.S. citizens or eligible non-citizens
- Maintain satisfactory academic progress toward a degree at Mary Baldwin

Applying for Aid

There are three general types of financial aid awards that students and families receive: grants/scholarships, loans, and jobs. Grants/scholarships represent any form of financial aid that can be used to meet the cost of education without future obligations to repay. For more information on outside scholarships, go to fastweb.com or scholarships.com. Loans are money that either students or parents can borrow to cover educational expenses. Loans must be repaid with interest in the future. Jobs allow students to work, giving them the opportunity to gain both valuable experience and money to help pay for education-related expenses. Each of these three general types of aid — grants/scholarships, loans, and jobs — can be awarded

based on either a family's financial need or some type of non-need criteria, such as a student's educational accomplishments or state of residence.

To apply for need-based aid at Mary Baldwin University, a family must submit a Free Application for Federal Student Aid (FAFSA) to the federal government for processing each academic year (studentaid.gov). The FAFSA is the only form the university requires for students applying for aid based on a family's need. If Mary Baldwin University is listed on a student's FAFSA (School Code 003723), the aid office will receive the results of processing directly from the government in electronic form (ISIR). The student will receive a Student Aid Report (SAR). It is suggested that the SAR be reviewed carefully to check for errors or requests for clarification. Corrections can be made electronically by the students and parents at the FAFSA website, studentaid.gov

For more information on federal aid, please access studentaid.gov. It is strongly recommended that Virginia residents complete the Tuition Assistance Grant (TAG) application shortly after the student applies to the university. The TAG application must be returned to the aid office before July 31 preceding enrollment. The original application is valid, in most cases, to cover the four years a student is enrolled continuously at the university.

Receiving Aid

Aid not based on need is credited to a student's financial aid record as soon as the aid office becomes aware of such aid. Aid based on need will only be awarded after a student's FAFSA is successfully processed by the government and the results (ISIR) are received by the aid office. The processing of the data the family and student supplied on the FAFSA will result in an Expected Family Contribution (EFC). The EFC is a measure of your family's financial strength and is calculated according to a formula established by law. A student's need is the difference between the cost of attendance at Mary Baldwin and the student's EFC.

Total Cost of Attendance – EFC = Financial Need

The cost of attendance is prescribed by federal regulations and includes:

- The tuition and fees the student owes directly to the university
- The room and board at the university or an allowance for room and board for a commuting student
- A standard allowance for books
- A standard allowance for miscellaneous expenses
- An allowance for transportation
- An allowance for loan fees (if applicable).

The Office of Financial Aid and Student Campus Employment will prepare an aid package and mail this information to the student's home address as soon as possible or send the student information to access the financial aid portal. All non-need-based aid will be considered as part of a need-based aid package first along with eligibility for Pell Grants and other federal grants. If there is need remaining after these forms of aid are considered, the aid office will award loans and grants to fill as much of the remaining need as funding and federal and institutional awarding policy will allow. Students may apply for work-study positions at the following website: marybaldwin.edu/financial_aid/sep

When the student receives an award letter or accesses the Financial Aid Portal, they will be asked to make decisions on which types of aid they will accept. The student may also need to complete further paperwork depending on individual aid situations. Explanations of what is needed by the aid office to complete a student's aid package will be found in the FA portal. Students are asked to read all information carefully and respond promptly to any requests by the aid office.

An undergraduate student must take 12 semester hours in any given semester to be considered full time and eligible for full time aid. (May Term is optional. For students taking May term classes, May term hours are added to spring semester hours to determine enrollment status for federal student aid. May term hours do not count towards spring enrollment status for state or institutional financial aid. Students enrolled at least half time (six semester hours) remain eligible for continuation of some federal aid and loan deferment benefits. If a student receives any financial assistance from outside sources (e.g., ROTC scholarships, outside agency scholarships, etc.), federal and institutional rules require that this assistance be reported to the

financial aid office as soon as the student becomes aware of it. Rules further indicate that, in some cases adjustments to other aid may be required. Institutional funding in combination with any financial assistance from outside sources may not exceed cost of attendance except in the case of Veterans Benefits.

Please note: In the case of ROTC scholarships, Mary Baldwin University will invoice each military branch for the full tuition amount, as the military branch is the first payer, and adjust MBU funding down to cost of attendance. Per federal regulations, if a student is eligible for a PELL grant, that does not count towards their cost of attendance in the case of ROTC scholarship funding. The financial aid office will reduce MBU need-based and additional scholarships first, and then move into reducing the merit scholarship funding if necessary to stay within the bounds of cost of attendance.

Disbursing Aid

Once a student receives an award package and complies with all the regulatory requirements, their aid package is set. Aid will only be disbursed to a student's business office account once they have enrolled in course work and that enrollment has been verified at the end of "add/drop" each semester. In the meantime, aid will appear on any early billing as "unapplied." It is hoped this will assist parents when planning for expenses. Again, how aid is disbursed or credited to the student account depends on the form it takes: grants/scholarships, job, or loan.

Grants/scholarships given as aid through the university are credited directly to the student's account. This disbursement only occurs after all regulatory obligations on the part of the student are met to the satisfaction of the Office of Financial Aid and Student Campus Employment. Jobs are offered through the Federal Work-Study Program and through the university. The student is paid by the hour, and a paycheck is issued biweekly to the student. The student may turn earnings over to the business office to pay tuition for the next semester or may use the earnings to pay for books and personal expenses. Payment is issued only for hours worked and only up to the amount awarded. Jobs require specified hours of work each week. A job contract will be provided showing eligible hours and wages per week. The job obligation to Mary Baldwin

is considered an employment commitment in the business world. Loans are not immediately credited to the student's account. Direct Stafford Loans and Parent Loans for Undergraduate Students (PLUS) will be disbursed to the student's business office account only after the "add/drop" period ends and the aid office has reviewed each student's enrollment and continued eligibility, and the required master promissory notes and student loan entrance counseling have been completed. This process usually takes a month. Students should not anticipate this money being credited to the account any sooner than this. Also, federal regulations mandate that loans come in two disbursements. Finally, if a student leaves the university during an academic period, aid funds awarded to the student are refunded to the appropriate aid fund under the policy described in this catalog as "Pro Rata Refund Procedures." Questions about billing should be directed to the Student Accounts Office.

Loans

All loans taken through the Office of Financial Aid and Student Campus Employment at Mary Baldwin should be considered by students and parents as a serious commitment that must be met in the future. Students (and parents in the case of the credit-based parent loan for undergraduate students-PLUS) may be eligible for, depending on FAFSA information, financial need and borrowing eligibility, Direct Stafford, and PLUS. Graduate students may be eligible for unsubsidized Stafford loans and credit-based Graduate PLUS. Repayment will not begin until the student leaves the university or falls below half-time status. There is a grace period after leaving the university or falling below half-time status. Students will be counseled on their rights and responsibilities at the time they completed student loan entrance counseling. Direct Stafford Loans are student loans with two separate and distinct awards based on a family's need. Loans awarded to cover need are Subsidized Direct Stafford Loans. Students will not be charged interest on Subsidized Direct Stafford Loans while they are continuously enrolled with at least half-time status. Students not eligible for Subsidized Direct Stafford Loans may be eligible for an Unsubsidized Direct Stafford Loan.

Interest on unsubsidized loans will accrue from the time the loan is disbursed. Students may elect to pay the interest as it accrues, or defer paying it until loan repayment begins, when a student leaves, graduates

or drops below half time status. Each student's yearly **eligibility for Direct Stafford Loans** has been established by the federal government as follows:

- Freshman \$5,500
- Sophomore \$6,500
- Junior/Senior \$7,500
- Graduate \$20,500

Students who are independent by federal definition and dependent students whose parents are denied a PLUS may borrow **additional Unsubsidized Direct Stafford funds**. If eligible, a student may borrow up to:

- Freshman/sophomore \$4,000
- Junior/Senior \$5,000
- Graduate \$20,500

Undergraduate dependent students may borrow up to \$31,000 in **Direct Stafford Loans** during a college career, but only \$23,000 may be subsidized. Independent undergraduates, or dependent undergraduate students whose parents do not qualify for federal parent loans, may borrow up to \$57,500 in Direct Stafford Loans but only \$23,000 of the total can be subsidized. Graduate students can borrow up to \$138,500 over a student's entire graduate and undergraduate career.

Graduate students are only eligible for Direct Unsubsidized Stafford loans and Graduate PLUS loans (credit based). All Direct Stafford Loan borrowers are required to complete entrance and exit counseling sessions detailing loan obligations and the repayment process. Any student with questions on loans is encouraged to contact the aid office at any time before, during, and after enrollment at Mary Baldwin. Finally, PLUS may be taken by parents of dependent undergraduate students up to the cost of attendance minus other financial aid. This is a credit-based loan for which repayment is the responsibility of the parent. Interest will be charged on the loan from the date of the first disbursement, and repayment generally begins 60 days after the final disbursement of the loan each year. Therefore, parents will begin repayment while the student is in school. Deferment options are available. Detailed information accompanies all Direct Stafford Loans and PLUS

applications and promissory notes and may also be found at studentaid.ed.gov. Please read this information carefully.

Reapplying for Aid

It is necessary to reapply for all financial aid based on family need. Students are required to submit updated family financial information each year. Most returning students will receive a FAFSA renewal reminder from the federal processor that they may complete a renewal FAFSA online at fafsa.ed.gov. For the 2018–19 academic year and going forward, it will be possible to file the FAFSA October 1 using the prior-prior year income and tax information. We encourage all students and families to use the IRS data retrieval process that is offered in the FAFSA. The reminder will be sent to either the student's email as reported on the FAFSA or to the home address reported on the FAFSA. If a student does not receive a reminder, they may still be able to complete a renewal FAFSA online. If they are unable to complete a renewal FAFSA, they may complete a new FAFSA. In either case, for a dependent undergraduate student (under the age of 24), both the student and a parent must submit FSA ID numbers or signatures for the FAFSA to be processed. The university will try to keep a student's need-based aid package as constant as possible through the undergraduate career. Students who reapply for aid must continue to meet all the eligibility requirements listed above.

Satisfactory academic progress is also required for renewal of aid. Students receiving financial assistance must make at least minimum satisfactory progress during their years of study at Mary Baldwin. Progress is measured at the end of each semester. The university offers a four-year program for a bachelor's degree. However, we acknowledge that occurrences such as illness, change of major, and disruption of the program by unexpected events or some period of academic difficulty could extend the program to a fifth year. Therefore, the minimum quantitative and qualitative standards of satisfactory academic progress (SAP) are required by the federal government and Mary Baldwin in order to continue to receive aid. Graduate students must have at least a 3.0 GPA and must successfully complete a minimum of 67% of attempted work. One semester of satisfactory academic progress warning will be permitted after a student falls below minimum SAP the first time. If,

after the period of warning, a student does not return to the standard minimum progress for that year, aid will not be offered again until minimum standards are achieved. Appeals concerning progress may be addressed to the MBU Office of Financial Aid and Student Campus Employment. Students should bear in mind that these minimum standards are not recommended progress. A student should consult with her academic advisor to develop a program that permits graduation in four years and work toward that goal.

Satisfactory Academic Progress (SAP) For Financial Aid

	Semester Hours Earned	Minimum GPA/Class Level
Freshman	0-26	1.65
Sophomore	27-57	1.75
Junior	58-89	1.95
Senior	90-120	2.00

Semester hours: This number of earned credit hours determines your class level.

Minimum GPA/Class level: This is the minimum cumulative GPA you must maintain while classified at the specified class level.

Completion rate and maximum time frame: You must maintain a 67% cumulative completion rate of the courses in which you enroll. You may not receive financial aid for coursework in excess of 150% of the required hours for your degree. You must also have achieved at least the minimum grade point average at each class level.

Degree	Hours to Complete	Max Hours May Attempt with Aid
Bachelors	120	180
RN to BSN	120	180
MLitt	40	60
MFA	70 (including MLitt)	105
MAT Elem or Middle School	39	58.5
MAT Special Ed	42	63
Med	34	51
MS-ABA	35	52.5
MS Higher Ed	38 master	57
MBA	36	54
MHA	39	58.5
MSN	36	54
MHA/MBA	45	67.5
MSN/MHA	48	72

MSN/MBA	48	72
DPT	125	187.5
OTD	117	175.5
PPOTD	30	45
MSPA	121	181.5

Veterans Administration (VA)

Education Benefits Policies

Enrollment certification for VA education benefits is not automatic. Students must submit to the School Certifying Office (SCO) their most recent Certificate of Eligibility or Statement of Benefit. In addition, students must submit a Veteran's Educational Benefit Agreement Form, signed by the student and advisor for each upcoming semester (including the summer) they wish to have their enrollment certified, requesting to be certified and verifying that all of the classes on the student's schedule are needed for graduation.

It is the responsibility of the student to report to the SCO and the VA any course adds, drops, or withdrawals immediately. Changes in enrollment may change eligibility for education benefits and cause the student to have a debt due to overpayment.

If payment of Veterans Education Chapter 31 or Chapter 33 benefits to the university is delayed, the university will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligation to the institution due to the delayed disbursement funding from the VA under Chapter 31 or Chapter 33.

If the expected payment to the university from the VA is not sufficient to cover the direct cost billed for a semester by the university, the student is responsible for the amount not covered by the student's Chapter 31 or Chapter 33 benefit.

Chapter 33 benefits must be coordinated with scholarships or grants that are designated specifically for tuition. Please contact the financial aid office with questions.

Satisfactory Progress

Students receiving VA education benefits must meet the same financial aid satisfactory progress criteria as all other students.

Transfer Credit

Mary Baldwin University will review official transcripts from previous institutions. Transfer credit for previous education will be applied to the student's Mary Baldwin program of education as appropriate. The transfer credit will shorten the duration of the student's program and the student will be notified of the transfer credit approved. The VA will be notified of the transfer credit as appropriate. Mary Baldwin maintains a written record of the previous education the student received, and the transfer credit approved. The student's academic record will reflect the transfer credit and the cumulative result of each enrollment period and each course undertaken and the final result for that course.

Refund Policy

If a registered student is receiving VA education benefits and withdraws from a semester the VA will be notified of the student's withdrawal date. The VA will determine resulting eligibility for VA benefits for that semester. Institutional charges and financial aid the student has received for the semester will be subject to the pro rata refund policy if less than 60% of the semester has been completed. If 60% or more of the semester has been completed institutional charges and financial aid will not be adjusted.

Enlisted Military Personnel Refund Policy

If an enlisted military student is registered and is called to active duty, Mary Baldwin University will refund 100% of the Military Tuition Assistance funds to the military service branch.

If an enlisted military student withdraws for reasons other than active duty, to comply with the Department of Defense policy, Mary Baldwin University will refund Military Tuition Assistance funds to the military service branch on the following schedule:

- Before or during weeks 1-2: 100% return
- During weeks 3-4: 90% return

- During weeks 5-6: 75% return
- During weeks 7-8: 50% return
- During week 9: 40% return (60% of semester is completed)
- During weeks 10-15: 0% return

For Veterans and Other Eligible Persons With VA Education Benefits

The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov

Room and Board Refund - Covid-19 Addendum

The 2019 Novel Coronavirus, or COVID-19, remains a significant public health threat as we head into the 2020-2021 academic school year. Mary Baldwin University is committed to protecting the health and safety of students, faculty and staff and minimizing the potential for the spread of disease within our community. Safety protocols consistent with those recommended by the CDC and Virginia Department of Health have been implemented across campus and to address every aspect of student life. To be fully effective they require a strong commitment and full compliance from every member of the Mary Baldwin family.

As a residence hall student, COVID-19 may impact your housing experience if it becomes necessary to make public health-informed decisions in response to circumstances that are subject to rapid change. The provisions below are an addendum to the Room and Board Refund Policy and are applicable to all students living in University-operated housing. Students who are immuno-compromised or otherwise have health conditions that place them in higher-risk categories need to make personal decisions as to whether living in the residence halls can offer them the environment needed for their health and safety, as it is impossible to guarantee a housing option that does not present some level of risk for students to exposure to COVID-19.

If the University has to cancel room and board contracts due to circumstances related to the pandemic, room and board fees will be reimbursed on a prorated basis according to the schedule below. While we recognize the need to address students' loss of services, we must also meet our financial obligations to maintain the financial health of the university. MBU must maintain personnel costs associated with housing administration and operation. Likewise, dining services must pay an outside contractor for all labor and associated costs of its operations. The prorated refund schedule has been developed with consideration for non-cancelable personnel and service commitments.

COVID-19 Related Room and Board Refund Schedule:

Cancelation Occurs:	% of Room and Board Fees Refunded
1st through 3rd week of classes	60%
4th through 6th week of classes	40%
7th through 8th week of classes	20%
After the end of the 8th week of classes	10%

Self-isolation or quarantine - At any time, Student Health Services may require a resident to leave housing when that resident's continued presence in the residence hall community poses a health or safety risk for the community. Residence hall students are required to comply with any direct request from Student Health Services or the Office of Student Engagement to leave their assigned space due to COVID-19 or a similar public health emergency and failure to do so would be a violation of this addendum and may subject students to emergency removal from their assigned space. Not all residential rooms or halls are appropriate for self-quarantine or self-isolation. If students are asked to quarantine or isolate, they may not be permitted to continue residing in their residential space and will be provided alternative housing arrangements at no additional cost, as needed and if available. Removal from housing to isolate or quarantine does not constitute a termination of a student's room and board contract.

Academic Policy And Regulations For Undergraduate Programs

For information on graduate policies and regulations, please see the College of Education, Master of Business Administration, Murphy Deming College of Health Sciences, and Shakespeare and Performance sections of this catalog.

Catalog Policy

Students are governed by the degree requirements of the Catalog in effect at the time they begin their studies at Mary Baldwin University. However, students have the option of declaring themselves under the jurisdiction of a subsequent catalog; students may choose the Catalog in effect at the time they select a major or at the time they file for graduation. The Catalog governing degree requirements must be within 8 (eight) years of a student's graduation date.

Students transferring to Mary Baldwin University from the Virginia Community College System may elect to declare any Catalog in effect within the twenty-four-month period immediately preceding the term they first enroll.

Degree requirements are everything required to complete a degree in the program, including general education, major requirements and all university, college and elective requirements.

Catalog Declarations

- The provisions of this catalog are not to be regarded as an irrevocable contract between Mary Baldwin University and the student. The university reserves the right to change any provision, program, regulation or requirement at any time and to determine its applicability to present or previous students.
- The regulations as stated in the catalog form the official basis for all academic performance. Members of the faculty and staff are available for conference and advice, but the individual student is fully responsible for compliance with all catalog requirements and regulations. The following list shows various information that will be disclosed to

current and prospective students upon request pursuant to the Higher Education Amendments of 1998.

- Financial Aid information about programs available, application forms and procedures, eligibility requirements, criteria for selection, criteria for determining amount, satisfactory progress standards, disbursement methods, loan terms, and employment details when employment is part of the student's financial aid package is available from Mary Baldwin University admissions and office of financial aid and student campus employment, Mary Baldwin University, Staunton, VA 24401, 800-468- 2262 or 540-887-7019 (admit@marybaldwin.edu).
- Completion and Graduation Rate information available from the office of the university registrar and institutional reporting, Mary Baldwin University, Staunton, VA 24401, 540-887-7071.
- Institutional Security Policies and Crime Statistics information available from campus security office, Mary Baldwin University, Staunton, VA 24401, 540-887-7000 and at www.marybaldwin.edu/safety.
- Athletic Program Participation Rates information available from athletic director, Mary Baldwin University, Staunton, VA 24401, 540-887-7062.
- Equity in Athletics/EADA Report is available from athletic director, Mary Baldwin University, Staunton, VA 24401, 540-887-7062.

Accreditation Statement

Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor's, master's, and doctoral degrees. Inquiries concerning accreditation status only directed to: SACS COC 1866 Southern Lane Decatur, Georgia 30033-4097 404-679-4500.

SARA Student Complaint

Every student deserves a positive educational experience. Sometimes a student's experience may not be what they anticipate, and the student may have a concern or a complaint.

SARA consumer protection provisions require the institution's home state, through its SARA State Portal Entity, to investigate and resolve allegations of

dishonest or fraudulent activity by the state's SARA-participating institutions, including the provision of false or misleading information.

A student has the right to lodge a complaint or grievance. The institution should ensure that all concerns and complaints of students are addressed fairly and are resolved promptly. Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution.

The student should begin the complaint process with the institution and if resolution is not found, the student would contact the institution's home state SARA Portal Entity. NC-SARA maintains a directory of [SARA State Portal Entities](#).

Nondiscrimination Statement

Mary Baldwin University does not discriminate on the basis of sex or gender (*see exceptions for admission to programs within the College for Women), nor does the university discriminate on the basis of race, national or ethnic origin, color, age, disability, religion, veteran's status, sexual orientation, gender identity, or gender expression in its educational programs, admissions, co-curricular or other activities, or employment practices. Inquiries may be directed to the Director of Human Resources, 540-887-7367, Student Activities Center 312, Mary Baldwin University, Staunton, Virginia 24401. *Exceptions within the College for Women: Virginia Women's Institute for Leadership, Program for the Exceptionally Gifted. (November 2017)

Official University Communication

Email is the official means for communication with every University student regardless of year or enrollment status. The University will send official communications to enrolled students by email using their primary email addresses. Students are expected to open and read those communications in a timely fashion.

Official Communication is defined as communications that include content related to a student's enrollment, financial responsibilities, and compliance with University policies and procedures.

Academic Requirements For The Bachelor's Degree

Each student must complete all three of the following: (1) General requirements for the bachelor's degree, described below; (2) Requirements for one major, found in the Undergraduate Course Descriptions section, or an Independent Major found under Academic Rules for Student-Designed Coursework in the following section; (3) Electives to complete the 120 semester hours required for the degree, chosen from all courses offered, within the limits stated below.

Required Credit Hours and Grade Point Average

The following are the requirements for all bachelor's degrees:

- A minimum of 120 semester hours
- A maximum of 7 semester hours in physical and health education and a maximum of 15 semester hours in internships
- A maximum of 6 semester hours of graduate-level coursework (unless admitted into a joint bachelor's-master's program, in which case additional credits are allowed, and additional charges will apply)
- Cumulative, un-rounded GPA of at least 2.0 overall
- Cumulative, un-rounded GPA of at least 2.0 in the major
- A minimum of 18 semester hours in the major, including the senior project, taken at Mary Baldwin University
- A minimum of 36 total semester hours taken at MBU.

Program Evaluation

Students are required to participate in official activities designed to assess the effectiveness of the academic program as a condition for graduation. These activities are required by government and accrediting organizations.

General Education Requirements

All students must complete the General Education requirements. See the General Education Courses section of this catalog for a list of courses that meet these requirements.

Note: The following General Education Requirements apply to all matriculates beginning in fall 2020 and replace the previous Common Curriculum requirements. Students who matriculated prior to fall 2020 should consult their advisors and refer to archived catalogs that outline the previous general education requirements.

The General Education curriculum at Mary Baldwin University develops the critical, creative, and reflective reasoning skills of its students, challenging them to ask important questions of themselves and others while growing in their awareness of diverse viewpoints.

General Education Core Requirements (36 hours):

- Two courses in the Arts (6 hours)
- Two courses in the Humanities (6 hours)
- Two courses in the Natural Sciences (6 hours)
- Two courses in the Social Sciences (6 hours)
- Two courses with International or Foreign Language focus (6 hours)
- English 102: College English (3 hours)
- INT 103: Information Literacy (1 hour)
- Civic Engagement (1 hour)
- Physical Education (1 hour)

No more than four courses may double count between the general education core and the major.

Additional Mary Baldwin requirements - Engaging diverse viewpoints and developing skills: Courses in this category may double count with courses in the General Education Core, the major, minor or electives at MBU.

- Gender (3 hours)
- Race and Ethnicity in the United States (3 hours)
- Two courses in Quantitative Reasoning (6 hours)
- Writing (3 hours)
- Oral Communication Competency (3 hours)

Students fulfill the Research (R) credit designated by their major. If no R course is designated by the

major, students fulfill this requirement through any course carrying the Research (R) credit. Students fulfill the Major (M) credit designated by their major.

The Associate of Arts (A.A.) or Associate of Science (A.S.) or Associate of Applied Science in Nursing (A.A.S. in Nursing) or Associate Degree in Nursing (A.D.N.) or Associate of Applied Science in Human Services (A.A.S. in Human Services) degree is accepted in fulfillment of all general education requirements listed above, except for the Research (R) and Major (M) requirements. Students are required to provide official transcripts indicating the degree conferral of one of the five approved associates degrees in order to be exempt from the Mary Baldwin University General Education Requirements (except for the Research (R) or Major (M) requirements).

Mary Baldwin University enables graduates to be confident, compassionate changemakers through the power of communication, investigation, and rational thought. Graduates use words and numbers fluently and accurately to communicate. They are able to access information and evaluate the credibility of sources. They construct solutions to challenges through the application of rational methods of analysis and give judicious consideration to the ethical dimensions of their actions.

Note: General Education courses may also count toward majors, minors, or certificates, when appropriate. For more information on rules and applicable courses, see the MBU website or contact your advisor, or the Office of the University Registrar.

Course Characteristics And Learning Outcomes For General Education Courses

I. General Education Core Requirements

1. *Students will demonstrate an understanding of the liberal arts and sciences through:*
 - a. Knowledge of the methods and theoretical approaches of the Arts, Humanities, Natural sciences, and Social sciences (A, H, N and S courses).
 - b. Appreciation of the languages, arts, literatures, cultures, or social or

economic structures of peoples outside of the United States (I or F courses).

- Courses in these General Education Core categories award at least 3 semester hours of credit. Courses satisfying part a are usually appropriate for freshmen and sophomores who do not have a background in the subject. Courses satisfying part b may require more advanced preparation.
 - Courses in these General Education core areas may also carry a single skills designation (Q, W, O or R) and/or Gender (G) or Race and Ethnicity designation (D). A course may not carry both G and D credit. A course may not carry both D and I credit. No course may carry more than three designations.
2. *Students will develop reflective reasoning skills, begin to develop university-level communication and research skills, and learn strategies for maintaining active, healthy lifestyles.*
- Addressed through coursework in Civic Engagement, College English, Information Literacy and Physical Fitness.

Category definitions for General Education Core

Arts courses develop aesthetic awareness, offer practice in artistic skills, and/or promote analytical abilities through an introduction to the visual arts, music, dance, creative writing, film and theater. Students gain experience in the practice of an artistic form or learn to express their understanding of the arts and their critical sensitivity through the interpretation of diverse forms of art.

Humanities courses study human beings and their cultures through examination of their histories, philosophies, religions, and literatures. Students who complete humanities courses increase their knowledge of the critical

methods used in these disciplines while developing their ability to interpret and analyze texts and primary sources as well as synthesize this information and effectively communicate their findings.

Natural Sciences courses study the natural world through inferences based on systematic observations and controlled experiments. Students who complete these courses increase their knowledge of the critical methods used in such disciplines as biology, chemistry, physics, and experimental psychology and develop a greater understanding of their physical environment, the laws that govern it, and the methods by which these laws are discovered.

Social Sciences courses seek to explore, describe, explain, and predict phenomena in human society through investigation of economic, political, and social behavior. Students increase their knowledge of the critical methods used in anthropology, economics, political science, sociology, psychology, and other social science disciplines. Students learn to evaluate the degree to which theories or conclusions about human behavior and society are based on sufficient empirical evidence obtained from experimentation, systematic observation, interviews, and/ or surveys and questionnaires.

International / Foreign Language courses consist of foreign language study as well as courses that introduce students to contemporary cultures and social, political, and economic systems outside of the United States. A May term study abroad course could be awarded an International course credit if the course includes academic inquiry that develops this knowledge.

- A student who completes a full semester of study abroad (minimum of 12 weeks of coursework) fulfills the entire international requirement, regardless of the courses taken at their place of study.
- A student who completes a short course of study abroad (minimum of 6 weeks of coursework) fulfills one course of the international requirement, regardless of the courses taken at their place of study.

- International degree-seeking students at MBU automatically meet the entire requirement

Civic Engagement (C): As engaged citizens, MBU graduates will be actively involved in the communities where they live and work, contributing professionally and personally to enhance the common good. The objective of this requirement is to provide opportunities for experiential learning that connect course concepts with community issues. Courses and internships that provide opportunities for meaningful engagement with members of the larger community as an intentional way of deepening understanding of course content, bridging theory and practice, may meet this requirement.

Physical Fitness and Health (P): The physical fitness and health requirement provides students with the knowledge and ability to maintain active and healthy lifestyles.

II. **Additional Requirements: Engaging diverse viewpoints and developing skills**

Students will demonstrate an understanding of self in relationship to the broader community through coursework that exposes them to diverse viewpoints. Students will develop skills appropriate to a university graduate in quantitative reasoning and written and oral communication.

Race & Ethnicity in the US (D): Courses for this requirement build awareness of the role race and ethnicity have played and continue to play in the United States. The objective of this coursework is to broaden the perspective from which students understand American culture.

Gender (G): Students in an historic women's college should understand the role gender has played and continues to play in culture. The objective of this coursework is to critically identify and analyze gender/women's issues and their impact on society.

Writing (W) courses include frequent (usually weekly) formal and informal writing assignments and at least two formal writing

assignments requiring multiple drafts and revisions based on feedback from the course instructor.

Oral Communication (O) courses provide multiple structured opportunities for students to explore and express ideas orally (e.g. class debates, presentations, leading peer discussion, etc.) and to receive feedback from the instructor. The course includes at least one assignment for which a substantial percentage of the grade is based on the quality of the oral presentation

Quantitative Reasoning (Q) courses offer instruction in quantitative analysis, logic, and/or mathematics, with frequent opportunities for students to interpret and understand the world using charts, graphs, probability and statistics, symbolic reasoning, logical deduction, and other quantitative measures.

III. **Coursework required by all majors at Mary Baldwin University**

Students will demonstrate mastery of subject matter, communication abilities, and the accumulation of the critical, creative, and reflective reasoning skills through the completion of a senior project.

Research (R) courses build on skills developed in INT 103 (Information Literacy) and prepare students for the Major Project course by refining the ability of students to locate, critically evaluate, and use information effectively. These courses require students to demonstrate an understanding of the research process, teach how to access information effectively from a variety of sources, provide guidance on evaluating information critically, and provide instruction on proper documentation and citation of sources.

Major Project (M): Students address an authentic problem in their major using techniques, theory, and evidence appropriate to their field of study. This requirement is usually met through a senior thesis, senior project, or an interdisciplinary Honors Thesis. Departments may not place any other General Education Designations in the Major Project

course: students are expected to have acquired these skills and experiences before participating in the M course.

Major Project

All graduates must complete a major project for a minimum of three and a maximum of six semester hours of credit. It will carry a letter grade. The major project must be supervised and evaluated by full-time faculty in the discipline unless they approve some other method of supervision and evaluation. The purpose of the major project is to serve as a context within which students may establish themselves as persons capable of independent scholarship on a significant level. Disciplines choose among the following options:

- Write and defend (orally or in writing) a thesis reflecting scholarship and originality appropriate to the baccalaureate level of study.
- Complete and report on a project that synthesizes learning and entails an application of that learning to a task or problem of major academic significance
- Produce and present a creative work or body of work, demonstrating mastery of a medium and an understanding of the creative problems and potential inherent in that work
- Participate in a special course designed to make the student synthesize and draw conclusions from the various methods and materials in the student's field
- Develop an alternate method for the consideration and approval of faculty in the discipline

Students must have a grade point average in the major equal to or greater than 2.0, or approval of major faculty, to register for the major project. Except in the case of special courses that fulfill the senior requirement, the student should file and get approval of his/her senior requirement by faculty in the discipline by the end of the fall of the senior year. In the absence of special permission to the contrary, all major projects are supervised and evaluated by ranked teaching faculty at MBU. Major Projects are listed on the student's transcript as

Major Project: (title) with grade. Major projects that, according to their majors' guidelines, are deemed particularly meritorious are designated "With Distinction," and this achievement is noted on the transcript.

Bachelor of Science Degree

Each discipline may elect to offer the Bachelor of Science. The BS degree is completed through coursework at both the introductory and advanced level; each discipline will specify the additional required coursework.

1. General education coursework: Students complete a minimum of two natural science lab courses and two courses designated as Q (quantitative reasoning) in fulfillment of general education requirements at MBU. These courses may be taken at the 100 level.
2. Additional coursework: Students complete a minimum of three additional advanced math and/or science courses at the 200-level or above (9-12 credit hours). These courses are selected from a set of natural science (biology, chemistry, physics, or psychology as a natural science), mathematics, data science or computer science courses. Precise requirements will vary according to each major that chooses to offer the BS and are noted in the Undergraduate Offerings section of the catalog. It is recommended that courses used in fulfillment of the advanced requirement come from outside of the major.

Math and data analysis courses that count towards the advanced requirement:

- MATH 211, 212 Calculus I, Calculus II
- MATH 231 Discrete Math
- MATH 233, 234 Statistical Methods I and II
- Math 250: Mathematics and Programming
- Any 300-level Math class
- PSYC 250: Behavioral Statistics
- ECON 301: Advanced Data Analysis
- NUR 303: Nursing Informatics
- HINF 330: Knowledge Discovery, Data Mining and Evidence-based Practice

Science courses that count towards the advanced requirement:

- Any Chemistry course at the 200 or 300 level
- Any Biology course at the 200 or 300 level
- Any Physics course at the 200 or 300 level
- PSYC 212L Cognition and Cognitive Neuroscience
- PSYC 220: Experimental Psychology
- PSYC 241: Sensation and Perception
- PSYC 305: Physiological Psychology
- PSYC 307: Drugs and Behavior
- PSYC 310: Learning and Memory
- NUR 405: Pathophysiology

The Associate Degree in Nursing is accepted in fulfillment of the BS general education coursework (part 1 above).

Note: Precise requirements will vary according to each major that has chosen to offer the BS and are noted in the Undergraduate Offerings section of this catalog.

Participation in Commencement Ceremony

A candidate for the baccalaureate degree may participate or “walk” in the May Commencement ceremony without having completed the degree if he/she satisfies four conditions:

- No more than six credits remain after May Term
- A cumulative, un-rounded GPA of at least 2.0 in the major
- No outstanding financial obligations to the university or payment plan approved by the Business Office
- The student has submitted a written plan or documented course registration to complete all requirements for graduation by the end of the following fall semester. Documentation must be accepted by the head of the student’s major department and academic administration no later than the Monday preceding Commencement.

The student’s transcript will not certify completion of the degree until all degree requirements have been met. No student may “walk” in more than one ceremony for a single degree. The Commencement program will designate students who are “walking.”

Modification of Requirement

A student who, in unusual circumstances, wishes to petition for an exception to the requirements listed above must submit a request, in writing, to a dean of the college no later than February 1 of the year in which the student expects to graduate. All waivers must be approved by the full faculty.

Academic Credit and Grading

Academic credit is expressed in semester hours (s.h.). A semester hour of credit is equivalent to one 50-minute period of class per week or one 150-minute laboratory session per week, for one semester.

Course Numbering

The following conventions apply to MBU’s course numbering system:

- 100-level — introductory, generally no prerequisites
- 200-level — intermediate, may have prerequisites
- 300-level — major courses, generally have prerequisites
- 400-level — senior projects
- 500-level and above — graduate courses

Course Numerical Suffixes

These two-digit suffixes have specialized meaning beyond the course level:

- 77 colloquium offered on a one-time basis
- 80 teaching assistantship
- 87 internship
- 90 directed inquiry
- 97 CLEP credit
- 98 portfolio credit in MBU Online only
- 99 experimental course in MBU Online only

Grades

The grading symbols used by the university are as follows:

- A Excellent
- B Very good
- C Competent
- D Minimum passing
- F Failing
- NC No credit
- P Pass
- CR Credit by examination
- I Incomplete
- NR No grade reported (temporary)
- ET Extended time (temporary -MBU Online only)

AU Audit (satisfactory)
W Withdrawn

Grade Point Equivalents

Grade point equivalents are as follows (there is no grade of A+):

A 4
A- 3.7
B+ 3.3
B 3
B- 2.7
C+ 2.3
C 2
C- 1.7
D+ 1.3
D 1
D- 0.7

Grade point average is determined by dividing total grade points earned by the total semester hours credit attempted for a regular grade.

Grading Scale

A 4
A- 3.7
B+ 3.3
B 3
B- 2.7
C+ 2.3
C 2
C- 1.7
D+ 1.3
D 1
D- 0.7

Grade Changes

Requests for grade changes will not be considered if initiated by students later than the first week of classes in the calendar term following distribution of the official grade which is being contested.

A student with questions about a grade should first contact the course instructor to determine if there is an error. If so, the instructor must report the correct grade to the university registrar immediately. If there is no error, and the student desires to contest the grade, the student must submit written reason(s) for the appeal to the dean of the respective college.

The dean forms a hearing committee consisting of the dean, the university registrar, and two faculty members. The committee reviews the written appeal, hears statements from both the student and the instructor involved, and approves or disallows a change.

Repetition of Courses

Students may repeat a course in which a grade of C, D, F or NC was earned. Original grades are not removed from the permanent record, but in the case of C, D or F grades, the lower grade is removed from calculation of the cumulative grade point average. The original grade cannot be replaced by an NC. Students are allowed three graded attempts of a course. Repeat work can be done at MBU or at another institution, subject to the guidelines for transfer of credit, and only if appropriate MBU faculty certify that the transfer course is sufficiently similar to the MBU course being repeated. Students will receive only credit for transfer work, not grade points. However, the C, D or F grade earned in the MBU course will be removed from calculation of the MBU cumulative grade point average.

Rules for Pass/No Credit (P/NC)

- Courses taken P/NC are not included in the computation of grade point average.
- A student may choose the P/NC option for up to four semester hours of credit during each of the first three academic years.
- During the senior year a student may elect to take up to seven semester hours of credit on a P/NC basis, but the seven semester hours may not all be taken during the same semester.
- Grades of A through D-are designated as Pass.
- Students may change from the regular graded basis to P/NC or vice versa through the end of the withdrawal period, eight weeks for a two-term course.
- Students may change a class from P/NC to regular grade through the last day of scheduled classes.
- No more than one course taken on a P/NC basis may be counted toward the completion of a major. No more than one course taken on a P/NC basis may be counted toward the completion of a minor.
- A course taken P/NC specifically to qualify for the BS is excluded from the five semester hour limit on P/NC courses in the major or minor.

- All courses required by the instructor to be taken P/NC, including internships, are excluded from the above limits. All such courses are designated in the course description in the catalog.
- All physical education classes may be taken for a grade or P/NC and are excluded from the above limits.

Rules for Grades of Incomplete

Incomplete Grades (There are no more ET extensions)

The temporary symbol of I may be given at the end of a course if, for reasons beyond their control, a student is unable to complete the course work.

- An Incomplete may be given only with the approval of the course instructor, the student's advisor, and a college dean or their designee.
- UG Students in full semester courses have until the end of the next semester (not counting Summer) to complete the incomplete unless otherwise indicated by the instructor.
- UG Students in sub-term or 7-week courses have until the end of the next sub-term (not counting Summer) to complete the incomplete unless otherwise indicated by the instructor.
- UG Students enrolled in full semester courses in the Summer have until the end of Fall to complete their incomplete unless otherwise indicated by the instructor.
- UG Students enrolled in sub-term courses in the Summer have until the end of the following sub-term to complete their incomplete unless otherwise indicated by the instructor.

Graduate and Professional Students in yearlong programs need to count summer as the next semester or as the next sub-term to complete the incomplete unless otherwise indicated by the instructor.

Rules for Examinations and Make-Up Exams

To receive credit for a course, a student must take the examination or its equivalent as prescribed for the course by the instructor. A scheduled examination may be postponed for reasons beyond the student's control such as death in the family or

illness. Approval for such postponement must be obtained from the instructor and a college dean. Students who, for other than unavoidable reasons, miss an examination receive a grade of F or No Credit (NC) for the course unless, because of extenuating circumstances, they are given permission by a college dean to make up the examination. All postponed examinations must be rescheduled and taken at the earliest practical date. Students involved must make these arrangements with a college dean and the course instructor. Failure to make such arrangements will be considered grounds for a grade of F or NC for the course.

Auditing Courses

Students may audit courses; neither grade nor credit is awarded. Auditors should observe the following standards:

- Permission of the university registrar and the instructor of the course must be secured before the end of the first week of class
- Minimum attendance of approximately 75% of class meetings
- Reading assignments and class participation to the satisfaction of the instructor; exemption from papers, tests, examinations, or other written work
- Students who audit courses are, with the consent of the instructor and university registrar, free to drop out at any time without penalty

Academic Procedures

Add-Drop Procedure

- To add or drop a course after initial registration, or to change a grading option, use an Add-Drop form, available from in MyMBU -> My Academics -> Registrar Forms. A student may not add a course after the first week of classes. The student's faculty advisor must sign the form. Once approved, forms may be emailed to registrar@marybaldwin.edu.
- In the traditional fall and spring terms, MBCW/UC students in good academic standing (i.e. not on probation) may register for up to 6 hours of online courses each semester. Students with junior or senior status may, with advisor approval, enroll in additional online courses, but extra fees may apply. Online courses

offered during summer term are open to all students with no limit on credit hours and are billed at the current per-credit-hour rate as published in the current catalog.

- A student may withdraw from a course after the second week, up through the eighth week of a two-term course and the third week of a one-term course. Withdrawals are designated with a W, which will appear on grade reports and the permanent transcript. Marks of W do not affect grade point average.
- If a student ceases attendance without formally dropping or withdrawing from a course, the student will receive a grade of F, which affects grade point average, or NC, which does not affect grade point average.
- Students may drop courses for documented medical or providential reasons at any time within the current term or, in extenuating circumstances, retroactively if requested with documentation in the semester immediately following, upon submission of medical information to the Student Engagement Office. The Student Engagement Office will inform the Office of the University Registrar and the medical withdrawal will be processed. Students will be awarded grades of W.
- During May Term, a student may add classes only through the first day of classes. Courses dropped on the first day will not appear on the transcript. Students may withdraw from a May Term course through the sixth day of classes in May Term, receiving a mark of W. The student may change grading option up through the sixth class day.

Declaration of Majors and Minors

Defined Majors

Students are encouraged to declare a major by the start of their second year. They are expected to do so by the beginning of the junior year. The Major/Minor Declaration form, obtainable from the Office of the University Registrar, is used for this purpose. Appropriate faculty signatures are required to encourage students to learn all they can about their prospective majors before declaring. A minor may be declared only after the student has declared a major. The Major/Minor Declaration form is used for this purpose and filed in the Office of the University Registrar.

Defined majors are listed at the end of this Academic Policies section. They have required courses of study, found in this catalog in the Undergraduate Course Descriptions section. Defined majors must consist of at least 33 semester hours.

Independent Majors

Please see the Academic Policies for Student-Designed Coursework.

Double Majors

Students declaring a double major must fulfill all the requirements of each major separately, including separate senior requirements (unless otherwise noted). Double majors may be any combination of defined and independent majors.

Minors

Each minor must require at least 18 semester hours. No more than six semester hours may be applied to both a major and a minor (extended to eight semester hours if there are only two courses) or to two or more minors. To earn a minor, the student must have a cumulative unrounded GPA of 2.0 in the minor course of study. At least nine hours applicable to the minor must be earned in work completed at MBU.

Changing Majors and Minors

Changing a major or and/or a minor may be done by completing the appropriate section of the Major/Minor Declaration Form and filing it in the Office of the University Registrar.

Overloads and Credit Load Limits

- Academic load limits for full-time students are shown in the chart below.
- Enrollment in more than 18 semester hours per semester (unless the enrollment is for only five courses) constitutes an overload. Overload fees will apply above 20 hours to all courses except fee-based applied music.
- No student may enroll for more than 24 semester hours in a semester, or in more than one academic course during May Term except in the case of certain May-term study abroad courses.
- Overloads must be approved by the student's advisor and a college dean using forms available online in MyMBU -> My Academics -> Registrar Forms. Completed forms may be emailed to registrar@marybaldwin.edu.

- Students with cumulative GPA above 3.5 can register during the regular registration period.

Academic Period	Normal Load (s.h.)	Minimum Full-Time Load (s.h.)	Maximum Full-Time Load (s.h)
Fall Semester	15	12	18
Spring Semester	15	12	18
May Term *	3	3	5
Summer (optional)	10		
Full-Year Total	33	27	40

***Note:** Normal progress toward graduation is based on participation in two May Terms during a four year career, but participation in May term is not a requirement for graduation.

Transfer of Credit

Credit may be transferred for courses completed at other institutions that are accredited by regional accrediting agencies or the American Association for Liberal Education. The course must be identifiable with MBU's liberal arts curriculum. The university considers the transfer of credit for military training based on official American Council on Education transcripts on a case by case basis. Courses with grades below C-are not accepted. Coursework completed under Pass/No Credit and similar options is not accepted. Grade points or their equivalent will not be transferred.

If a transferable course taken at another institution is deemed to be equivalent to an MBU course in which the student previously earned a C, D or F, the effect of the MBU grade will be removed from the student's cumulative GPA. Appropriate MBU faculty must certify the general equivalence of the transfer course. It is the student's responsibility to furnish whatever evidence the certifying faculty may find sufficient.

No more than 84 semester hours of transfer credit can be counted toward the graduation requirement. No more than 10 semester hours may be transferred during any one summer program without the approval of the university registrar.

Credit earned at other institutions in programs sponsored or cosponsored by MBU is not transfer

credit and will be included in the MBU cumulative GPA — e.g., Seven College Consortium, Oxford Program, etc.

GPA Amnesty

GPA policy for students returning to MBU after at least five years.

A Mary Baldwin University undergraduate who has left college without completing a bachelor's degree and is accepted into MBCW, University College, or MBU Online has the option to treat their former Mary Baldwin work as transfer credit.

A student may use this upon reacceptance to Mary Baldwin after five years of academic inactivity.* The student must notify his/her advisor in writing before the first day of the semester to which they return. The request must be approved by the university registrar. After completing a semester or summer earning at least six semester hours with a term GPA of at least 2.0, the student's GPA prior to their readmittance would return to zero and any prior courses in which the student received less than a 'C-' would be removed from the calculation of cumulative GPA on the transcript. Further, prior MBU coursework converted to transfer credit under this policy will be treated like any other transfer credit and cannot be counted toward the fulfillment of the minimum MBU hours required for graduation.

Students may only use this option one time while they are an undergraduate at Mary Baldwin University.

GPA amnesty does not apply in the case of financial aid or satisfactory academic progress calculations.

**Academic inactivity is defined as adding no additional academic work to the MBU transcript for five calendar years of 12 months from the date of last entry of credit.*

Withdrawals

Voluntary Withdrawal: Students who withdraw from the university must reapply through the Office of Admissions. Students are subject to the catalog and university requirements applicable to the student's class at the time of re-entry. In all cases of withdrawals, please refer to the Credit and Refund Policy listing in the Tuition section this academic catalog for information regarding financial

arrangements. Residential students withdrawing from college must depart the Mary Baldwin campus within 48 hours of the official date of withdrawal.

Financial or Personal Withdrawals: Students may voluntarily withdraw for financial, medical, or personal reasons. The student should complete a Withdrawal Form, an exit interview, and an appointment with the financial aid and business offices.

Counseled Withdrawal: A student may request and be granted a counseled withdrawal from the university. If, in the judgment of both a dean of the college and the vice president of student engagement or designee, it is either in the student's best interest or the best interest of the college, a student will be granted a counseled withdrawal. A Withdrawal Form should be completed and an exit interview held. In addition, an appointment must be held with the financial aid and business offices of the university.

Disciplinary Withdrawal: Students may be required to withdraw from the university for disciplinary reasons, having been served a major penalty by the Honor Council, Judicial Board, or administration. With the approval of a dean of the college, an instructor may require that a disruptive student withdraw from an individual class.

Academic Withdrawal: Students may be required to withdraw from the university for academic reasons under the requirements for suspension or dismissal. If a student is on academic deficiency status at the time of withdrawal, that status will apply if the student should subsequently return to the university.

Effect of Withdrawal, Suspension, or Dismissal: When students withdraw or are suspended or dismissed, all outstanding temporary grades (NR or I) will be converted to permanent grades based on the instructors' assessments of work completed as of the date of withdrawal. Current work in progress will be dropped or changed to W (withdrawal), depending on the effective date of withdrawal. Students who are completing off-campus will be withdrawn after their Mary Baldwin academic record has been inactive for one calendar year from the last additions to the academic record.

Leaves of Absence

Residential undergraduate students may arrange a Leave of Absence by applying to the Student Engagement Office (all other MBU students apply to their respective program director). A student on leave may return to Mary Baldwin University at the end of the stated period without reapplying through Admissions. Upon re-entry, the student continues under the graduation requirements in effect at the time of original entry. Only one leave of up to two consecutive semesters will be granted. Leaves of absence are not granted in the last two weeks of the semester. A student who does not return at the end of the agreed leave period must reapply through Admissions. Such a student must meet the criteria of the Office of Admissions and is subject to the catalog and university requirements in effect at time of re-entry. At the time the leave of absence is granted, all academic work in progress is given a final grade, including W (withdrawal), as appropriate. The student is neither allowed to finish "incompletes" while on leave of absence nor to enroll in new Mary Baldwin credit work. In all cases of leaves of absence, please refer to the Credit and Refund Policy section of this academic catalog for information regarding financial arrangements. Residential students leaving college must depart the Mary Baldwin campus within 48 hours of the official date of leave.

Counseled Leave: In certain circumstances, the Student Engagement Office or program director may set conditions that must be met during the leave of absence in order for the student to return. In such a case, the student may be required to furnish information concerning those conditions for review by the Student Engagement Office or program director prior to his/her reentry to the university.

Medical Leave: A student may be granted a leave of absence for medical reasons. In order to obtain such a leave, the student must get certification from an attending physician and present it and the request for leave to the Student Engagement Office or program director. In order for a student to return from medical leave, the attending physician must submit to the Student Engagement Office (or program director) a statement certifying that the student is mentally and/or physically able to resume classes at the university. A student who is on academic deficiency status at the time he/she begins a leave of absence will continue on that status upon his/her return. A student who does not return at the

end of the agreed leave period must reapply through Admissions. Such a student must meet the criteria of the Office of Admissions and will be subject to the catalog and university requirements in effect at time of re-entry.

Academic Policies for Student Designed Coursework

Students have many options for tailoring their study to fit their needs. Among them are independent majors; minors, particularly interdisciplinary minors; pre-professional preparation through internships and community-based learning; directed inquiries (independent study); teaching assistantships; consortium exchange with other colleges; and cooperative programs that offer dual degrees (bachelor's and master's) and majors not offered at Mary Baldwin. For more information not detailed below or in the General Information section of this catalog, please see your academic advisor or contact the Office of the University Registrar.

Independent Majors

Students, in consultation with their advisors, may design their own majors. Independent majors are formed by combining courses from two or more disciplines to meet a student's academic interests or to provide preparation for a career. The following general rules apply to all independent majors:

- The independent major must consist of at least 36 semester hours.
- The senior academic requirement consists of the writing and defense of a thesis or the completion of a project, study, or experiment. This work must demonstrate an integration of the bodies of knowledge and approaches the independent major combines.
- Independent majors must be approved by the coordinator for interdisciplinary studies.
- In the case of independent majors, the senior requirement approval and evaluation process will include appropriate representation from faculty in relevant areas.
- The proposal for an independent major must have a coherent plan and must be accompanied by a written statement of purpose. The appropriate form may be

obtained in the registrar's office and must be filed with appropriate signatures at time of declaration of major.

- The Major/Minor Declaration form, with the completed independent major form, should be filed in the registrar's office at the close of the student's sophomore year, but it must be filed no later than the first day of classes of the student's final semester.
- A maximum of 24 semester hours in one discipline can be counted toward the independent major.
- At least one of the disciplines involved must offer a major.
- The independent major cannot be a variation of an existing major.

Directed Inquiries/Learning Contracts

Students are encouraged to work with faculty to design individual, nontraditional courses of study. To this end, most disciplines offer directed inquiries (learning contracts for MBU Online students) and, to advanced students, teaching assistantships. For residential undergraduate students, directed inquiries (DIs) can be supervised only by full-time faculty and can be taken only by full-time students. To register, the student must submit special forms to the Office of the Registrar. Forms are available in the office of the university registrar or found on MyMBU under registrar documents. Students do not normally take more than one directed inquiry per semester. They should have a C average. Freshmen do not take directed inquiries except in special cases. If a directed inquiry substitutes for an existing course below the 300-level, the DI is designated 290; if it substitutes for a 300-level course, it is designated 390. If a directed inquiry does not substitute for an existing course, the instructor determines the appropriate level based on content. Any exceptions to those policies must be approved by the university registrar.

Internships and Experiential Learning

Internships and other forms of experiential learning provide students with practical experiences in working with professionals in various career fields, and therefore are valuable testing grounds for possible future careers. Faculty may suggest opportunities; students may discover possibilities themselves; and the Spencer Center and the Office of Personal and Professional Development also can

help. Normally students must be in good academic standing in order to engage in an internship. A student must complete the internship application prior to beginning the internship, including all necessary approvals. Failure to follow this process may result in not receiving credit for the experience. Normally students must be in good academic standing in order to engage in an internship. A student must complete the internship application prior to beginning the internship, including all necessary approvals. Failure to follow this process may result in not receiving credit for the experience.

Internship credit is added to a student's record the semester in which it is completed. In all cases, academic credit is awarded for experiential learning only if the experience produces work that can be evaluated by the supervising professor. Unless otherwise specified by the discipline, all internships are taken on a Pass/No Credit basis. Students must do a minimum of 50 clock hours of work on-site to earn one semester hour of academic credit. No more than 15 semester hours of internship credit may be applied toward the graduation requirement of 120. A student may not register for an internship after the fact unless that internship was arranged with the supervising professor prior to the commencement of work on site.

The student may register for experiential work as either a pre-professional experience or as a general career exploratory experience. A pre-professional level internship is designated EXPL 387, where EXPL is the acronym for the discipline (e.g., BIOL 387). A career exploratory internship is designated EXPL 287. Internships at the 387 level count toward the major requirements. Internships at the 287 level may apply to the major at the discretion of the faculty in the major discipline.

Students who are off-campus due to participation in experiential learning must assume responsibility for any additional costs of housing, meals, and transportation. Further information about internships may be obtained from the Office of Personal and Professional Development.

Summer Study

During the summer break, undergraduate residential students may enroll in courses offered online and in directed inquiries and internships that require direct supervision by Mary Baldwin on-campus faculty.

Students are billed separately for summer courses and must abide by the policies and deadlines of the MBU Online.

Teaching Assistantships

During any term, qualified students may assist in the instruction of courses with the approval of the professor in charge. Tasks involve preparation of class materials, tutoring, teaching, and/or research. To register for Teaching Assistantship 380, students must submit an application form, available from the registrar's office. Credit for teaching assistantships is based on a minimum of 39 clock hours of work for each hour of credit. Students must have taken the course in which they are assisting or its equivalent.

Academic Standards Academic Classification Standards/Satisfactory Progress

Academic classification after the freshman year is defined as a level of academic accomplishment in terms of semester hours earned.

To Achieve Standing As	Minimum Semester Hours Required
Sophomore	27
Junior	58
Senior	90

Academic Honors

Honors and Dean's Lists

To be eligible for the honors or Dean's List, which are compiled at the end of each official grading period, a student must be a degree candidate and must have earned a minimum of 12 semester hours of credit for the preceding grading period. Of that total, at least nine semester hours must have been on a regular-graded basis. There can be no grades below C or incomplete or missing grades. Only work completed at Mary Baldwin is applicable. In addition to meeting the above requirements, the following grade point averages must have been attained during the preceding grading period:

- Honors List: 3.75 or better,
- Dean's List: 3.50–3.74

Baldwin Honors Scholars

A student who has achieved a cumulative GPA of 3.5 or higher in at least 24 semester hours of graded work at Mary Baldwin University will be invited to apply to the Baldwin Honors Scholars Program. Students accepted into the honors program are expected to pursue an Honors Degree (requirements listed below). Students may also enter the honors program as freshmen on the basis of SAT scores, overall high school records, written applications, and interviews. To continue in the program, all Baldwin Honors Scholars are required to sustain their academic excellence.

Freshmen must achieve a minimum 3.25 in the first semester, a 3.3 cumulative GPA after the second semester, a 3.4 after the third semester, and a 3.5 cumulative GPA in subsequent semesters. All other Baldwin Honors Scholars must maintain a 3.4 cumulative GPA.

Honors Degree

The Honors Degree is awarded to a Baldwin Honor Scholar upon successful completion of all phases of the Honors Program. Applications for candidacy for the Honors Degree must be submitted to the Honor Scholars Committee by November 1 of the Student's senior year (March 1 for January graduates). To be eligible as a candidate for the Honors Degree, a student must be designated as an Honor Scholar for at least three semesters, complete one year of foreign language at Mary Baldwin University (or have completed four years in High School) and currently hold a cumulative GPA of 3.5 or higher, and must have earned nine semester hours of Honors credit through Honors courses and/or Honors contracts. Upon application, the student must submit a proposal for an independent honors project or thesis. The project or thesis must be subject to close supervision of a faculty member and must be approved by an interdisciplinary examining committee. Final approval for award of the Honors Degree is made by the registrar on the recommendation of the Baldwin Honors Scholars Committee. Students who complete an Honors Degree will have the citation "Honors Degree" inscribed on their transcripts.

Rank in Class

Rank in class is determined by grade point average.

Grade points are given only for work done on the regular graded basis. The university does not officially rank students.

Senior Requirement with Distinction

Students whose work for the senior requirement shows exceptional merit as judged by the members of discipline(s) involved will have the citation "With Distinction" inscribed on their transcripts.

Graduation with Latin Honors

The honors designations of *summa cum laude*, *magna cum laude*, and *cum laude* will be inscribed on the diplomas and transcripts of students of outstanding achievement in accordance with criteria established by the faculty.

Students who have earned greater than or equal to 50 credit hours but less than 63 credit hours at MBU:

- *Summa cum laude*: Cumulative GPA greater than or equal to 3.94
- *Magna cum laude*: Cumulative GPA greater than or equal to 3.88 but less than 3.94
- *Cum laude*: Cumulative GPA greater than or equal to 3.7 but less than 3.88

Students who have earned 63 or more credit hours at MBU:

- *Summa cum laude*: Cumulative GPA greater than or equal to 3.9
- *Magna cum laude*: Cumulative GPA greater than or equal to 3.8 but less than 3.9
- *Cum laude*: Cumulative GPA greater than or equal to 3.6 but less than 3.8

Academic Probation

Students may be placed on academic probation if their GPA falls below the below levels:

Minimum Cumulative GPA

Mid-year, first-time college students	1.50
End of first year/freshman standing	1.65
Sophomore standing (for all those other than students completing their first year)	1.75
Junior standing	1.95

Probation Procedures and Rules:

- A student on probation (and dependent student's parents, where applicable) is notified in writing of the improvements necessary.
- Undergraduate residential students and PBTl students on academic probation may take no more than 13 semester hours of credit in a semester, excluding May Term. Physical education is excluded from these limits.
- MBU Online students on academic probation may take no more than seven semester hours of credit in a semester, excluding physical education courses.
- Undergraduate residential students on probation are required to meet with the associate provost for academic affairs and student success (or designee) periodically to review progress and may be required to meet other special provisions.
- MBU Online students on probation may be required to consult with their advisor or meet other special provisions.

Academic Suspension and Dismissal

Students may be suspended if their GPAs fall below the standards listed below. Except as specified below, undergraduate residential and PBTl students must also have been on probation for one term immediately preceding suspension and have failed to meet the requirements outlined during the term of probation. Except as specified below, MBU Online students must have been on academic probation for one full year without showing significant improvement. A student who is suspended may not re-enroll before a year has elapsed. After one year the student desiring to re-enroll must apply through the Admissions office and must provide evidence that the problems that led to suspension have been mastered. Readmission is not automatic.

Students may appeal a suspension decision and subsequent to a student's appeal the university may, at its sole discretion, allow the student to return on probation.

Suspension Below Cumulative GPA:**Immediate Suspension**

Students whose semester GPA is 1.0 or below may be subject to immediate suspension, without having spent the usual period on probation. Such suspensions may be for one semester or a full year. This rule applies to students at all levels.

Summary Suspension: Pending action of the Judicial Board, Honor Council, other administrative body, or civil courts, the status of a student should not be altered or her right to be present on campus and to attend classes suspended except for reasons relating to the safety and well-being of students, faculty, or university property. If such a threat to safety and well-being exists, the dean of students may summarily suspend the student until resolution by the appropriate body is achieved.

Dismissal: A student readmitted following a suspension will be dismissed if the student's work requires academic probation and the student has made unacceptable progress toward raising her or his GPA to the required levels. Dismissal means that Mary Baldwin University will not consider the student for readmission.

Honors and Distinctions

Mary Baldwin University holds membership in the following national honorary societies: Alpha Kappa Delta (sociology), Alpha Lambda Delta (freshmen), Alpha Phi Sigma (criminal justice), Alpha Sigma Lambda (adult students), Beta Beta Beta (biology), Iota Sigma Pi (chemistry), Kappa Delta Pi (education), Lambda Pi Eta (communication), Omicron Delta Epsilon (economics), Omicron Delta Kappa (leadership), Phi Alpha (social work), Phi Alpha Theta (history), Phi Beta Kappa (the nation's oldest and most respected society honoring the liberal arts; membership is held through the Lambda of Virginia Chapter), Pi Alpha (physician assistant), Pi Sigma Alpha (political science), Pi Theta Epsilon (occupational therapy), Psi Chi (psychology), Sigma Beta Delta (business, management, and administration), Sigma Pi Sigma (physics), Sigma Tau Delta (English), Alpha Mu Gamma (foreign language), and Upsilon Phi Delta (healthcare administration).

Family Educational Rights and Privacy Act (FERPA)

Annual Notification

Students attending, or who have attended, Mary Baldwin University are given certain rights under the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g) and Rules of the Department of Education (34 C.F.R. Part 99) implementing this Act.

Student rights under the Act and Rules may be summarized as follows:

- To inspect and review the content of the student's education records. The University shall comply with a request for access to records within a reasonable period of time, but not more than 45 days after it has received the request;
- To receive a response from the University to reasonable requests for explanation of those records;
- To obtain an opportunity for a hearing to challenge the content of those records;
- To receive confidential treatment by the University of education records; neither such records, nor personally identifiable information contained therein, except for directory information, shall be released without student permission to anyone other than those parties specifically authorized by the Act;
- To refuse to permit the release of their directory information;
- To file complaints with the Family Policy Compliance Office (FPCO) of the Department of Education concerning alleged failures by the University to comply with the requirements of the Acts and Rules:
 - Family Policy Compliance Office
United States Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202-5920
- To exercise all rights on the student's own behalf, regardless of the student's status as a dependent upon parents.

The University has adopted policy and procedures to protect the privacy rights of the past and present students. The policy and procedures describe:

- The types of education records maintained by the University;
- The titles and addresses of the University officials responsible for those records;
- The procedures controlling the inspection and review of education records;
- The procedures controlling the correction of education records, including a request to amend and to have a hearing;
- The procedures controlling the recording of each request for and each disclosure of personally identifiable information from the education records of a student; and
- The individuals and organizations who have access to a student's education records without the student's prior written consent.

Consent is not required where the disclosure is to school officials within the University who have a legitimate educational interest for the information.

School officials are those individuals who engage in the instructional, supervisory, advisory, administrative, governance, public safety, and support functions of the University. They need not necessarily be paid employees of the University. School officials include:

- Those University students who, pursuant to their duties as officers in officially recognized honor societies, periodicals, and other activities which recognize or encourage superior academic achievement, require personally identifiable information (e.g. grades) from students' education records to determine the satisfaction of specified eligibility requirements;
- Those University students who, pursuant to their duties as members of official University committees (e.g. scholarship committees), require personally identifiable information from students' education records;
- Those University students who, pursuant to the authority granted by the Board of Visitors under the terms of the Honor System and the University Judiciary System, require personally identifiable information from a student's education records to investigate, adjudicate, or

advise students involved in an alleged violation of the Honor Code or the Standards of Conduct; and

- A person, company, or agency with whom the University has contracted to provide services that the University itself would provide otherwise.

In order for a school official to have a legitimate educational interest, he or she must require the student's education records in the course of performing his or her duties for the University.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development,

unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Directory Information at MBU for students includes:

Name

Address

Telephone number

E-mail address

Date of birth

Place of birth

Major field of study

College of Enrollment

Location of attendance

Full-time/part-time status

Level and year in school

Expected graduation date

Past and present participation in officially recognized activities and sports

Physical factors of athletes (age, height, weight)

Dates of attendance

Candidacy for degree

Degrees, honors, scholarships, and awards received

Any unique identifying number created for the purpose of compiling, releasing, or transmitting Directory Information. This identifying number is not the student ID number it is an ID number created only for the purpose of transmitting information.

Photographs or recordings may be taken by the university or its designees in public areas of the Mary Baldwin University campus and regional centers and at university events. The university may use such photographs or recordings to document, promote, or provide information about the university and its programs without prior consent by individuals depicted or recorded in them. Public areas include but are not limited to outdoor areas, classrooms, laboratories, library, athletic facilities, residence hall common areas, dining and gathering facilities, meeting rooms, and performance spaces.

Students may designate access to their student record or student account information via MyMBU. This access may be updated at any time and all students must update their information in MyMBU once a year.

Consortium Exchange

Mary Baldwin and six other private institutions in Virginia (Hampden-Sydney, Hollins, Randolph-Macon,

Randolph, Sweet Briar, and Washington and Lee) have joined in a consortium exchange through which students in the Mary Baldwin College for Women and University College may attend another of the participating colleges for a year or part of a year while remaining enrolled at Mary Baldwin University. Application should be made to the exchange officer in the registrar's office. Priority is given to juniors. Mary Baldwin students must maintain a cumulative GPA of 3.3 to participate.

Cooperative Programs/

Articulation Agreements

Guaranteed Admissions Agreement with the Virginia Community College System

Mary Baldwin University and the Virginia Community College System have adopted a Guaranteed Admissions Agreement to facilitate the transition from community college to MBU. The articulation agreement guarantees admission and full transfer of credit between all Virginia community colleges and Mary Baldwin-- for the MBU Online, and Mary Baldwin College for Women. More information about the guaranteed admissions program, including eligibility requirements, can be found at marybaldwin.edu/admissions/transfer

Guaranteed Admissions Agreement with Richard Bland College

As a member of the Council of Independent Colleges in Virginia (CICV), Mary Baldwin can offer guaranteed admission for graduates of Richard Bland College, a two-year college in Petersburg, Virginia. Richard Bland students must have graduated with at least a 3.0 GPA and with an associate in art or an associate in science to be eligible.

Mary Baldwin University and the University of Virginia Dual Degree Program in Engineering

Mary Baldwin University students may elect to participate in a dual degree program in the various branches of engineering, offered by the School of Engineering and Applied Science at the University of Virginia. Under this program, qualified students attend Mary Baldwin for three years and then, based on their academic performance, are accepted into the University of Virginia for two or more years of

study, leading to a bachelor's degree in applied mathematics from MBU and a master's degree in engineering from UVA. Students who are interested in exploring this option should contact the coordinator, Dr. John Ong, associate professor of mathematics, during their first semester at Mary Baldwin. To enroll, they must maintain an overall (as well as a math and science) GPA of B+ at the university and must complete the calculus and physics sequences during their freshman year. Students who are accepted into the program generally have a 1700 SAT or 25 ACT score or better.

Edward Via College of Osteopathic Medicine (VCOM) – Doctor of Osteopathy

Up to 10 qualified MBU students have the opportunity to gain admission to VCOM through the Guaranteed Acceptance Program by following a distinct academic protocol and by demonstrating high achievement. VCOM also offers the Early Acceptance Program, which encourages candidates from rural areas, low socio-economic status backgrounds, and underrepresented minorities to enter health careers. Up to five MBU student eligible slots are available. Interested students should consult with the pre-medical advisor for more information about the requirements and course schedules for VCOM guaranteed acceptance or early acceptance, preferably early in their college career at MBU.

Washington and Lee University — Physics

A student may receive a bachelor's degree in physics by designing a major drawn from the appropriate courses at both Mary Baldwin and our consortium partner Washington and Lee University.

Pre-Professional Programs

Pre-Law

Laura van Assendelft, Advisor

Mary Baldwin University is committed to ensuring that students are prepared for the rigors of law school and have the skills needed for a successful professional career.

MBU pre-law advisors suggest that students gain first-hand experience in one or more legal environments — through summer jobs and internships at private firms, a circuit court clerk office, or in a juvenile and domestic relations court. They also recommend talking with and shadowing knowledgeable attorneys to get a feel for the job. Many students benefit from full-time employment as a paralegal after completing their bachelor's degree, which allows them to evaluate their interest in pursuing a law degree.

According to the Association of American Law Schools, there is no specific pre-law major or curriculum. MBU recommends a strong liberal arts foundation, with an emphasis on courses and majors that require writing essays that are evaluated on the basis of reasoning and supporting evidence, as the best undergraduate preparation. Students should also consider taking courses that will help them develop their ability to work with and motivate others, two very important qualities in an attorney. Suggested courses include those with an emphasis in psychology, social processes, business, accounting, writing, research, communication, and public speaking.

For more detailed information and recommended courses, visit the Pre-Law page at marybaldwin.edu/academics/pre-law

Pre-Med and Pre-Health Sciences

Paul Deeble, Advisor

Brian Miller, Advisor

Many students are interested in graduate school in health-related professions, ranging from traditional medical school to physician assistant studies to physical therapy and occupational therapy. We strive to support our students in health-focused career exploration and endeavor to prepare them well for future graduate studies.

Medical schools as well as health sciences graduate programs have specific admission requirements, but most are more concerned that applicants have a strong liberal arts background and have demonstrated an ability to excel, rather than requiring a specific major. Most medical schools want entrants with a strong foundation in science and math, as well as a strong overall GPA.

Achievement on the entrance examination — Graduate Record Examination (GRE) or Medical College Admission Test (MCAT) — is a nearly universal requirement of medical schools and are required of many other programs as well. Students usually take the MCAT or GRE in the spring of their junior year and apply for admission the following summer/fall. Some students may apply for early decision to select programs. Students who choose to major in biology may further designate an emphasis in biomedical science designed to provide broad-based scientific knowledge and skills. No college can guarantee admission to medical school or other graduate programs; however, at Mary Baldwin we have found that capable students who successfully complete the designated prerequisite courses and apply themselves can gain admission to a good medical school or graduate program in the health sciences. We recommend that students who are interested in healthcare participate in an internship in a medical/healthcare setting early in their careers at MBU, as a valuable addition to their academic records and to evaluate their interest in a particular profession. The premedical or health sciences advisors and the Office of Personal and Professional Development can help you explore options for internships and shadowing.

Mary Baldwin undergraduates interested in applying to graduate programs in the Murphy Deming College of Health Sciences are guaranteed an interview provided they meet **all admissions requirements**. Students should work with their faculty advisor to ensure that their four-year plan allows for completion of all necessary prerequisite coursework.

For more detailed information and recommended courses, visit the Pre-Medical and Allied Health Fields page at marybaldwin.edu/academics/pre-med and/or the Murphy Deming College of Health Sciences at marybaldwin.edu/health-sciences

Uniform Student Grievance Policy

Please note: Students in the Murphy Deming College of Health Sciences (MDCHS) should refer to the MDCHS section in this catalog, consult the MDCHS student handbook, or contact the Office of the Vice President of MDCHS for grievances involving any of the following concerns.

1. The Ombuds Officers (i.e., first point of contact) for students who wish to explore the possibility of filing a complaint or lodging a grievance at Mary Baldwin University are:
 1. The dean of the respective college for matters dealing with academic programs and coursework.
 2. The vice president for student engagement for matters dealing with student life, residence life, extra-curricular programs, and other issues not involving academic programs and coursework.
2. Grievances involving academic programs, faculty, and coursework:
 1. Grade Appeals: The respective college dean will explain the university's grade appeal policy, (see the grade change policy (<https://marybaldwin.cleancatalog.net/academic-credit-and-grading>) and guide the student in following the established procedure and, if the appeal is not resolved, refer the matter to the provost and vice president for academic affairs of the university.
 2. Complaints about Faculty Members: The department head will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following: mediation, counseling, referral to the college dean, submission of a written statement to the college dean, or resolution with no further action.
 3. Other Academic Complaints and Grievances: The Provost or the Provost's designee will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following: mediation, counseling, referral to a college dean, submission of a written statement to a college dean, or resolution with no action.
3. Grievances involving admissions, student life, and extracurricular programs:

1. Student Senate: Every student has the option of referring issues and concerns to the Student Senate through her/his Senator. Students should consult their Hall President to determine if the issue or concern is appropriately referred to that body.
2. Complaints about a Staff Member: An associate vice president for student life will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following: mediation, counseling, referral to the vice president for student engagement, submission of a written statement to the vice president for student engagement, or resolution with no action.
3. Other Complaints and Grievances: An associate vice president for student life will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following: mediation, counseling, referral to the vice president for student engagement, submission of a written statement to the vice president for student engagement, or resolution with no action.
4. For grievances about aspects of university policy or procedure not falling into either of the above categories, the student complaint is forwarded from the staff recipient of the complaint to the Executive Staff member responsible for the area of concern. That person attempts to resolve the complaint to the student's satisfaction. For example, a complaint about food that initially was submitted to the food service director would go to the vice president for business and finance. The responsible executive staff member will report steps taken to the complainant within 90 days of receiving the complaint.
5. If grievances cannot be resolved in the above manner:
 1. The complainant may present a written appeal to the president of the institution.

Such an appeal will not be received unless the complainant documents that he or she has gone through the steps, above.

2. If the president receives the appeal, she will, at her sole discretion, determine whether or not further intervention is necessary and take whatever steps she feels are appropriate. The president will report steps taken to the complainant within 90 days of receiving the complaint.
3. If the complainant has proceeded through all the steps leading through 5(b) above, he/she has exhausted all possibilities of internal intervention to resolve the issue.
6. If the complainant feels that his/her complaint involves a violation of accreditation standards:
 1. The complainant may file a written complaint to the Commission on Colleges of the Southern Association of Colleges and Schools. That complaint must follow the protocol established by the Commission on Colleges in its policy, "Complaint Procedures for the Commission or its Accredited Institutions."
 2. The protocol for filing complaints and the required forms may be obtained from the Commission's web site, www.sacscoc.org, or from the institution's accreditation liaison, currently Ms. Carol Creager, university librarian.
7. Filing a Complaint with the State Council of Higher Education for Virginia and complaints in all Other States:
 1. Mary Baldwin University accepts State Council of Higher Education for Virginia (SCHEV), the Commonwealth's coordinating body for higher education, oversight in resolving complaints from students taking distance education under the aegis of the State Authorization Reciprocity Agreements (SARA). If a student has exhausted the avenues provided by MBU and the complaint has not been

resolved internally, the student can submit a Student Complaint Form to SCHEV (details on the formal SCHEV student complaints procedure and a link to the form can be found on the following website: schev.edu/index/students-and-parents/resources/student-complaints

2. If a distance learning student residing out-of-state while enrolled in a Mary Baldwin University course has exhausted the student complaint avenues provided by MBU and the complaint has not been resolved internally, the student can submit a complaint about MBU to the state in which the student resides. The list of contact information for all state agencies with links to complaint process information can be found at nc-sara.org/state-portal-entity-contacts in compliance with the U.S. Department of Education State Authorization regulations.
3. Filing a Complaint with Accreditation Agency Mary Baldwin University successfully achieved reaffirmation of accreditation by the Southern Association of Colleges and School-Commission on Colleges (SACSCOC) in December 2017. This acknowledgement reflects MBU's ongoing commitment to operational excellence, as well as academic excellence. It also speaks to our efforts to continually improve as an institution while meeting our institutional mission and strategic initiatives.

If a student has exhausted the avenues provided by Mary Baldwin University and the complaint has not been resolved internally, and if a student has exhausted the avenues provided by their state and the complaint has not been resolved, the student can contact the SACSCOC office via the following: www.sacscoc.org

Professional Licensure Disclosure and Student Consumer Information

Institutional Professional Licensure Requirements

Consistent with federal and state regulations, institutions that offer any out-of-state activities related to credit-bearing courses such as online courses, field experiences (e.g., internships for credit, practicums), and recruiting or marketing of programs are mandated to follow the other state's laws and to obtain any necessary authorization to operate in that jurisdiction prior to conducting the activity.

To assist in the management of these requirements, Mary Baldwin University participates in the [National Council for State Authorization Reciprocity Agreements](#) (SARA). SARA is a "voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state." In instances where an activity is not covered by SARA, MBU must seek authorization or exemption from the state where the curriculum is accessed. MBU works with regulatory agencies in each state and the U.S. Territories to seek authorization, exemption, or permission to offer degree or certificate programs and courses to residents outside Virginia who wish to enroll in MBU distance learning education opportunities.

All guidance provided on this site assumes that MBU's presence in other states is on-line or specific to a field experience. Establishing an administrative or instructional site (i.e., physical presence) outside of the Commonwealth of Virginia carries significant and distinct review and approval requirements.

MBU Licensure Preparation Programs

Mary Baldwin University (MBU) has seven academic programs that are designed to prepare students for

a career in a licensed profession upon completion of the program. A professional license is typically required for graduates of these programs to practice and/or gain employment in these fields. If you are considering applying to one of these programs and plan to be licensed outside of Virginia, please select the program link for more information regarding educational requirements for professional licensure in the U.S. states, commonwealths, and territories.

[Doctor of Physical Therapy](#)

The program has determined that its curriculum meets the state educational requirements for licensure or certification in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands secondary to its accreditation by the Commission on Accreditation in Physical Therapy Education, based on the following:

CAPTE accreditation of a physical therapist or physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org

NOTE: Completion of an authorized educational program does not guarantee licensure or certification. States may have additional requirements such as a background check, jurisprudence examination, recommendations, etc.

Mary Baldwin University recommends students consult the appropriate licensing agency or board in the respective state or territory in which they intend to practice before beginning any academic program or coursework. If students experience difficulty finding the license requirements for a specific state or territory, please contact the program director or admissions.

[Master of Science in Physician Assistant](#)

The program has determined that its curriculum meets the state educational requirements for licensure or certification in all states and the District of Columbia.

NOTE: Completion of an authorized educational program does not guarantee licensure or certification. States may have additional requirements such as a background check, jurisprudence examination, recommendations, etc.

Mary Baldwin University recommends students consult the appropriate licensing agency or board in the respective state or territory in which they intend to practice before beginning any academic program or coursework. If students experience difficulty finding the license requirements for a specific state or territory, please contact the program director or admissions.

Doctor of Occupational Therapy

ACOTE® accredited occupational therapy and occupational therapy assistant educational program satisfy the states' educational requirements in all states, the District of Columbia, and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy and occupational therapy assistant program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification examination and apply for licensure in all states, the District of Columbia, and Puerto Rico. For more information regarding state qualifications and licensure requirements, please refer to the [AOTA State Licensure](#) webpage.

NOTE: Completion of an authorized educational program does not guarantee licensure or certification. States may have additional requirements such as a background check, jurisprudence examination, recommendations, etc.

Mary Baldwin University recommends students consult the appropriate licensing agency or board in the respective state or territory in which they intend to practice before beginning any academic program or coursework. If students experience difficulty finding the license requirements for a specific state or territory, please contact the program director or admissions.

Doctor of Nursing Practice

The program has not yet determined which states and US territories its curriculum meets the state educational requirements for licensure or certification.

NOTE: Completion of an authorized educational program does not guarantee licensure or certification. States may have additional requirements such as a background check, jurisprudence examination, recommendations, etc.

Mary Baldwin University recommends students consult the appropriate licensing agency or board in the respective state or territory in which they intend to practice before beginning any academic program or coursework. If students experience difficulty finding the license requirements for a specific state or territory, please contact the program director or admissions.

Below is a link to the National Council of State Boards of Nursing to review the licensure requirements in your state.

National Council of State Boards of Nursing: <https://www.ncsbn.org/about-nursing-regulatory-bodies.htm>

Post Baccalaureate Teacher Licensure

We go beyond preparing superior teachers. We offer degrees in high-demand fields including Teacher Education, Higher Education, and Applied Behavior Analysis. In today's classroom, we identify the greatest needs and fill the gaps. So well, in fact, that 77 percent of our graduates teach in areas with the most critical shortages in Virginia. Our Teacher Education program prepares classroom leaders who lead, collaborate, include, and innovate. [Learn about our Conceptual Framework](#), the values and priorities that drive our mission to prepare reflective and knowledgeable teachers for the field.

Master of Arts in Teaching

We go beyond preparing superior teachers. We offer degrees in high-demand fields including Teacher Education, Higher Education, and Applied Behavior Analysis. In today's classroom, we identify the greatest needs and fill the gaps. So well, in fact, that 77 percent of our graduates teach in areas with the most critical shortages in Virginia. Our Teacher Education program prepares classroom leaders who

lead, collaborate, include, and innovate. [Learn about our Conceptual Framework](#), the values and priorities that drive our mission to prepare reflective and knowledgeable teachers for the field.

Bachelor of Social Work

Nationally Recognized and Accredited

The Susan Warfield Caples School of Social Work at MBU meets rigorous academic standards to gain and maintain national accreditation from the Council on Social Work Education (CSWE).

State Licensure Requirements and State Approving Agencies

RN-BSN Program

Program	RN to BSN program
Accreditation	Commission on Collegiate Nursing Education (https://www.ccnaccreditation.org) This program does not lead to licensure
Alabama (AL)	Not Applicable
Alaska (AK)	Not Applicable
Arizona (AZ)	Not Applicable
Arkansas (AR)	Not Applicable
California (CA)	Not Applicable
Colorado (CO)	Not Applicable
Connecticut (CT)	Not Applicable
Delaware (DE)	Not Applicable
District of Columbia (DC)	Not Applicable
Florida (FL)	Not Applicable
Georgia (GA)	Not Applicable
Hawaii (HI)	Not Applicable
Idaho (ID)	Not Applicable
Illinois (IL)	Not Applicable
Indiana (IN)	Not Applicable
Iowa (IA)	Not Applicable
Kansas (KS)	Not Applicable
Kentucky (KY)	Not Applicable
Louisiana (LA)	Not Applicable
Maine (ME)	Not Applicable
Maryland (MD)	Not Applicable
Massachusetts (MA)	Not Applicable
Michigan (MI)	Not Applicable
Minnesota (MN)	Not Applicable
Mississippi (MS)	Not Applicable
Missouri (MO)	Not Applicable
Montana (MT)	Not Applicable

Nebraska (NE)	Not Applicable
Nevada (NV)	Not Applicable
New Hampshire (NH)	Not Applicable
New Jersey (NJ)	Not Applicable
New Mexico (NM)	Not Applicable
New York (NY)	Not Applicable
North Carolina (NC)	Not Applicable
North Dakota (ND)	Not Applicable
Ohio (OH)	Not Applicable
Oklahoma (OK)	Not Applicable
Oregon (OR)	Not Applicable
Pennsylvania (PA)	Not Applicable
Rhode Island (RI)	Not Applicable
South Carolina (SC)	Not Applicable
South Dakota (SD)	Not Applicable
Tennessee (TN)	Not Applicable
Texas (TX)	Not Applicable
Utah (UT)	Not Applicable
Vermont (VT)	Not Applicable
Virginia (VA)	Not Applicable
Washington (WA)	Not Applicable
West Virginia (WV)	Not Applicable
Wisconsin (WI)	Not Applicable
Wyoming (WY)	Not Applicable
American Samoa	Not Applicable
Federated States of Micronesia	Not Applicable
Guam	Not Applicable
Northern Mariana Islands	Not Applicable
Republic of Palau	Not Applicable
Republic of the Marshall Islands	Not Applicable
Puerto Rico	Not Applicable
U.S. Virgin Islands	Not Applicable

Bachelor of Social Work

Program	Bachelor of Social Work
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Accreditation	National Accreditation from the Counsel on Social Work Education (CSWE) https://cswe.org
Alabama (AL)	Meets Educational Requirements for Licensure
Alaska (AK)	Meets Educational Requirements for Licensure
Arizona (AZ)	Meets Educational Requirements for Licensure
Arkansas (AR)	Meets Educational Requirements for Licensure
California (CA)	Not yet determined
Colorado (CO)	Not yet determined
Connecticut (CT)	Not yet determined
Delaware (DE)	Meets Educational Requirements for Licensure
District of Columbia (DC)	Meets Educational Requirements for Licensure
Florida (FL)	Not yet determined
Georgia (GA)	Not yet determined
Hawaii (HI)	Meets Educational Requirements for Licensure
Idaho (ID)	Meets Educational Requirements for Licensure
Illinois (IL)	Meets Educational Requirements for Licensure
Indiana (IN)	Meets Educational Requirements for Licensure
Iowa (IA)	Meets Educational Requirements for Licensure
Kansas (KS)	Meets Educational Requirements for Licensure
Kentucky (KY)	Meets Educational Requirements for Licensure
Louisiana (LA)	Meets Educational Requirements for Licensure
Maine (ME)	Meets Educational Requirements for Licensure
Maryland (MD)	Meets Educational Requirements for Licensure
Massachusetts (MA)	Not yet determined
Michigan (MI)	Meets Educational Requirements for Licensure
Minnesota (MN)	Meets Educational Requirements for Licensure
Mississippi (MS)	Meets Educational Requirements for Licensure
Missouri (MO)	Meets Educational Requirements for Licensure
Montana (MT)	Meets Educational Requirements for Licensure
Nebraska (NE)	Meets Educational Requirements for Licensure
Nevada (NV)	Meets Educational Requirements for Licensure
New Hampshire (NH)	Not yet determined
New Jersey (NJ)	Meets Educational Requirements for Licensure
New Mexico (NM)	Meets Educational Requirements for Licensure
New York (NY)	Not yet determined
North Carolina (NC)	Meets Educational Requirements for Licensure
North Dakota (ND)	Meets Educational Requirements for Licensure
Ohio (OH)	Meets Educational Requirements for Licensure
Oklahoma (OK)	Meets Educational Requirements for Licensure
Oregon (OR)	Meets Educational Requirements for Licensure
Pennsylvania (PA)	Not yet determined
Rhode Island (RI)	Not yet determined
South Carolina (SC)	Meets Educational Requirements for Licensure
South Dakota (SD)	Meets Educational Requirements for Licensure
Tennessee (TN)	Meets Educational Requirements for Licensure
Texas (TX)	Meets Educational Requirements for Licensure
Utah (UT)	Meets Educational Requirements for Licensure
Vermont (VT)	Not yet determined
Virginia (VA)	Meets Educational Requirements for Licensure

Washington (WA)	Not yet determined
West Virginia (WV)	Meets Educational Requirements for Licensure
Wisconsin (WI)	Meets Educational Requirements for Licensure
Wyoming (WY)	Meets Educational Requirements for Licensure
American Samoa	Not yet determined
Federated States of Micronesia	Not yet determined
Guam	Meets Educational Requirements for Licensure
Northern Mairana Islands	Meets Educational Requirements for Licensure
Republic of Palau	Not yet determined
Republic of the Marshall Islands	Not yet determined
Puerto Rico	Not yet determined
U.S.Virgin Islands	Meets Educational Requirements for Licensure

Post Baccalaureate Teacher Licensure

Program	Post Baccalaureate Teacher Licensure
Accreditation	Council for the Accreditation of Educator Preparation (CAEP) https://caepnet.org
Alabama (AL)	State Requirements vary
Alaska (AK)	State Requirements vary
Arizona (AZ)	State Requirements vary
Arkansas (AR)	State Requirements vary
California (CA)	State Requirements vary
Colorado (CO)	State Requirements vary
Connecticut (CT)	State Requirements vary
Delaware (DE)	State Requirements vary
District of Columbia (DC)	State Requirements vary
Florida (FL)	State Requirements vary
Georgia (GA)	State Requirements vary
Hawaii (HI)	State Requirements vary
Idaho (ID)	State Requirements vary
Illinois (IL)	State Requirements vary
Indiana (IN)	State Requirements vary
Iowa (IA)	State Requirements vary
Kansas (KS)	State Requirements vary
Kentucky (KY)	State Requirements vary
Louisiana (LA)	State Requirements vary
Maine (ME)	State Requirements vary
Maryland (MD)	State Requirements vary
Massachusetts (MA)	State Requirements vary
Michigan (MI)	State Requirements vary
Minnesota (MN)	State Requirements vary
Mississippi (MS)	State Requirements vary
Missouri (MO)	State Requirements vary
Montana (MT)	State Requirements vary
Nebraska (NE)	State Requirements vary
Nevada (NV)	State Requirements vary
New Hampshire (NH)	State Requirements vary
New Jersey (NJ)	State Requirements vary

New Mexico (NM)	State Requirements vary
New York (NY)	State Requirements vary
North Carolina (NC)	State Requirements vary
North Dakota (ND)	State Requirements vary
Ohio (OH)	State Requirements vary
Oklahoma (OK)	State Requirements vary
Oregon (OR)	State Requirements vary
Pennsylvania (PA)	State Requirements vary
Rhode Island (RI)	State Requirements vary
South Carolina (SC)	State Requirements vary
South Dakota (SD)	State Requirements vary
Tennessee (TN)	State Requirements vary
Texas (TX)	State Requirements vary
Utah (UT)	State Requirements vary
Vermont (VT)	State Requirements vary
Virginia (VA)	Meets Educational Requirements for Licensure
Washington (WA)	State Requirements vary
West Virginia (WV)	State Requirements vary
Wisconsin (WI)	State Requirements vary
Wyoming (WY)	State Requirements vary
American Samoa	Not yet determined
Federated States of Micronesia	Not yet determined
Guam	Not yet determined
Northern Mairana Islands	Not yet determined
Republic of Palau	Not yet determined
Republic of the Marshall Islands	Not yet determined
Puerto Rico	Not yet determined
U.S.Virgin Islands	Not yet determined

Doctor of Nursing Practice

Program	Doctor of Nursing Practice - new program not accredited as of 11.05.2021
Accreditation	Commission on Collegiate Nursing Education (https://www.ccnaccreditation.org)
Alabama (AL)	Not yet determined
Alaska (AK)	Not yet determined
Arizona (AZ)	Not yet determined
Arkansas (AR)	Not yet determined
California (CA)	Not yet determined
Colorado (CO)	Not yet determined
Connecticut (CT)	Not yet determined
Delaware (DE)	Not yet determined
District of Columbia (DC)	Not yet determined
Florida (FL)	Not yet determined
Georgia (GA)	Not yet determined
Hawaii (HI)	Not yet determined
Idaho (ID)	Not yet determined
Illinois (IL)	Not yet determined
Indiana (IN)	Not yet determined
Iowa (IA)	Not yet determined
Kansas (KS)	Not yet determined

Kentucky (KY)	Not yet determined
Louisiana (LA)	Not yet determined
Maine (ME)	Not yet determined
Maryland (MD)	Not yet determined
Massachusetts (MA)	Not yet determined
Michigan (MI)	Not yet determined
Minnesota (MN)	Not yet determined
Mississippi (MS)	Not yet determined
Missouri (MO)	Not yet determined
Montana (MT)	Not yet determined
Nebraska (NE)	Not yet determined
Nevada (NV)	Not yet determined
New Hampshire (NH)	Not yet determined
New Jersey (NJ)	Not yet determined
New Mexico (NM)	Not yet determined
New York (NY)	Not yet determined
North Carolina (NC)	Not yet determined
North Dakota (ND)	Not yet determined
Ohio (OH)	Not yet determined
Oklahoma (OK)	Not yet determined
Oregon (OR)	Not yet determined
Pennsylvania (PA)	Not yet determined
Rhode Island (RI)	Not yet determined
South Carolina (SC)	Not yet determined
South Dakota (SD)	Not yet determined
Tennessee (TN)	Not yet determined
Texas (TX)	Not yet determined
Utah (UT)	Not yet determined
Vermont (VT)	Not yet determined
Virginia (VA)	Not yet determined
Washington (WA)	Not yet determined
West Virginia (WV)	Not yet determined
Wisconsin (WI)	Not yet determined
Wyoming (WY)	Not yet determined
American Samoa	Not yet determined
Federated States of Micronesia	Not yet determined
Guam	Not yet determined
Northern Mairana Islands	Not yet determined
Republic of Palau	Not yet determined
Republic of the Marshall Islands	Not yet determined
Puerto Rico	Not yet determined
U.S.Virgin Islands	Not yet determined

Doctor of Occupational Therapy

Program	Doctor of Occupational Therapy
Accreditation	The Accreditation Council for Occupational Therapy Education (ACOTE) https://aota.org
Alabama (AL)	Meets Educational Requirements for Licensure
Alaska (AK)	Meets Educational Requirements for Licensure

Arizona (AZ)	Meets Educational Requirements for Licensure
Arkansas (AR)	Meets Educational Requirements for Licensure
California (CA)	Meets Educational Requirements for Licensure
Colorado (CO)	Meets Educational Requirements for Licensure
Connecticut (CT)	Meets Educational Requirements for Licensure
Delaware (DE)	Meets Educational Requirements for Licensure
District of Columbia (DC)	Meets Educational Requirements for Licensure
Florida (FL)	Meets Educational Requirements for Licensure
Georgia (GA)	Meets Educational Requirements for Licensure
Hawaii (HI)	Meets Educational Requirements for Licensure
Idaho (ID)	Meets Educational Requirements for Licensure
Illinois (IL)	Meets Educational Requirements for Licensure
Indiana (IN)	Meets Educational Requirements for Licensure
Iowa (IA)	Meets Educational Requirements for Licensure
Kansas (KS)	Meets Educational Requirements for Licensure
Kentucky (KY)	Meets Educational Requirements for Licensure
Louisiana (LA)	Meets Educational Requirements for Licensure
Maine (ME)	Meets Educational Requirements for Licensure
Maryland (MD)	Meets Educational Requirements for Licensure
Massachusetts (MA)	Meets Educational Requirements for Licensure
Michigan (MI)	Meets Educational Requirements for Licensure
Minnesota (MN)	Meets Educational Requirements for Licensure
Mississippi (MS)	Meets Educational Requirements for Licensure
Missouri (MO)	Meets Educational Requirements for Licensure
Montana (MT)	Meets Educational Requirements for Licensure
Nebraska (NE)	Meets Educational Requirements for Licensure
Nevada (NV)	Meets Educational Requirements for Licensure
New Hampshire (NH)	Meets Educational Requirements for Licensure
New Jersey (NJ)	Meets Educational Requirements for Licensure
New Mexico (NM)	Meets Educational Requirements for Licensure
New York (NY)	Meets Educational Requirements for Licensure
North Carolina (NC)	Meets Educational Requirements for Licensure
North Dakota (ND)	Meets Educational Requirements for Licensure
Ohio (OH)	Meets Educational Requirements for Licensure
Oklahoma (OK)	Meets Educational Requirements for Licensure
Oregon (OR)	Meets Educational Requirements for Licensure
Pennsylvania (PA)	Meets Educational Requirements for Licensure
Rhode Island (RI)	Meets Educational Requirements for Licensure
South Carolina (SC)	Meets Educational Requirements for Licensure
South Dakota (SD)	Meets Educational Requirements for Licensure
Tennessee (TN)	Meets Educational Requirements for Licensure
Texas (TX)	Meets Educational Requirements for Licensure
Utah (UT)	Meets Educational Requirements for Licensure
Vermont (VT)	Meets Educational Requirements for Licensure
Virginia (VA)	Meets Educational Requirements for Licensure
Washington (WA)	Meets Educational Requirements for Licensure
West Virginia (WV)	Meets Educational Requirements for Licensure
Wisconsin (WI)	Meets Educational Requirements for Licensure
Wyoming (WY)	Meets Educational Requirements for Licensure
American Samoa	Not yet determined

Federated States of Micronesia	Not yet determined
Guam	Not yet determined
Northern Mairana Islands	Not yet determined
Republic of Palau	Not yet determined
Republic of the Marshall Islands	Not yet determined
Puerto Rico	Meets Educational Requirements for Licensure
U.S.Virgin Islands	Not yet determined

Doctor of Physical Therapy

Program	Doctor of Physical Therapy
Accreditation	Commission on Accreditation in Physical Therapy Education CAPTE https://capteonline.org
Alabama (AL)	Meets Educational Requirements for Licensure
Alaska (AK)	Meets Educational Requirements for Licensure
Arizona (AZ)	Meets Educational Requirements for Licensure
Arkansas (AR)	Meets Educational Requirements for Licensure
California (CA)	Meets Educational Requirements for Licensure
Colorado (CO)	Meets Educational Requirements for Licensure
Connecticut (CT)	Meets Educational Requirements for Licensure
Delaware (DE)	Meets Educational Requirements for Licensure
District of Columbia (DC)	Meets Educational Requirements for Licensure
Florida (FL)	Meets Educational Requirements for Licensure
Georgia (GA)	Meets Educational Requirements for Licensure
Hawaii (HI)	Meets Educational Requirements for Licensure
Idaho (ID)	Meets Educational Requirements for Licensure
Illinois (IL)	Meets Educational Requirements for Licensure
Indiana (IN)	Meets Educational Requirements for Licensure
Iowa (IA)	Meets Educational Requirements for Licensure
Kansas (KS)	Meets Educational Requirements for Licensure
Kentucky (KY)	Meets Educational Requirements for Licensure
Louisiana (LA)	Meets Educational Requirements for Licensure
Maine (ME)	Meets Educational Requirements for Licensure
Maryland (MD)	Meets Educational Requirements for Licensure
Massachusetts (MA)	Meets Educational Requirements for Licensure
Michigan (MI)	Meets Educational Requirements for Licensure
Minnesota (MN)	Meets Educational Requirements for Licensure
Mississippi (MS)	Meets Educational Requirements for Licensure
Missouri (MO)	Meets Educational Requirements for Licensure
Montana (MT)	Meets Educational Requirements for Licensure
Nebraska (NE)	Meets Educational Requirements for Licensure
Nevada (NV)	Meets Educational Requirements for Licensure
New Hampshire (NH)	Meets Educational Requirements for Licensure
New Jersey (NJ)	Meets Educational Requirements for Licensure
New Mexico (NM)	Meets Educational Requirements for Licensure
New York (NY)	Meets Educational Requirements for Licensure
North Carolina (NC)	Meets Educational Requirements for Licensure
North Dakota (ND)	Meets Educational Requirements for Licensure
Ohio (OH)	Meets Educational Requirements for Licensure

Oklahoma (OK)	Meets Educational Requirements for Licensure
Oregon (OR)	Meets Educational Requirements for Licensure
Pennsylvania (PA)	Meets Educational Requirements for Licensure
Rhode Island (RI)	Meets Educational Requirements for Licensure
South Carolina (SC)	Meets Educational Requirements for Licensure
South Dakota (SD)	Meets Educational Requirements for Licensure
Tennessee (TN)	Meets Educational Requirements for Licensure
Texas (TX)	Meets Educational Requirements for Licensure
Utah (UT)	Meets Educational Requirements for Licensure
Vermont (VT)	Meets Educational Requirements for Licensure
Virginia (VA)	Meets Educational Requirements for Licensure
Washington (WA)	Meets Educational Requirements for Licensure
West Virginia (WV)	Meets Educational Requirements for Licensure
Wisconsin (WI)	Meets Educational Requirements for Licensure
Wyoming (WY)	Meets Educational Requirements for Licensure
American Samoa	Not yet determined
Federated States of Micronesia	Not yet determined
Guam	Not yet determined
Northern Mairana Islands	Not yet determined
Republic of Palau	Not yet determined
Republic of the Marshall Islands	Not yet determined
Puerto Rico	Meets Educational Requirements for Licensure
U.S.Virgin Islands	Meets Educational Requirements for Licensure

Master of Arts in Teaching

Program	Master of Arts in Teaching
Accreditation	Council for the Accreditation of Educator Preparation (CAEP) https://caepnet.org
Alabama (AL)	State Requirements vary
Alaska (AK)	State Requirements vary
Arizona (AZ)	State Requirements vary
Arkansas (AR)	State Requirements vary
California (CA)	State Requirements vary
Colorado (CO)	State Requirements vary
Connecticut (CT)	State Requirements vary
Delaware (DE)	State Requirements vary
District of Columbia (DC)	State Requirements vary
Florida (FL)	State Requirements vary
Georgia (GA)	State Requirements vary
Hawaii (HI)	State Requirements vary
Idaho (ID)	State Requirements vary
Illinois (IL)	State Requirements vary
Indiana (IN)	State Requirements vary
Iowa (IA)	State Requirements vary
Kansas (KS)	State Requirements vary
Kentucky (KY)	State Requirements vary
Louisiana (LA)	State Requirements vary
Maine (ME)	State Requirements vary
Maryland (MD)	State Requirements vary

Massachusetts (MA)	State Requirements vary
Michigan (MI)	State Requirements vary
Minnesota (MN)	State Requirements vary
Mississippi (MS)	State Requirements vary
Missouri (MO)	State Requirements vary
Montana (MT)	State Requirements vary
Nebraska (NE)	State Requirements vary
Nevada (NV)	State Requirements vary
New Hampshire (NH)	State Requirements vary
New Jersey (NJ)	State Requirements vary
New Mexico (NM)	State Requirements vary
New York (NY)	State Requirements vary
North Carolina (NC)	State Requirements vary
North Dakota (ND)	State Requirements vary
Ohio (OH)	State Requirements vary
Oklahoma (OK)	State Requirements vary
Oregon (OR)	State Requirements vary
Pennsylvania (PA)	State Requirements vary
Rhode Island (RI)	State Requirements vary
South Carolina (SC)	State Requirements vary
South Dakota (SD)	State Requirements vary
Tennessee (TN)	State Requirements vary
Texas (TX)	State Requirements vary
Utah (UT)	State Requirements vary
Vermont (VT)	State Requirements vary
Virginia (VA)	Meets Educational Requirements for Licensure
Washington (WA)	State Requirements vary
West Virginia (WV)	State Requirements vary
Wisconsin (WI)	State Requirements vary
Wyoming (WY)	State Requirements vary
American Samoa	Not yet determined
Federated States of Micronesia	Not yet determined
Guam	Not yet determined
Northern Mairana Islands	Not yet determined
Republic of Palau	Not yet determined
Republic of the Marshall Islands	Not yet determined
Puerto Rico	State Requirements vary
U.S.Virgin Islands	State Requirements vary

Master of Science in Physician Assistant Program

Program Director: B. Kent Diduch
Medical Director: Ben Farley
Director of Clinical Education: Sarah "Whit" Worman
Director of Academic Education: Jennifer Hunt
Faculty: Megan Ady, Emily Greene, Caitlyn Powers

Overview

The Master of Science in Physician Assistant Program embraces the team-based, collaborative and interprofessional approach to patient care. Students work together in course work, special interprofessional case study groups, research and clinical skills scenarios. Collaboration extends, but is not limited to, students from occupational therapy, physical therapy, medicine, nursing, and social work. Our PA program's curriculum best prepares our graduates to practice the highest quality patient care in a rapidly changing health care environment.

Mission of the Physician Assistant Program

The mission of the MSPA Program at Mary Baldwin University is to academically and clinically prepare students for PA practice as compassionate, effective, qualified clinicians able to serve in a variety of medical specialty areas and settings in collaboration with licensed physicians. This is accomplished in an environment promoting diversity along with respect for self and others. The MSPA Program is committed to leadership, interprofessional education, and collaborative practice. The program's mission is realized in a dynamic and holistic learning environment dedicated to critical reasoning, engaged learning and scholarship, and innovative teaching with a strong commitment to service, especially for those in underserved or disadvantaged areas. Veritably, the program holds that the primary goal of medical training is service to humanity.

MSPA Program Goals

Within the design of the curriculum and clinical experiences, the goals of the MDCHS PA Program are to:

- Each cohort will achieve a PANCE passage rate above the national average.
- At least seventy-five percent of the graduates will achieve employment as a PA or will be enrolled in a PA residency or other post-graduate program within six months of graduation.
 - Educate PAs to work and collaborate in an interprofessional environment to foster a patient-centered care approach to health care

delivery. At least 80% of exit survey respondents will rate interprofessional preparedness as a 4 or 5 on a 5-point Likert scale.

ACCREDITATION

The information below is current as of printing, however, our most current accreditation information can be found on our website:

<https://marybaldwin.edu/health-sciences/school-of-health-human-performance/master-of-science-physician-assistant/accreditation-outcomes/>

ARC-PA

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the Mary Baldwin University/Murphy Deming College of Health Sciences Physician Assistant Program sponsored by Mary Baldwin University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2030. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Admission Requirements/Process for the Master of Science in Physician Assistant Program

Application cycle begins: April 26 (in CASPA)

Application deadline: October 1

- College Transcripts: A bachelor's degree is required from an MBU approved regionally accredited university prior to enrollment. Your official transcript(s) from your degree-granting institution(s) must be sent to the Centralized Application Service for Physician Assistant (CASPA). Transcripts available after CASPA applications are verified can be sent to us at: Murphy Deming College of Health Sciences/ Mary Baldwin University, Office of Admissions, 100 Baldwin Blvd., Fishersville, VA 22939. Bachelor's degree and all prerequisite course work must be earned/completed by September

1 (with the exception of Medical Terminology which can be completed as a certificate program).

- Application: Applications will be online through the Centralized Application Service for

Physician Assistants (CASPA), once the application cycle has begun.

- Application Fee: In addition to the CASPA fee, in order to process your application, you will also need to submit a non-refundable supplemental fee of \$45.
- GRE: GRE must have been taken within 5 years of application to our program.

Required Courses	Credit Hours	Comments
Biology	3-4	Any biology course in addition to Anatomy, Physiology, Microbiology; must include lab

Prerequisite Courses:

Human or Vertebrate Anatomy	3-4*	Must include lab
Human or Vertebrate Physiology	3-4*	Must include lab
Microbiology	3-4	Must include lab
Chemistry	3-4	Must include lab
Organic Chemistry	3-4	Lab preferred
OR Biochemistry		
Psychology	6	1 intro and 1 upper OR 2 upper level psychology courses; abnormal and developmental psychology are preferred Can be from biology, mathematics, psychology, or business. NOTE: if a
Statistics	3	psychology course is used to meet this requirement, it cannot also be used for the psychology requirement.
Medical Terminology	1-2	A medical terminology certificate could be used to fulfill the prerequisite requirement for this course work.

*Can be combined A/P for 8 credits, but must include labs

- GPA: A minimum of 3.0 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, all prerequisite courses must reflect a "C" or better.
- References: Three references are required (submitted via CASPA).
- Observation Hours: Health care observation hours or actual health care experiences are recommended but not required. Shadowing experiences with a PA encouraged.
- Essay: The CASPA application form requires a brief personal essay.
- Interview: The Admissions Committee will send invitations to selected candidates to interview. Not all applicants will be invited to interview. An interview does not guarantee acceptance into the program. All travel expenses are the responsibility of the candidate.

Before registering for classes, students must provide:

- Criminal background checks (federal requirement for all persons working with vulnerable populations) at student expense
- Signed Technical Standards document
- Written verification of immunizations at student expense
- Written verification of health insurance at student expense
- Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association (AHA) at student expense

After classes start, and in preparation for clinical placements, students must also provide:

- Any additional requirements as stated by specific health care agencies (such as drug screening, criminal background checks, etc.) at student expense

Program Policies

Grading, Student Standing, and Academic Probation

The PA program is a full-time program. Students will not be permitted to reduce the course

load in a semester as the professional programs are sequential and require the student to

complete them in a specific sequence and timing. Any special circumstances related to course work for students will be addressed on a case-by-case basis with the Accessibility Services Program Coordinator, the Program Director, and the faculty. The minimum passing grade for courses in the MSPA Program is **70% out of 100%.**

90-100%	A	4.0 points per semester hour
80-89%	B	3.0 points per semester hour
70-79%	C	2.0 points per semester hour
60-69%	D*	1.0 points per semester hour
<60%	F*	0.0 points per semester hour
	I	Incomplete (used for extenuating circumstances)
	W	Withdrawal
	P**	Passing (used only in pass/fail grading status)

* Does not count toward graduate degree requirement: does count on grade point average.

**Does count toward graduate degree: does not count on grade point average.

Courses will be taken in semesters and assigned appropriate credit hours for contact time for lecture, lab, and clinical activities as appropriate. A course may be offered as a pass/fail grading option; however, students may not choose to take a regular, graded course for pass/fail.

All graduate courses must be passed with a grade of "C" or better. A student receiving a grade of "D" or "F" in any course will be dismissed from the program in which they are enrolled.

Students must maintain an overall GPA of 3.0 or better to continue in the program and graduate. During the didactic phase, students falling below a GPA of 3.0 in any given semester will be placed on academic probation. A student may remain on academic probation for one additional semester in order to reach a 3.0 overall GPA. If the 3.0 GPA is not met at that time the student will be dismissed from the program.

Students who fail to maintain a minimum GPA of 3.0 at the conclusion of the final didactic semester will be subject to academic review by the Academic Progress Committee. The student may face consequences which could include remediation, inability to progress to the clinical phase, or dismissal from the program. Academic probation

during the clinical phase of the program is addressed more completely in the PA Clinical Education Manual.

A student on probation at the completion of the last didactic semester may be allowed to progress to the clinical phase provided the student completed all remediation successfully, has no course work with a grade lower than a "C", successfully passed all practical examinations, and demonstrated appropriate professional behaviors in class and clinical settings. The Academic Progress Committee will meet to discuss the student's readiness to proceed to the full-time clinical experience. Students on probation are ineligible for academic or programmatic awards.

Students on academic probation will follow the individual guidelines established by the

Academic Progress Committee to facilitate their academic improvement.

Program Matriculation and Completion – PA Program

At the end of each semester, faculty review the academic performance of all students. In order to progress to the next semester students must successfully complete all courses in a particular semester with a grade of "C" or better and maintain a 3.0 GPA. All practical testing during that semester must be successfully completed. The student must demonstrate appropriate professional behaviors. To enter the clinical phase, a student must successfully complete all didactic courses, successfully complete the didactic formative examinations and objective standardized clinical examinations (OSCE) given following completion of the didactic phase of the program, as well as maintain standards of professional behavior. In addition to successful completion of the didactic year, the student must be certified in basic life support for health care providers (BLS) and advanced cardiac life support (ACLS). Students must maintain CPR/ACLS certification for the entire clinical year of the program. In the event the student's certification in CPR/ACLS expires before graduation, the student must recertify.

The PA timeline for completion of all program requirements is specified as four years from the initial date of enrollment.

Transfer Credit

The PA program will consider requests for up to 6 (or equivalent) semester hours of transfer credit into the curriculum.

PROCEDURE:

These courses must have been successfully completed within the past three years with a minimum grade of "B" or better in a graduate-level program at a regionally-accredited institution of higher learning. Courses must be directly applicable to the established PA program curriculum, as determined by the faculty after thorough review of all appropriate documents (application, transcripts, recommendations and personal request letter).

Competency on the subject material will be assessed in accordance with the course requirements prior to acceptance of transfer credit. If the request for transfer of credits is from another PA educational program, it must be from another accredited program in which the student is in good standing, and with the specific recommendation of the program director, dean or other appropriate official. The faculty will determine satisfaction of program course prerequisites for transfer students from other PA programs on a case-by-case basis. Transfer candidates must fulfill the Murphy Deming College of Health Sciences prerequisites prior to matriculation.

Type: MSPA

MSPA Curriculum

SPRING (1) SEMESTER YEAR 1

Item #	Title	Credits
PAS 500	HUMAN ANATOMY	5
PAS 501	MICROBIOLOGY AND IMMUNOLOGY	1
PAS 502	PATHOPHYSIOLOGY	5
PAS 511	PROF ISSUES & THE PA PROFESSION	1
PAS 513	HISTORY AND PHYSICAL DIAGNOSIS I	4
PAS 530	CLINICAL SEMINAR I	1

SUMMER SEMESTER YEAR 1

Item #	Title	Credits
PAS 503	PHARMACOLOGY I	4
PAS 526	CLINICAL MEDICINE I	5
PAS 527	CLINICAL MEDICINE I CASEWORK	1
PAS 528	LABORATORY & DIAGNOSTIC STUDIES	4
PAS 529	HISTORY & PHYSICAL DIAGNOSIS II	4

FALL SEMESTER YEAR 1

Item #	Title	Credits
PAS 504	PHARMACOLOGY II	4
PAS 525	CRIT INQ, RESEARCH & EPIDEMIOLOGY	3
PAS 531	HISTORY & PHYSICAL DIAGNOSIS III	4
PAS 532	CLINICAL MEDICINE II	6
PAS 533	CLINICAL MEDICINE II CASEWORK	1
PAS 540	CLINICAL SEMINAR II	1

SPRING (2) SEMESTER YEAR 2

Item #	Title	Credits
PAS 612	COMMUNITY PRACTICUM	2
PAS 620	POLICY, ETHICS & POPULATIONS	3
PAS 625	CLINICAL MEDICINE III	5
PAS 626	CLINICAL REASONING	4
PAS 627	CLINICAL SKILLS & PROCEDURES	4

SUMMER SEMESTER YEAR 2

Item #	Title	Credits
PAS 622	PRE-CLINICAL COMP ASSESSMENT	1

Core Clinical Rotations

Item #	Title	Credits
PAS 641	BEHAVIORAL AND MENTAL HEALTH CARE	6
PAS 642	EMERGENCY MEDICINE	6
PAS 643	FAMILY MEDICINE	6
PAS 644	INTERNAL MEDICINE	6
PAS 645	PEDIATRICS	6
PAS 646	SURGERY	6
PAS 647	WOMEN'S HEALTH	6

Additional Clinical Preparation

Item #	Title	Credits
PAS 648	CLINICAL ELECTIVE	6
PAS 623	ADV COMPREHENSIVE ASSESSMENT	1

Student Rights

Student Rights under a State Authorization Reciprocity Agreement (SARA)

Students who reside in a State Authorization Reciprocity Agreement (SARA) state who have a complaint about MBU need to go through the [institution's grievance policy](#).

Students not satisfied with the outcome of MBU's grievance process involving specific allegations of fraudulent activity, including the provision of false or misleading information, may subsequently submit a complaint to the State Council for Higher Education for Virginia (SCHEV) for final resolution.

Examples of types of student complaints that may be brought to a SARA portal entity include, but are not limited to, complaints regarding accuracy of job placement data, tuition or fee information, accreditation, whether a program meets licensure requirements, or course transfer information. Grade appeals and student conduct appeals are not allowed under SARA.

State Council of Higher Education for Virginia
101 N 14th St, 9th Floor
Richmond, VA 23219

Policy on Refunds and Cancellations

Pro Rata Refund Procedures

The Higher Education Amendments of 1992 define a pro rata refund as a refund to a student of not less than that portion of the tuition, fees, room, board, and other charges minus any unpaid student charges, and minus a reasonable administrative fee assessed the student equal to the portion of the enrollment period for which the student has been

charged on the date the student notifies an administrative office that they are withdrawing. In some cases the last day of attendance as documented by faculty at an academic related activity may be used.

The pro rata refund is applicable to students who completely withdraw from the institution up through the 60.000 percent point in the semester (beginning of classes to the end of exam period). At the 60.001% mark or later, refunds are not granted, and students have earned 100% of their financial aid for that semester.

There is no additional charge for attending the May Term for currently enrolled full-time residential or commuter students.

For students subject to the institutional refund policy, the MBU Student Account Office calculates a federal refund amount according to regulatory requirements.

Federal law requires federal funds to be returned in the following order: Unsubsidized Direct Loans, Subsidized Direct Loans, Direct PLUS Loans, Federal Pell Grants, FSEOG Grants, Federal TEACH grants, Iraq and Afghanistan Service Grants.

Please note that if a student has a federal student loan, any type of withdrawal or leave causes the student to be reported as "withdrawn" to the National Student Loan Database. The student's federal loan grace period will begin from the date of determination, which is the date the student provides official notification to the institution requesting to withdraw or take a leave of absence. Unofficial withdrawals (where a student ceases attendance without providing official notification to the institution) that result in a student's failure to earn a passing grade in any class will be subject to Return of Title IV Funds regulations based on the 50% point in the semester or the faculty reported last date of attendance. The institution charges are not reduced if the student does not officially withdraw. Contact the Financial Aid office for more information.

If you need additional Financial Aid information for MBU please visit the [Financial Aid](#) information in the academic catalog.

Substantive Change

If for any reason the University cannot fully deliver the instruction for which the student has contracted there are processes in place to deliver alternative instruction or reasonable financial compensation.

MBU follows the guidelines set by SACSCOC in the [Substantive Change manual](#) to ensure that students have the opportunity to complete their program of study.

Catastrophic Events and Continuity of Operations Operational Systems

The university leverages highly available educational technologies such as the Learning Management System (Canvas) and the Jenzabar Student Information System. These and many other platforms are housed in the "cloud" to minimize the likelihood of noticeable service interruption. The Office of Information Technology has policies and resources that ensure that systems are protected from vulnerabilities, adequately secured, and backed up to prevent record destruction and/or data loss.

Ensuring Continuity of Operations & Emergency/Crisis Response

MBU mitigates the impact of crisis situations and operational disruptions on its campus community through the implementation of policies and procedures that provide for continuity of operations in cases of catastrophic events.

- Permanent Academic Records are digitized and stored on a secure network.
- Refund policies provide guidance for ensuring that financial refunds are processed timely and consistently and in accordance with MBU policy and applicable federal, state and accreditation requirements. In the event that a catastrophic event occurs, the university maintains the authority to enact additional financial refunds to students that are deemed appropriate during such circumstances.
- Emergency Operations Plan (EOP) and the IT Systems Disaster Recovery Plans provide detail

emergency instructions for MBU faculty, staff, students, and visitors to ensure safety and protection of property during fire, severe weather, loss of utilities, and other emergencies.

Program Discontinuances

In the unlikely event that MBU cannot deliver the instruction for which students have enrolled, the university commits to one or more of the following courses of action, depending on each individual student's needs:

- Providing a reasonable alternative for delivering instruction and/or services for which students have paid
- Providing reasonable financial refund for the education students did not receive
- Providing assistance for transferring earned credits to other institutions

MBU students will be notified in person by university administration and then counseled about their options by their advisors. In accordance with institutional accreditation requirements, a teach-out plan will be submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) prior to its implementation.

Study Abroad

Spencer Center for Civic & Global Engagement, 205 Wenger Hall

Mary Baldwin University students can study abroad in three different ways:

1. MAY TERM AND SUMMER ABROAD

As a short-term option, May Term and Summer Abroad programs are very popular ways to study abroad. Not only are the programs organized and typically led by MBU faculty members with expertise in the subject matter and country, but the entire class is made up of MBU students. Course topics and countries vary annually; past destinations include Haiti, Mexico, Iceland, London, Spain, and Bermuda.

MBU offers two regular summer programs: the Virginia Program at Oxford and Autism on the Seas.

The **Virginia Program at Oxford** is a six-week session held at St. Anne's College of the University of

Oxford. Six Virginia colleges, including Mary Baldwin, combine to offer a select group of students the opportunity to study the literature, history, and society of late 16th and early 17th century England. Lectures and tutorials are conducted by British faculty. Students may earn six semester hours of English and history credit. All majors are eligible to apply. For more information, contact Professor of History Mary Hill Cole.

In partnership with our host agency, **Autism on the Seas**, MBU students spend a week at sea on a cruise ship providing support to individuals on the autism spectrum and their families or caregivers. Students assist Autism on the Seas' trained staff volunteers with client support during all aspects of the cruise experience. This experience is paired with ASD 360/640 Characteristics and Assessment of Autism Spectrum Disorders; students taking the associated course will have additional readings and requirements beyond the voyage itself. For more information, contact Associate Professor of Education Rachel Potter.

2. INTERNATIONAL EXCHANGE

Through agreements that support two-way student exchange, MBU students have the unique opportunity to study for a semester or academic year at one of our international partner universities for costs comparable to a semester or year at MBU. Students may choose from a wide range of courses abroad, enriching their academic knowledge while gaining valuable cross-cultural skills. In return, each year students from our partner institutions study at MBU, enlivening the campus with the constant presence of students from a range of different countries.

MBU International Exchange Partners

India: Lady Doak College

Lady Doak College, the first women's college in the city of Madurai, offers MBU students the opportunity to spend a semester or year in this bustling, fascinating city in southern India. On a small, beautiful campus that feels like an oasis in the middle of a large city, Lady Doak offers undergraduate courses in 21 disciplines, as well as opportunities to become involved in student clubs and community projects. Lady Doak's mission centers on the empowerment and academic development of women.

Japan: Doshisha Women's College of Liberal Arts

Doshisha Women's College of Liberal Arts in Kyoto is located across the street from the legendary Emperor's Palace in one of Japan's most beautiful and historic cities. While attending Doshisha for a semester or year, students immerse themselves in Japanese language and culture. Students can also arrange independent studies and internships to broaden their experience.

Japan: Kansai Gaidai University

Kansai-Gaidai University, a private university with over 14,000 students, is located in Hirakata, Osaka Prefecture, in the cultural heart of Japan. The Asian Studies program is designed for international students, offering courses in both Japanese and English. Applicants are required to have completed two years of Japanese language study. MBU students studying at Kansai Gaidai will meet students from all parts of Japan, as well as international students from all over the world.

Japan: Soka University

Soka University, enrolling over 7,500 undergraduate and graduate students, focuses on humanistic education as a mean of building more peaceful, sustainable societies throughout the world. It is located in the suburban city of Hachioji, less than an hour by train from central Tokyo. International students may enroll for the fall, spring, or summer sessions or for a full academic year. Soka offers visiting students a wide range of courses in Japanese and Asian Studies as well as a full complement of Japanese language courses.

South Korea: Sungshin Women's University

MBU students from all academic programs are eligible to study for a semester or year at Sungshin Women's University in the exciting capital city of Seoul. Enrolling over 12,000 students, Sungshin is a comprehensive, private university offering diverse educational programs. MBU students may choose from a wide range of courses taught in English. Although previous study of Korean language is not required, participants have the option to enroll in Korean language courses while at Sungshin. Apartment-style housing is provided on campus in the international residence hall.

Taiwan: National Chengchi University

National Chengchi University (NCCU) is noted for its humanities and social sciences disciplines and is

located in Taipei City, the capital of Taiwan. Study at NCCU gives students the opportunity to learn Mandarin Chinese, which is the official language of Taiwan. A full range of courses taught in English are available to MBU students. The partnership between MBU and NCCU enables at least two MBU students to participate in the exchange each year.

Northern Ireland: multiple universities

As a member of the Association of Presbyterian College and Universities, MBU offers students the opportunity to participate in the Irish-American Scholars Program, an exchange that allows applicants to study at one of five universities in Northern Ireland (available universities vary by semester). Typically MBU students have chosen to study at either Queen's University Belfast or the University of Ulster. All universities offer a wide array of courses.

3. THIRD PARTY PROGRAMS

Students can also study abroad for a summer, semester, or year through other university programs or independent providers (known as "third party providers"). These organizations offer study abroad in countries all over the world, making it possible for MBU students to study virtually anywhere.

To find out more about study abroad opportunities at Mary Baldwin University, visit the Spencer Center for Civic and Global Engagement, or write to globalengagement@marybaldwin.edu. The Spencer Center provides information, advising and programs to support students in planning and completing study abroad.

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BETTY M. KEGLEY (1960–1998)
Professor Emerita of Physical and Health Education; BS, MEd, Madison College; Women's College, University of North Carolina

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DANIEL A. MÉTRAUX (1983–2015)
Professor Emeritus of Asian Studies; BA, Beloit College; MIA, PhD, Columbia University

STEVEN A. MOSHER (1989–2016)
Professor Emeritus of Healthcare Administration and Political Science; BA, MA, PhD, University of South Carolina

PAMELA J. RICHARDSON MURRAY (1985–2010)
Professor Emerita of Education; BA, University of Illinois; MEd, Boston State College; PhD, University of Virginia

LESLEY L. NOVACK (1986–2008)
Professor Emerita of Psychology; BA, University of Massachusetts; MA, New York University; MA, PhD, University of Virginia

RODERIC OWEN (1980–2021)
Professor Emeritus of Philosophy; BA, College of Wooster; MA, Kent State University; EdD, College of William and Mary

LUNDY H. PENTZ (1980–2014)
Associate Professor Emeritus of Biology and holder of the Caroline Rose Hunt Distinguished Chair in the Natural Sciences; BA, PhD, The Johns Hopkins University

MOLSIE A. PETTY (1985–2016)
Assistant Professor Emerita of English; BA, East Carolina University; ML, MA, University of South Carolina

JANE PIETROWSKI (1986–2016)
Associate Professor Emerita of Economics; BA, PhD, University of South Carolina

BRIAN RICHARD PLANT (1988–2019)
Professor Emeritus of English; BA, Oklahoma State University; MA, MFA, Washington University

LALLON POND (1992–2021)
Associate Professor Emerita of Business Administration; BS, University of Georgia; MBA Florida State University

PAUL RYAN (1992–2016)
Professor Emeritus of Art; BA, Principia College; MFA, Virginia Commonwealth University

THERESA SOUTHERINGTON (1977–2019)
Professor Emerita of Theatre and holder of the Margaret Hunt Hill Chair in Humanities; BA, Mary Baldwin College; MS, Madison College; MFA, University of Virginia

SHARON B. SPALDING (1989–2020)
Professor Emerita of Physical Education; BS, James Madison University; MEd, University of Virginia; ACSM Exercise Specialist, (certified)

DANIEL M. STUHLSTADT (1999–2020)
Professor Emeritus of Sociology; BA, Wichita State University; MA, University of Wyoming; PhD, University of Virginia

ROBERT J. WEISS (1968–2002)
Professor Emeritus of Mathematics; BA, LaVerne College; MA, PhD, University of California at Los Angeles; University of Virginia

PATRICIA C. WESTHAFFER (1984–2010)
Professor Emerita of Education; BS, James Madison University; MEd, EdD, University of Virginia

TAMRA WILLIS (2002-2021)
Professor Emerita of Education; BS, Appalachian State University; MEd, James Madison University; PhD, University of Tennessee, Knoxville

WILLIAM J. WINTER (1985–2000)
Assistant Professor Emeritus of Computer Science; BS, West Texas University; MBA, Tulane University

MBU Faculty 2021–2022

MEGAN ADY (2021)
Assistant Professor; Physician Assistant program; BS, Roanoke College; MS, Shenandoah University

KADRIN ANDERSON (2012)
Instructor of Biology; BA, Houghton College; MS, Old Dominion University

PAMELA R. H. BAILEY (2014)
Associate Professor of Education; BS, West Virginia State College; MA, University of Phoenix; PhD, George Mason University

DONOVAN BRANCHE (2015)
Associate Professor of Business; BA, Mary Baldwin College; MA, PhD, James Madison University

CASIE BRIM (2021)
Assistant Professor; Founding AG-ACNP Program Director; DNP Program; BSN and MSN, University of Oklahoma; DNP AG ACNP, University of South Alabama

CLAYTON BROOKS (2012)
Assistant Professor of History; BA, Roanoke College; MA, PhD, University of Virginia

EMILY V. BUDD (2020)
Assistant Professor; Occupational Therapy Program; BS, Bridgewater College; MOT, James Madison University; OTD, University of Saint Augustine for Health Sciences

LISA A. BURNS (2014)
Associate Professor; Occupational Therapy Program; BS, Indiana University/Purdue University at Indianapolis School of Medicine; MA, University of Scranton; PhD, Marywood University

PAUL A. CALLO (2003)
Professor of Biology; BS, MS, Virginia Polytechnic Institute and State University; PhD, University of Maryland

SUNG IL CHUNG (2017)
Assistant Professor of Business; BM and BA, Handong Global University; MBA, Korea University/University of Florida; PhD, James Madison University

RALPH A. COHEN (2003)
Professor of Shakespeare and Performance and English; Virginia Worth Gonder Fellow in Theatre; AB, Dartmouth College; MA, PhD, Duke University

MARY HILL COLE (1987)
Professor of History; BA, James Madison University; MA, PhD, University of Virginia

KERRY COOKE (2015)
Assistant Professor of Theatre and Shakespeare and Performance; BA, MA, University of Nevada, Reno; MA, PhD, The Shakespeare Institute, The University of Birmingham, UK

MARIA CRAIG (2008)
Associate Professor of Chemistry; BS, James Madison University; PhD, University of Wisconsin-Madison

WILLIAM CUNDIFF (2018)
Assistant Professor, Master of Healthcare Administration Program; BS, MBA, Wagner College; JD, Touro College Law Center

MATTHEW DAVIES (2010)
Associate Professor of Shakespeare and Performance and English; BA, Exeter University; MA, PhD, The University of Texas at Austin

PAUL D. DEEBLE (2003)
Professor of Biology; BS, Pennsylvania State University; PhD, University of Virginia

DEBORAH S. DIAZ (2016)
Associate Professor, Program Director, Physical Therapy Program; BS, MA, California State University, Long Beach; PhD, University of California, Los Angeles

AMY McCORMICK DIDUCH (1995)
Professor of Economics; BA, College of William and Mary; MA, PhD, Harvard University

BARRY KENT DIDUCH (2018)

Associate Professor, Program Director, Physician Assistant Program; BS, The College of William and Mary; MD, University of Virginia School of Medicine

DORIS DODSON (2011)

Assistant Professor of Social Work and Director of Field Experience; BSW, Longwood University; MSW, Virginia Commonwealth University

BRUCE R. DORRIES (2000)

Associate Professor of Communication; BA, Baylor University; MA, Corpus Christi State University; PhD, University of Missouri-Columbia

PAMELA J. DRESSLER (2015)

Assistant Professor, School of Nursing; ADN, Dabney S. Lancaster Community College; BSN, University of Virginia; MSN, Old Dominion University, DNP, Eastern Mennonite University

BETH EASTERLING (2015)

Associate Professor of Criminal Justice and Sociology; Director of Criminal Justice Program; BA, Roanoke College; MS, University of North Florida; PhD, University of Tennessee

KRISTEN EGAN (2011)

Associate Professor of English; BS, Le Moyne College; MA, State University of New York at Cortland; PhD, Loyola University

ALLISON L. ELLINGTON (2013)

Associate Professor, Program Director, Occupational Therapy Program; BS, MS, Ithaca College; OTD, Chatham University

MARY JANE EPPS (2015)

Associate Professor of Biology; BA, Duke University; PhD, University of Arizona

MARK ERATH (2017)

Assistant Professor, Healthcare Administration Program; BS, Louisiana State University; MBA, University of Tennessee

JANET S. EWING (1977)

Associate Professor of Business; BS, Virginia Commonwealth University; MBA, Emory University

BENJAMIN G. FARLEY (2015)

Associate Professor, Medical Director, Physician Assistant Program; BA, Bucknell University; MD, Medical University of South Carolina

MARTY W. FONTENOT (2015)

Assistant Professor, Physical Therapy Program; BS, MS, Georgia Institute of Technology; DPT, University of Delaware

PAMELA FOX (2003)

Professor of Music and President; BA, MA, PhD, University of Cincinnati College Conservatory of Music

LOUISE M. FREEMAN (2000)

Professor of Psychology (part-time); BS, Emory University; MA, PhD, University of California at Berkeley

NADINE GERGEL-HACKETT (2010)

Associate Professor of Physics; BS, PhD, University of Virginia

DREW E. GOGIAN (2014)

Associate Professor, Director, School of Nursing; AS, Blue Ridge Community College; BSN, University of Virginia; MSN, Old Dominion University; EdD, Walden University

EMILY GREENE (2016)

Assistant Professor, Physician Assistant Program; BS, University of Mary Washington; MSPA, James Madison University

JENNIFER A. HANCOCK (2015)

Associate Professor, Clinical Anatomist, Health Sciences; BA, Capital University; PhD, Ohio University

GREGORY G. HANSEN (2014)

Assistant Professor, Occupational Therapy Program; BS, West Virginia University; MS, Western Michigan University; PhD, University of Virginia

REBECCA HABERMAN (2020)

Assistant Professor of Biology; BS, Duke University; PhD, University of North Carolina

CHRISTOPHER HARNISH (2019)

Founding Program Director and Assistant Professor, Exercise Science Program; BS, Ithaca College; MS, University of South Carolina; PhD, Virginia Commonwealth University

MONICA HECK (2017)

Assistant Professor, Director of RN to BSN Program, School of Nursing; ADN, Blue Ridge Community College; BSN, Eastern Mennonite University; MSN, FNP, University of Virginia; DNP, Frontier Nursing University

MATTHEW HOLMAN (2021)

Assistant Professor, Exercise and Sports Science Program; BS, Appalachian State University; MS and PhD, Virginia Commonwealth University

JENNA HOLT (2011)

Associate Professor of Psychology; BS, James Madison University; MS, Radford University; PsyD, James Madison University

ROBIN FAIN HOPKINS (2018)

Assistant Professor of Psychology; PhD, University of Louisville

JENNIFER B. HUNT (2014)

Associate Professor, Director of Academic Education, Physician Assistant Program; BS, Ohio Northern University; MMS, Arcadia University

JOSEPH JOHNSON (2012)

Assistant Professor of Mathematics, BA, Western Michigan University; MA and PhD, University of Virginia

JINYOUNG KANG (2017)

Assistant Professor of Business; BA, University of Wisconsin; MA, Brandeis University; PhD, University of Massachusetts

LISE KEITER (1998)

Professor of Music; BM, Oberlin College and Conservatory of Music; MM, DM, Indiana University

SARAH KENNEDY (2000)

Professor of English; BA, MA, Butler University; PhD, Purdue University.

BRIANNA KURTZ (2021)

Assistant Professor of Education; BS, Vanderbilt University; MS, University of Nevada, Reno; PhD, University of Central Florida

KATHERINE LOW (2011)

Associate Professor of Religion and College Chaplain; BA, Doane College; MDiv and PhD, Texas Christian University

HEATHER E. MACALISTER (2003)

Associate Professor of Psychology; AB, Smith College; MEd, State University of West Georgia; PhD, University of Georgia

CHANDRA MASON (2008)

Associate Professor of Psychology; BA, University of Virginia; MA, James Madison University; PhD, The City University of New York

SARAH McCADDEN (2021)

Assistant Professor, Occupational Therapy Program; MSOT, Shenandoah University; OTD, Radford University Carilion

KATHY McCLEAF (1984)

Professor of Education and Gender and Sexuality Studies; BS, MS, James Madison University; EdD, University of Phoenix

CATHERINE FERRIS McPHERSON (1993)

Associate Professor of Business and holder of the Bertie Wilson Murphy Distinguished Chair in Business Administration; BA, Mary Baldwin College; MBA, West Virginia Graduate College

JENNIFER D. McPHERSON (2021)

Assistant Professor; Assistant Program Director for Nurse Anesthesiology Program; DNP Program; BS, St. Louis University; MS in Health Care Administration, Central Michigan University; MS in Nurse Anesthesia, Georgetown University; DNP, University of San Diego

PAUL D. MENZER (2007)

Professor of Shakespeare and Performance and English; Director of the MLitt/MFA Program in Shakespeare and Performance; Dean of the College of Visual and Performing Arts; BA, University of Maryland; MA, Georgetown University; PhD, University of Virginia

PAIGE MERKORD-REED (2020)

Visiting Instructor of Criminal Justice; BA, Mary Baldwin University; MS, Fairmont State University

AMY SIMS MILLER (2006)

Associate Professor of Asian Studies; BA, Wesleyan University; MA, PhD, University of Virginia

BRIAN MILLER (2019)

Assistant Professor, Health Sciences; BS, MS, MEd, The University of Akron; MEd, Kent State University

KERRY MILLS (2005)

Assistant Professor of Art History; BS, BFA, MA,
Virginia Commonwealth University

SHERI LEE MONTGOMERY (2018),

Associate Professor, Post-Professional Doctor of
Occupational Therapy Program; BS, Tufts University-
Boston School of Occupational Therapy; OTD,
University of Utah

CAROLYN J. MOORE (2015)

Associate Professor, Physical Therapy Program; BS,
University of Texas School of Allied Health Sciences;
MHS, University of Indianapolis, Krannert School of
Physical Therapy; DPT, University of Tennessee
Chattanooga

JAMES ALLAN MOYÉ (1995)

Adjunct Faculty Member and Director of
Communication Studios; BA, East Carolina University;
MFA, University of New Orleans

NATALIE MURPHY (2021)

Associate Professor, Founding FNP Program
Director; DNP Program; BSN, Thomas Jefferson
University; MSN-FNP and PhD-Nursing, Florida
Atlantic University

PATRICIA LYNN MURPHY (2004)

Associate Professor of Psychology; BS, George
Washington University; MA, University of Vermont;
PhD, University of Vermont, Burlington

JOHANNA NEWMAN (2021)

Associate Professor; Founding Director of Nurse
Anesthesiology Program; DNP Program; BSN, William
Paterson University; MSN, Georgetown University;
DNAP, Virginia Commonwealth University

KIM L. NINE (2017)

Associate Professor, Director, School of Public
Health, Program Director, Master of Healthcare
Administration Program; AS, Farmingdale State
College; BS, Empire State College; MS, Capella
University; PhD, Walden University

MARINA OMAR (2017)

Assistant Professor of Political Science; BA, MA and
PhD, University of Virginia

JOHN ONG (1989)

Associate Professor of Mathematics; BE, University

of Malaya; MS, MA, University of Kansas; MS, Virginia
Polytechnic Institute and State University; PhD,
University of Virginia

BRENCI PATIÑO (2011)

Associate Professor of Spanish; BA, University of
Texas; MA and PhD, University of Illinois

RACHEL POTTER (2003)

Associate Professor of Education and Director of
Applied Behavior Analysis and Autism Studies; BA,
MAEd, College of William and Mary; EdD, University
of Virginia

CAITLIN POWERS (2021)

Assistant Professor, Physician Assistant Program; BS,
University of Rhode Island; MS, East Carolina
University; MSPA, James Madison University

ANDREW RARIDON (2021)

Assistant Professor of Sociology; BA, Knox College;
MS, Oklahoma State University; PhD, Purdue
University

ELIZABETH RICHARDSON (2021)

Associate Professor, Occupational Therapy Program;
BS and MS, James Madison University; PPOTD,
University of St. Augustine

CRAIG ROBERTSON (2019)

Assistant Professor of Music and Choir Director;
BME, Virginia State University; MM, Georgia State
University; DMA, University of Colorado Boulder

ROBERT ROBINSON (2006)

Assistant Professor of Sociology; AS, Piedmont
Virginia Community College; BS, Longwood College;
MS, North Carolina State University

PETER RUIZ-HAAS (2008)

Associate Professor of Chemistry; BA, Hampshire
College; PhD, Oregon State University

RYAN SAIN (2021)

Assistant Professor of Applied Behavior Analysis; BS,
Eastern Washington University; MS, PhD, Washington
State University

MARTHA SAUNDERS (2003)

Assistant Professor of Art; BFA, Virginia
Commonwealth University; MFA, Mount Royal School
of Painting, Maryland Institute, College of Art

JOHN P. SCHEIDLER (2004)

Assistant Professor of Theatre and Shakespeare and Performance; BA, Western Michigan University; MFA, University of Virginia

JIM R. SCONYERS JR. (2003)

Associate Professor of Art; BA, University of North Carolina at Asheville; MFA, Indiana University, Bloomington

EDWARD A. SCOTT (1990)

Associate Professor of Philosophy; BA, Slippery Rock State College; MA, PhD, Duquesne University

STEPHANIE SEBOLT (2015)

Associate Professor of Education; BA, Mary Washington College; MA, PhD, Virginia Polytechnic Institute and State University

MOLLY SEREMET (2020)

Assistant Professor of Theatre; BA, Allegheny College; M.Res, University of Roehampton; MLitt, MFA, Mary Baldwin University

LISA D. SHOAF (2012)

Professor and Dean of the Murphy Deming College of Health Sciences; BS, Medical College of Virginia/ Virginia Commonwealth University; MS, James Madison University; PhD, DPT Virginia Commonwealth University

JULIE M. SKRZAT (2020)

Assistant Professor, Physical Therapy Program; BS, DPT, Ithaca College; PhD, Temple University

JOSEPH SPRANGEL, JR (2010)

Associate Professor of Business Administration and the holder of the H. Gordon and Mary Beth Reed Smyth Chair in Business; Dean of the College of Business and Professional Studies; BBA, Eastern Michigan University; MBA, Spring Arbor University; DBA, Lawrence Technological University

PAMELA STEPHENSON (2015)

Associate Professor, Occupational Therapy Program; Diploma of the College of Occupational Therapists, Ulster Polytechnic (UK); Postgraduate Diploma in Management, Croydon College/ Sussex University; MSHS, St. George's Hospital Medical School/ University of London; MSOT, St. Jose State University; OTD, Rocky Mountain University of Health Sciences

SUE W. STEVENS (2018)

Associate Professor and Senior Associate Dean of the Murphy Deming College of Health Sciences; BA, Capital University; MS, Indiana State University; EdD, University of North Carolina at Greensboro

GAIL M. TARLETON (2015)

Assistant Professor, Director of Clinical Education, Physical Therapy Program; BS, Plymouth State University; BS, University of Vermont; DPT Utica College

MARY CLAY THOMAS (2008)

Associate Professor and Director of Social Work; BA, University of Montana; MSW, University of Vermont; DSW, University of St. Thomas

AMY J. TILLERSON (2004)

Professor of History; BA, MA, Virginia Polytechnic Institute and State University; PhD, Morgan State University

JOANNE TRITSCH (2014)

Assistant Professor of Business and Director of the Master of Business Administration Program; BA, University of Pennsylvania; MBA, New York University; MBA Fordham University; DM, University of Maryland

ANNMARIE TROST (2019)

Instructor of Chemistry; BS, Storrs University; MS, University of Massachusetts

KATHERINE TURNER (2005)

Professor of English; BA, University of Oxford (Balliol College); MPhil, PhD, University of Oxford

ANN E. TUZSON (2015)

Associate Professor, Physical Therapy Program; BS, University of Colorado; BS in PT, University of Illinois; MS, PhD University of Virginia

CAREY L. USHER (2002)

Associate Professor of Sociology, Dean of the Mary Baldwin College for Women, Associate Provost; BA, Converse College; MA, PhD, University of Alabama at Birmingham

LAURA A. VAN ASSENDELFT (1994)

Professor of Political Science; BA, University of the South; PhD, Emory University

CARLA VAN DEVANDER (2013)

Associate Professor of Education and Academic Advisor; BA, George Mason University; MEd, Eastern Mennonite University

ALICE WADDELL (2003)

Assistant Professor of Education; BS, Radford University; MEd, James Madison University; EdD, Virginia Polytechnic Institute and State University

MARTHA J. WALKER (1996)

Professor of French and Dean of the College of Arts and Sciences; AB, Duke University; MA, University of Virginia; PhD, Harvard University

ANNE WICK (1997)

Assistant Professor of Music; BA Converse College; MM University of Michigan; DMA, James Madison University

ABIGAIL WIGHTMAN (2009)

Associate Professor of Anthropology; BA, Miami University; MA, PhD, University of Oklahoma

TYNISHA WILLINGHAM (2020)

Professor of Education and Interim Provost and Chief Academic Officer; BS, The Pennsylvania State University; MEd, University of Texas, Pan-American; PhD, The Pennsylvania State University

ANGELA B. WILSON (2018)

Assistant Professor of Education; BS, Virginia Commonwealth University; MEd, PhD, Virginia State University

COREY B. WOLDENBERG (2020)

Assistant Professor, Physical Therapy Program; BS, University of Kentucky; DPT, Washington University in St. Louis

SARAH W. WORMAN (2017)

Assistant Professor, Director of Clinical Education, Physician Assistant Program; AAS, Cuyahoga Community College; BS, University of Dayton; MSPA University of Nebraska Medical Center

Additional Faculty

ANN C. RIDDER

Program Director, School of Clinical Laboratory Science, Augusta Medical Center; BA, Bridgewater College; MLS, Rockingham Memorial Hospital of Clinical Laboratory Science; MBA, Eastern Mennonite University

The Five Colleges

The Five Colleges

MBU's academic structure comprises five colleges through which curriculum (both undergraduate and graduate) is developed and taught: College of Arts and Sciences, College of Business and Professional Studies, College of Education, the Murphy Deming College of Health Sciences, and the College of Visual and Performing Arts.

College of Arts and Sciences

Rooted in the liberal arts tradition, while also providing a clear pathway from college to career, the College of Arts and Sciences offers the degrees of Bachelor of Arts and/or Bachelor of Science in a wide variety of majors and minors. A foundation of rigorous academics enables arts and sciences students to harness intellectual curiosity, critically analyze evidence and think through conclusions, and clearly communicate their thoughts. The breadth (experiencing a wide range of knowledge, ideas, and traditions) and depth (gaining expertise in a single field through a major or minor) of a liberal arts education primes student to navigate and thrive in a world in which knowledge and professions change rapidly.

- African American Studies (Minor)
- Anthropology (Minor)
- Asian Studies (Minor)
- Biochemistry (BS)
- Biology (BA) **(BS) (Minor)**
- Environmental Biology **(BA)**
- Business Economics **(BA)**
- Chemistry (BA)
- Chemistry (BS)
- Chemistry (Minor)
- Clinical Laboratory Science **(BA)**
- Creative Writing **(Minor)**
- Economics **(BA or BS)**
- U.S. Poverty Analysis **(Minor)**

- English **(BA)**
- English (Minor)
- Francophone Studies (Minor)
- Global Poverty and Development **(Minor)**
- History (BA)
- History (Minor)
- History- Public **(Minor)**
- International Affairs **(BA)**
- Leadership Studies **(BA)**
- Mathematics **(BA or BS, Minor)**
- Mathematics — Applied **(BS)**
- Peacebuilding and Conflict Resolution **(Minor)**
- Philosophy **(Minor)**
- Religious Leadership and Ministry **(Minor)**
- Religious Studies **(Minor)**
- Physics (BS)
- Physics (Minor)
- Political Science (BA)
- Political Science (Minor)
- Post-Baccalaureate Certificate in Psychology (PBCP)
- Psychology **(BA or BS)**
- Psychology (Minor)
- Sexuality and Gender **(Minor)**
- Sociology (Major)
- Sociology (Minor)
- Spanish Language and Hispanic Cultures **(Minor)**
- Women's Studies (Minor)

College of Business and Professional Studies

The College of Business and Professional Studies comprises the business, criminal justice, and social work programs leading to bachelor of arts and bachelor of social work degrees. Each program offers students a solid knowledge base in the theory and practice in their chosen field. The college stresses applying that intellectual foundation to address society's needs.

The business program approaches business strategy and business education with a curricular emphasis on sustainability and the "triple bottom line" (harnessing benefits that are economic, social, and

environmental). Criminal Justice provides students with thorough knowledge and strong applied components as well as internships in which they will work with crime agencies and police departments. The Susan Warfield Caples Social Work Program encourages students to solve social problems and become an advocate for vulnerable, disenfranchised, and marginalized populations.

Each program also provides a wide range of emphases or concentrations in each major as well as certificates and minors.

College of Business and Professional Studies Graduate Academic Policies

College of Business and Professional Studies Graduate Student Admission

General Requirements for Admission

Mary Baldwin's MBA coursework includes similar elements and rigor to other MBA degrees. Still, it is accessible to those with both business and non-business undergraduate degrees. Prospective students' application materials evaluation uses a holistic perspective, and the following admissions criteria are used:

- GPA: Minimum standard of 3.0 in a business related undergraduate or graduate program; consideration given for work experience and/or other degree work.
- Bachelor's degree: If the degree is not in business, accounting, or an approved business-related field, the applicant may be required to take an exam to evaluate his or her level of business knowledge. Based on exam results, applicants may be required to take a pre-MBA module course.
- Work experience: Preferred, but not required. Prospective students should submit a resume to have work experience considered as part of an overall application.

- Essay: A short written essay is required by marginally qualified applicants to evaluate their level of interest in the program and writing capability.
- Interview: The review committee may request individual interviews.

Prerequisite Courses

Pre-MBA Module: Students without an undergraduate business or related degree may be required to take a business knowledge exam administered by MBU to determine their level of base preparation to enter the program. Based on the exam results, students may need to take a competency-based pre-MBA module. The course will be online, self-paced, and through a third-party source. Areas included in these core competencies are accounting, business finance, business law, management, and marketing.

Conditional Acceptance

Students interested in taking one or two courses may do so but must still submit the requested admissions materials. This option can be used by those with a particular interest in a specific offering or whose previous degree work does not meet the admissions requirements. After completion of selected courses, students may request full admission to the MBA program.

Conditional Early Admission Program

Mary Baldwin undergraduate students are encouraged to apply to the MBA graduate program. In addition to the standard requirements, a letter of recommendation must also be submitted. To apply to this program, students must meet with the undergraduate business advisor to plan coursework and determine eligibility for this program. Eligible students must meet all admissions requirements of the graduate program and are limited to 6 credits before graduation. Students must have graduated with a bachelor's degree to enroll in this program.

Admission Decision

The MBA Admissions Committee makes admission decisions after completion of applications, the interviews have been given (if necessary), and the committee has reviewed all submitted materials in the context of the applicant pool. Upon completion,

applicants receive their admission status. Applicants learn at the time of their admission notice any additional pre-MBA course requirements that must be fulfilled as conditions of enrollment.

Bachelor's/Master's Options

The College of Business and Professional Studies offers three Bachelor's/Master's options. Each program is designed to allow an undergraduate student to complete coursework toward a Bachelor's degree and Master's degree. Students combine up to 18 s.h. of graduate courses with undergraduate work, leading to a Master's degree one year following completion of the Bachelor's degree.

Prior to admission to a Bachelor's/Master's program (see Admission requirements), students may only take two graduate courses (6 semester hours). However, exceptions may be made with CBPS approval for students completing certificates or special course sequences. Following admission to a Bachelor's/Master's program, students may take additional graduate courses, but will be assessed an additional nominal fee to do so, beyond the first six semester hours. No more than 18 graduate semester hours may be taken prior to Bachelor's degree conferral for students in these programs.

College of Business and Professional Studies Graduate Student Financial Information

Tuition and Fees 2021-22

MBA program tuition is determined annually and detailed on the MBU website.

Financial Assistance

Mary Baldwin makes every effort to assist students who need to obtain funding for education. Students should contact the Office of Financial Aid at the time of application. Financial aid qualification requires that students must be accepted into the MBA program, meet registration deadlines each semester, and make satisfactory academic progress in the work attempted. Assistance is awarded pending approvals of federal and state agencies.

Aid for Which Graduate Students May Qualify (Subject to approval and funding by federal and state agencies)

- Loans: Federal Unsubsidized Stafford Loans, Grad PLUS Loans, Private Education Loans
- Outside scholarships

College of Business and Professional Studies Graduate Academic Policies

Graduate Policies

Academic policies applicable to MBA graduate students are published in this section. Other program policies are the MBU Graduate Student Handbook. Policies may be amended at any time by the faculty, who determine the date provided to graduate students in which amended policies become effective.

Honor System

The provisions of the MBU Honor System apply to graduate students. Students are responsible for understanding the rules of the provision of the Honor System and seeking information from professors as to the application of the Honor Code to course activities.

Copyright Policy

The university enforces all provisions of copyright law. Students are responsible for informing themselves of the law, particularly concerning copying.

Advising

Academic advisement is a process-oriented, interactive professional relationship between advisor and advisee. Each MBA student is assigned an advisor who supports the student in career exploration, academic progress, and performance related to professional standards and for their final project.

Academic Progress for Graduate Programs

Degree-seeking MBA students are required to maintain a minimum cumulative GPA of 3.0 in graduate work to remain in good standing and to graduate from the program. No more than one "C" may be counted on the student's records. To maintain degree-seeking status in the program, students must repeat any other courses in which they receive a grade of "C" or lower. The first grade is not removed from the permanent record, but the lower grade is excluded from the GPA calculation. Repeated work must be done at MBU.

A student whose GPA falls below 3.0 at the end of any semester is placed on warning. At the end of the second semester during which a student's GPA is below 3.0, the student's record is reviewed by the MBA program director, which may place the student on probation for a stated period, attach conditions to the probation, or dismiss the student. To be removed from probation or to complete the degree, a student must fulfill any requirements attached to the probation.

If a student earns a grade of D or F in any course in the graduate program, the class in which the unsatisfactory grade was received must be repeated with a successful grade earned before enrolling in any further courses. If the particular course is unavailable during the next semester, with MBA director approval, the student may be permitted to proceed with other coursework until such course becomes available, at which time, the course with the D or F grade must be repeated before proceeding with any other courses. Coursework in the College of Business & Professional Studies may only be repeated twice for a total of three attempts. A student who has been suspended for academic reasons may reapply for admission to the degree program after completion of the terms of the suspension. The College of Business & Professional Studies will review the student's application for readmission as well as the applicant's past performance and the reasons for suspension; additional information may be requested from the applicant and his/her references, and other relevant professional and educational sources. The College of Business & Professional Studies communicates the readmission decision to the applicant.

Grades

The grading symbols used by the MBA graduate program are as follows:

A	Excellent
A-, B+	Very good
B	Good
B-	Competent
C	Less than competent
D, F	Failing

Specific course grading scales are noted in the syllabus for each class and are determined by the instructor.

Grade point equivalents are:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C	2.0
D,F	0

The grade point average is determined by dividing the total grade points earned by the total semester hour credits attempted in the MBA graduate program.

Students on academic probation should meet with their faculty advisor and course instructors regularly to facilitate their educational improvement.

Transfer Credit

We accept the transfer of credits from other accredited graduate schools to this MBA program.

Incompletes

The temporary symbol of I may be given at the end of a course if, for reasons beyond his or her control, an MBA student is unable to complete the course work. An incomplete may be given only with the approval of the MBA Program Director and the course instructor and with the submission of the Incomplete Form.

Incomplete work must be completed no later than the end of the next calendar term: that is, by the end of Term 3 for fall semester courses, and by the end of Term 1 for spring semester courses or at the time set by the instructor and shown on the Incomplete

Form. In unusual circumstances, such as prolonged illness, with the approval of the instructor and the MBA Program Director, time may be extended.

If the work is not completed within the time specified, the registrar office will assign the grade awarded by the instructor based on the work completed to date.

Academic Grade Appeal

A student with questions about a grade should first contact the course instructor to determine if there is an error. That contact must happen within 20 calendar days of the time the grade is assigned. If there is an error, the instructor must report the correct grade to the dean of the College of Business and Professional Studies immediately. If there is no error, and the student desires to contest the grade, the student must submit written reason(s) for the appeal to the dean of the College of Business and Professional Studies within 10 days from the time the instructor denies the change request. The dean forms a hearing committee consisting of the dean, the registrar, the student's advisor, and two faculty members. The committee reviews the written appeal, hears statements from both the student and the instructor involved, and approves or disallows a change.

Moral and Ethical Responsibility

MBA students may not engage in behavior or actions that endanger themselves or others, either while on MBU's property or while engaged in a program or activity connected with the college and/or its programs. Students are required to comply with professional standards of schools in which they participate in practicum or research, interning, student teaching, or other activities connected with the college and/or its programs.

Requirement for Continuous Enrollment, Leave of Absence

Students are expected to remain enrolled continuously from the date of their initial registration for courses until completion of the degree. However, because of family emergencies or unusual situations, students may need to stop registering for new course work for a semester or two. The decision to do so should be made by the student in consultation with the program advisor. Students who do not

enroll in graduate business courses for three consecutive sessions (or one calendar year) are considered "inactive" and no longer receive mailings from the College of Business and Professional Studies. Inactive students who wish to re-enter the program must reapply and must pay a re-enrollment fee of \$50 if accepted. Records of inactive students who want to re-enter the program are reviewed for reactivation. Certain conditions may be set for re-entry into the program: e.g., if program requirements have changed during the time students were on inactive status, they may have to meet the new requirements.

College of Business and Professional Studies Degrees and Certificates

MBA

- [Master of Business Administration](#)
- [Master of Healthcare Administration & Master of Business Administration Dual Degree](#)

College of Education

The College of Education offers professional programs designed to prepare students to enter a wide variety of educational careers, including teaching, higher education administration, applied behavior analysis, autism spectrum disorders, and other related professions. Undergraduate students interested in teaching at the middle or secondary level major in the area in which they intend to teach and minor in education, while the Liberal Arts and Interdisciplinary Studies major leads to licensure for elementary or special education. With a focus on developing confident leadership skills, the college creates a collaborative environment of inquiry and innovation, while helping individuals find personal pathways to achieve their goals. The College of Education offers a variety of programs of study: paths to Virginia teacher licensure as well as non-licensure and/or non-degree opportunities for professional development.

College of Education Academic Policy and Regulations

Accreditation for Teacher Education Program

Programs at the undergraduate and graduate level that lead to teacher licensure in College of Education at Mary Baldwin University are accredited by the Virginia Department of Education and by the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years from April 2015 to April 2022. This accreditation certifies that Mary Baldwin University's professional education program has provided evidence that it adheres to accreditation standards.

Undergraduate and PBTL Academic Admission, Policy and Regulations

Undergraduate Requirements for Admission to the Teacher Education Program (seeking licensure) including Bachelor's/MAT and PBTL

Undergraduate students seeking admission to the Education program and undergraduate students seeking admission to the Bachelor's/MAT program must apply for acceptance by the end of the sophomore year or upon completion of 53 semester hours. Undergraduate students in the Education Leaders Learning Collective may apply to the Bachelor's/MAT program as soon as admission criteria are met, even if a first semester freshman. Application forms are available on the myMBU, College of Education tab.

Through the Post-Baccalaureate Teacher Licensure (PBTL) Program, students who already have a bachelor's degree can pursue initial licensure. This is a licensure program, which takes into account all of the credits a student has already earned and applies those toward the goal of obtaining a Virginia teaching license. This program does not lead to a graduate degree. All students enrolled in the program must devote their final semester entirely to

student teaching. Applications are available online. *For more information on the PBTL program, please contact the College of Education.*

The College of Education in compliance with our accreditor, the Council for the Accreditation of Educator Preparation (CAEP), has adopted a Levels of Teacher Education Program Progression rubric to meet new requirements. Students are admitted and progress through varying levels of program progression. This process is outlined below.

Levels of Teacher Education Program Progression

Level One (Admission/Pre-Candidate)

Requirements for admission:

- GPA 2.5 (TEP and PBTL - last 60 hours of coursework)
- GPA 3.0 (BA/MAT - last 60 hours of coursework)
- Application
- Two Professional Qualities and Dispositional Traits (PQDT) evaluation references

Program/Pre-Candidate Admission

A Level 1 "Pre-Candidate" has met the requirements above and been admitted to the: Teacher Education Program, BA/MAT, or PBTL program.

Level Two (Admitted Candidate)

Requirements for admission:

Level 2 "Admitted Candidate," meaning eligibility for methods/instructional strategies. The admitted candidate must have:

- GPA 3.0 (in courses so far)
- Resolved any issues related to Level 1 admission

Admitted Candidate Admission

A Level 2 "Admitted Candidate" has met the requirements above and is now eligible for primary methods/ instructional strategies (ED 300, 310, 315, 345, 607, 608, 624, 649).

Level Three (Selected Candidate)

Requirements for admission:

Level 3 "Selected Candidate," meaning eligibility for seminar and student teaching. The selected candidate must have:

- GPA 3.0

- Completed all pre-requisite courses (in progress are acceptable)
- Successfully completed methods (B- or better)
- Received an acceptable score from the methods instructor on the PQDT evaluation
- Completed the following:
 - Child Abuse Recognition and Reporting training, Dyslexia training, Professional Ethics Module
- Passed the VCLA Reading and Writing
- Successfully completed Academic Competencies, one Verbal and one Quantitative from the choices below:
 - ACT, SAT, or GRE scores in Reading, Math, and Writing (top 50th percentile in each component)
 - VCLA, passing score
 - Praxis Core Reading, Math, and Writing (must meet the CAEP minimum score)
 - College Algebra (grade of C or better)
- Attempted and scores received for the following: (pass not required for Level 3)
 - Praxis II (if applicable)
 - RVE (if applicable)

Selected Candidate Admission

A Level 3 "Selected Candidate" has met the requirements above and been selected to progress to seminar and student teaching.

Level Four (Completer)

Requirements for admission:

Level 4 "Completer" is ready to proceed toward licensure application and employment. The completer must have:

- Successfully completed seminar and student teaching
- Successfully completed the Student Impact Project
- Received an acceptable score from the University Supervisor on the PQDT evaluation
- Passed Praxis II, if applicable
- Passed RVE, if applicable
- Completed the following:
 - First Aid/CPR/AED training, Civic Education Module (if applicable), Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia

- Submitted licensure application, transcripts, and certified check or money order to the Licensure Coordinator for processing

Completer Admission

A Level 4 "Completer" has met the requirements above and their licensure application has been submitted to the Virginia Department of Education for processing. A "Completer" is a licensed student/alumnus who is employed in the field.

Periodic reappraisal of teacher candidates will be made as the student progresses through the program.

Bachelor's/Master's Options

The College of Education offers three Bachelor's/Master's options. Each program is designed to allow an undergraduate student to complete coursework toward a Bachelor's degree and Master's degree. Students combine up to 18 s.h. of graduate courses with undergraduate work, leading to a Master's degree one year following completion of the Bachelor's degree. Please see the following sections below (Bachelor's/MAT, Bachelor's/MEd, and Bachelor's/MS) for specific program options, policies, and requirements.

Course Restrictions

Prior to admission to a Bachelor's/Master's program (see Admission requirements below), undergraduate students may only take two graduate courses (6-7 semester hours). However, exceptions may be made with COE approval for students completing certificates or special course sequences. Following admission to a Bachelor's/Master's program, students may take additional graduate courses, but will be assessed an additional nominal fee to do so, beyond the first six semester hours. No more than *18 graduate semester hours* may be taken prior to Bachelor's degree conferral for students in these programs.

Program Requirements/Terms of Graduate Study

Students must be continuously enrolled in the Bachelor's/Master's program full time over the course of two or more semesters, enrolling in a minimum of 18 credit hours, as a Master's degree-seeking student following conferral of the Bachelor's degree.

Bachelor's/Master's of Arts in Teaching

The Bachelor's/MAT is designed as a program which allows students to complete a Bachelor's degree, Master of Arts in Teaching (MAT), and teacher licensure upon MAT graduation. This program is available to undergraduate students. Admission requirements are above in the section *Levels of Teacher Education Program Progression*. Students combine graduate courses with undergraduate work, leading to a MAT one year following completion of the Bachelor's degree but prior to the start of their teaching careers enriching their pre-service preparation. Students interested in the Bachelor's/MAT should arrange a meeting with an education advisor to thoroughly review all course requirements.

Concentration areas for this option are:

- Elementary Education
- Middle Education
- Secondary Education
- Special Education

Education Leaders Learning Collective

The Education Leaders cohort allows high performing and motivated College for Women and University College students to complete both the Bachelor's and MAT degrees in four years, essentially accelerating through the undergraduate curriculum in three years (same Bachelor's requirements as all Bachelor's students), with one year remaining for graduate studies and student teaching. *For more information on the Education Leaders program, please contact the College of Education.*

Bachelor's/Master of Education

The Bachelor's/MEd allows undergraduate students to complete both a Bachelor's degree and a Master of Education. Students combine graduate courses with undergraduate work, leading to a MEd one year following completion of the Bachelor's degree. All students must complete the Required Core Courses plus one concentration area. Students interested in the Bachelor's/MEd should arrange a meeting with an education advisor to thoroughly review all course requirements.

Program Entry Requirements

- Must be a second semester sophomore or have completed at least 53 credit hours of coursework
- Submit a completed application (*found on myMBU, College of Education tab*)
- GPA of 3.0 in last 60 credit hours of coursework
- Submit two recommendation forms completed by people who can speak to your professional or academic work ethic. (*found on myMBU, College of Education tab.*)
- Submit one page, 500 word essay outlining your goals related to this program, both personally and professionally

Concentration areas for this option are:

- Autism Spectrum Disorders
- Authentic Learning and Leadership

Bachelor's/Master of Science

The Bachelor's/MS allows undergraduate students to complete both a bachelor's degree and a Master of Science degree. Students combine graduate courses with undergraduate work, leading to a MS one year following completion of the bachelor's degree. Students interested in the Bachelor's/MS should arrange a meeting with an education advisor to thoroughly review all course requirements.

Program Entry Requirements

- Must be a second semester sophomore or have completed at least 53 credit hours of coursework
- Submit a completed application (*found on myMBU, College of Education tab*)
- GPA of 3.0 in last 60 credit hours of coursework
- Submit two recommendation forms completed by people who can speak to your professional or academic work ethic. (*found on myMBU, College of Education tab.*)
- Submit one page, 500 word essay outlining your goals related to this program, both personally and professionally

Concentration areas for this option are:

- Applied Behavior Analysis*
- Higher Education

**All ABA-specific courses must be taken at MBU in order to meet Behavior Analyst Certification Board, Inc.® requirements.*

Conditional Admission for Undergraduate Teacher Education Program, PBTL and Bachelor's/Master's programs

Students who do not meet the full-admission criteria for their program may be considered for conditional admission on the basis of strong evidence that they can succeed in a program that requires maintenance of an average 3.0 GPA. Conditionally admitted students must achieve a minimum 3.0 GPA in all coursework and complete all other admissions requirements in order to be considered for full admission. In general, conditional admission status does not continue for more than three successive semesters. *Conditional admission is not available in all programs*.*

**PBTL students on a provisional license who do not meet the GPA standard may request a review. The student must provide a letter of support from their superintendent or his/her designee to be considered. Conditional admission is not guaranteed.*

Moving from Conditional to Full Admission Status

The College of Education monitors the progress of conditionally admitted students at the end of each semester. Course grades, course instructors' assessment of students' writing and speaking skills, and professional qualities evaluations are considered in this review. The College of Education informs students and their academic advisors in writing regarding their status:

- continued conditional admission,
- admission to full degree-seeking status,
- suspension, or
- dismissal.

Non-Degree-Seeking Students

Students who do not meet admission requirements but hold a bachelor's degree from an accredited institution are eligible to enroll in education courses as special students. No financial aid services are provided to special students. Upon completion of 9 s.h. of coursework, non-degree seeking students in non-CAEP governed MEd and MS programs may be eligible for a status change to conditional or full admission providing they have maintained a 3.0 GPA in MBU coursework. Teachers seeking recertification credits may enroll as non-degree seeking students.

One must be admitted to the Teacher Education Program in order to enroll in ED 300, 310, 315, 607, or 624.

Licensure Endorsement Areas

Initial Licensure Endorsement Areas

- Elementary Education (PK-6)
- Middle Education (in a teaching subject area for grades 6-8)
- Secondary Education (in a teaching subject area for grades 6-12)
- Special Education General Curriculum (K-12). (Requires practicum experience in all three levels: elementary, middle, and high school.)
- Visual Arts (PK-12)
- Music Education – Vocal/Choral (PK-12)
- English as a Second Language* (PK-12)

**Must complete 6 s.h. of a spoken modern foreign language through the intermediate level prior to applying for the ESL endorsement.*

Add-on/Additional Endorsements

Add-on endorsements are not stand-alone endorsements. A student must seek another endorsement simultaneously or already hold an active teaching license. Add-on/additional endorsements offered are:

- Elementary Education (PK-6) (additional)
- English as a Second Language (ESL)*
- Gifted Education (K-12)
- Special Education General Curriculum (K-12) (additional)
- Special Education General Curriculum Add-on's for PK-6, 6-8, or 6-12**

**Must complete 6 s.h. of a spoken modern foreign language through the intermediate level prior to applying for the ESL endorsement.*

***Must hold or be concurrently seeking an initial license in the same endorsement area in which one is seeking the Add-on. (For example, if one is seeking to add Special Education 6-8 Add-on, the initial license must be in a content area for Middle Education.)*

As soon as the student identifies an interest in pursuing teacher licensure, he or she should arrange a meeting with an education advisor to go over specific licensure requirements.

Academic Policies and Regulations for Undergraduate and PBTL

COE undergraduate and Post-Baccalaureate Teacher Licensure (PBTL) students are under the same academic policies and regulations as university undergraduate students. These can be found in the *General Information* section of the catalog, under *Academic Policy And Regulations for Undergraduate Programs*. The following are instances where policy slightly differs:

- COE students are allowed one grade below C- to count toward licensure requirements (Gen Ed or Professional Studies).
- CLEP and AP credit shall count as CR (credit), not P (pass) for the purposes of the COE policy toward licensure content requirements and co-requisite courses outside their primary discipline.
- In the event of a contested grade, the student will follow the University's undergraduate policy in the section noted above; however, the hearing committee will consist of the following from the COE:
 - the dean, the director of academic and student services, the student's advisor, and two faculty members

Prior Learning Portfolios for PBTL students

Students in the PBTL program may submit a Prior Learning Portfolio (PLP) for requirements for ED 110/111. The PLP should include a minimum of 60 hours in the field, must have been carried out in the endorsement area for which a license is sought and must have taken place prior to or in addition to practicums taken at MBU; day-to-day substitute teaching does not count for PLP hours. PLP's must be completed either while the student is enrolled in ED 115 through MBU or in their first semester in the Teacher Education Program. There is one semester hour fee associated with submitting a portfolio. For more information on the PBTL program or PLP's, please contact the College of Education.

Requirement for Coursework, Continuous Enrollment for PBTL Students

Undergraduate students admitted to the Teacher Education Program who plan to roll into the PBTL program to complete coursework and/or student teaching must begin and complete the coursework or student teaching within one calendar year from

their Bachelor's graduation. If incomplete within one calendar year, students will be exited from the Teacher Education Program and will need to reapply for program entry and meet any new licensure requirements put into place by the Virginia Department of Education.

PBTL students must take at least two courses (six semester hours) in the PBTL program, one of which must be a methods/instructional strategies course, prior to applying for student teaching. Students are expected to remain enrolled continuously from the date of their initial registration for courses until completion of the degree. However, because of family emergencies or special situations, students may need to stop registering for new coursework for a semester or two. The decision to do so should be made by the student in consultation with the advisor. Students who do not enroll in education courses for three consecutive sessions (or one calendar year) are changed to "inactive" status and given an exit date. Inactive students who wish to re-enter the program must reapply and must pay a re-enrollment fee of \$50, if accepted. Records of inactive students who wish to re-enter the program are reviewed for reactivation. Certain conditions may be set for re-entry into the program: e.g., if program requirements have changed during the time students were on inactive status, they may have to meet the new requirements. Students may also request a Leave of Absence. Additional information on the undergraduate *Leave of Absence* policy may be found in the *General Information, Academic Policy and Regulations for Undergraduate Programs, Academic Procedures* section of the catalog.

Professional Qualities and Dispositional Traits

Evaluation of student dispositions has been an aspect of MBU's COE program since its inception. It is also a requirement from our national accrediting agent, CAEP. In the COE, we refer to these as *Professional Qualities and Dispositional Traits* and focus on those characteristics, attitudes, and behaviors that are relevant to serving as or becoming an effective educator -- but that are not necessarily included in traditional academic evaluation and individual course grades.

Faculty, advisors, director of academic and student services, director of teacher education, and the dean of the College of Education review all students'

professional qualities and dispositional traits throughout the program and at admission, during practica, after the methods course, and after student teaching. The COE reserves the right to collect and review dispositional traits at any point in time for matters of grave concern. If in their judgment a pattern of concern about professional qualities from either the course performance or practicum evaluations is evident, both the students and their academic advisors are notified in writing. In an effort to address or remediate any concerns, students may be placed on warning or probation with conditions or stipulations. Ongoing or grave concerns may result in dismissal from the Teacher Education Program.

Professional Qualities and Dispositional Traits

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Faculty, advisors, director of academic and student services, director of teacher education, and the dean of the College of Education review all students' professional qualities and dispositional traits throughout the program and at admission, during practica, after the methods course, and after student teaching. The COE reserves the right to collect and review dispositional traits at any point in time for matters of grave concern. If in their judgment a pattern of concern about professional qualities from either the course performance or practicum evaluations is evident, both the students and their academic advisors are notified in writing. In an effort to address or remediate any concerns, students may be placed on warning or probation with conditions or stipulations. Ongoing or grave concerns may result in dismissal from the Teacher Education Program.

Graduate Admission

All students who matriculate at Mary Baldwin University agree to abide by the rules, regulations, and standards set by the college. The college will offer the Master of Arts in Teaching (MAT), Master of Education (MEd), or Master of Science (MS) to those who meet the established standards.

Students who seek the MAT, MEd, or MS must be conditionally or fully admitted to the graduate program to be eligible for financial aid services. The Declarations section of this catalog states Mary Baldwin's policies on nondiscrimination, student privacy rights, and other important provisions.

Admission Requirements for the MAT (including BA/MAT) and the MEd in Elementary Education PK-6 and Special Education General Curriculum K-12

Applicants to the MAT program (including BA/MAT) and MEd in Elementary and Special Education must submit the following to the College of Education at Mary Baldwin University. The College of Education, in compliance with our accrediting agency, the Council for the Accreditation of Educator Preparation (CAEP), has adopted a Levels of Teacher Education Program Progression for Initial Licensure Programs to meet requirements. Students are admitted and progress through varying levels of program progression. This process is outlined below.

Levels of Teacher Education Program Progression

Level One (Admission/Pre-Candidate)

Requirements for admission:

- GPA 3.0 (Graduate – last 60 s.h.)
- Online application
- Two Professional Qualities and Dispositional Traits (PQDT) evaluation references

Program/Pre-Candidate Admission

A Level 1 "Pre-Candidate" has met requirements above and been admitted to the MAT program (including BA/MAT) or the MEd program in Elementary or Special Education.

Level Two (Admitted Candidate)

Requirements for admission:

Level 2 "Admitted Candidate," meaning eligibility for methods/instructional strategies. The admitted candidate must have:

- GPA 3.0 (in courses, so far)
- Resolved any conditions related to Level 1 admission

Admitted Candidate Admission

A Level 2 "Admitted Candidate" has met the requirements above and is now eligible for primary methods/ instructional strategies (ED 607, 608, 624, 649).

Level Three (Selected Candidate)

Requirements for admission:

Level 3 "Selected Candidate," meaning eligibility for seminar and student teaching. The selected candidate must have:

- GPA 3.0 (in all courses)
- Completed all prerequisite courses (in progress are acceptable)
- Successfully completed methods/instructional strategies (B- or better)
- Received an acceptable score from the methods instructor on the PQDT evaluation
- Completed the following:
 - Child Abuse Recognition and Reporting training, Dyslexia training, Professional Ethics Module
- Passed VCLA Reading and Writing
- Successfully completed Academic Competencies, one Verbal and one Quantitative from the choices below:
 - ACT, SAT, GRE scores in Reading, Math, and Writing (top 50th percentiles in each component)
 - VCLA, passing score
 - Praxis Core Reading, Math, and Writing (must meet the CAEP minimum score)
 - College Algebra (grade of C or better)
- Attempted and scores received for the following: (pass not required for Level 3)
 - Praxis II (if applicable)
 - RVE (if applicable)

Selected Candidate Admission

A Level 3 "Selected Candidate" has met the requirements above and been selected to progress to seminar and student teaching.

Level Four (Completer)

Requirements for admission:

Level 4 "Completer" is ready to proceed toward licensure application and employment. The completer must have:

- Successfully completed seminar and student teaching
- Successfully completed the Student Impact Project
- Received an acceptable score from the University Supervisor on the PQDT evaluation
- Passed Praxis II (if applicable)
- Passed RVE (if applicable)
- Completed the following:
 - First Aid/CPR/AED training, Civic Education Module (if applicable), Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia
- Submitted licensure application, transcripts, and certified check or money order to the Licensure Coordinator for processing

Completer Admission

A Level 4 "Completer" has met the requirements above and their licensure application has been submitted to the Virginia Department of Education for processing. A "Completer" is a licensed student/alumnus who is employed in the field.

Periodic reappraisal of teacher candidates will be made as the student progresses through the program.

In the event that a MAT student does not meet the Candidate requirements for Methods/Instructional Strategies or Student Teaching, or does not complete student teaching for other reasons, reviewed by the Dean on a case-by-case basis, the MAT student may request to change programs to the Master of Education in Educational Foundations program in order to complete their Master's degree. This program utilizes their current MAT coursework substituting student teaching, seminar, and reflective synthesis with IN 630 Methods of

Professional Inquiry and ED 632 Inquiry Research Project. Graduation requirements would no longer include other licensure obligations.

Admission Requirements for the MEd and MS

Applicants to the MEd and MS programs must submit the following to the College of Education at Mary Baldwin University. In some cases, depending on program and concentration, admissions requirements must comply with our accrediting agency, CAEP. See *Additional Requirements for MEd Advanced Licensure Programs* section below.

- Online application for admission/enrollment
- A bachelor's degree from a regionally accredited institution
- Have a minimum GPA of 3.0 from the most recent degree-conferring transcript
- Correct, fluent written and spoken English. Non-native English speakers must submit a TOEFL score of 600 or above on the paper-based test or 75 on the computer-based test with a minimum score of 18 in each section. Alternately an overall score on the IELTS of 7.0 or above may be accepted in lieu of the TOEFL

Students who do not meet the requirements may inquire about conditional admission. Not all programs are eligible. Students approved for conditional admission to the MEd or MS programs should work with their advisors for opportunities to address and remedy any deficit areas. See *Conditional Admission* below.

Additional Requirements for MEd Advanced Licensure Programs

Applicants to our Master of Education Advanced Licensure Programs in English as a Second Language, Gifted Education, Reading Education, and Special Education PK-6, 6-8, or 6-12 Add-on endorsements must submit the following to the College of Education at Mary Baldwin University. The College of Education, in compliance with our accrediting agency, the Council for the Accreditation of Educator Preparation (CAEP), has adopted an Advanced Levels of Teacher Education Program Progression to meet requirements. Students are admitted and progress through varying levels of program progression. This process is outlined below.

Advanced Levels of Program Progression

Level One (Admission/Pre-Candidate)

Requirements for admission:

- GPA 3.0 (last 60 s.h.)
- Online application
- Two Professional Qualities and Dispositional Traits (PQDT) evaluation references

Program/Pre-Candidate Admission

A Level 1 "Pre-Candidate" has met the requirements above and been admitted to the MEd program in English as a Second Language, Gifted Education, Reading Specialist, and/or Special Education PK-6, 6-8, or 6-12 Add-on endorsements.

Level Two (Admitted Candidate)

Requirements for admission:

Level 2 "Admitted Candidate," meaning eligibility for methods/instructional strategies. The admitted candidate must have:

- GPA 3.0 (in courses, so far)
- Resolved any conditions related to Level 1 admission

Admitted Candidate Admission

A Level 2 "Admitted Candidate" has met the requirements above and is now eligible for primary methods/ instructional strategies (ED 607, 624, 649).

Level Three (Selected Candidate)

Requirements for admission:

Level 3 "Selected Candidate," meaning eligibility for field experience or comprehensive practicum experience. The selected candidate must have:

- GPA 3.0 (in all courses)
- Completed all prerequisite courses (in progress are acceptable)
- Successfully completed methods/instructional strategies, if applicable (B- or better)
- Received an acceptable score from the methods instructor on the PQDT evaluation

Selected Candidate Admission

A Level 3 "Selected Candidate" has met the requirements above and been selected to progress to field experience or comprehensive practicum experience (ED 608, 615, 672).

Level Four (Completer)

Requirements for admission:

Level 4 "Completer" is ready to proceed toward licensure application and employment. The completer must have:

- Successfully completed field experience or comprehensive practicum experience
- Passed Praxis II (if applicable)
- Passed RVE (if applicable)
- Completed the Professional Ethics Module
- Submitted licensure application or college verification form request, transcripts, and certified check or money order to the Licensure Coordinator for processing

Completer Admission

A Level 4 "Completer" has met the requirements above and their application for additional endorsement has been submitted to the Virginia Department of Education or their college verification form has been processed for their school division to proceed with their additional endorsement. A "Completer" is a licensed student/alumnus who is employed in the field.

Periodic reappraisal of teacher candidates will be made as the student progresses through the program.

Admission Decisions (MAT, MEd, MS)

Admissions decisions are made by the policies established through the Education Policy Committee. The Mary Baldwin University Admissions office informs applicants, in writing, of their admission status. At the time of admission, applicants are advised by the College of Education regarding any additional undergraduate course requirements that must be fulfilled as conditions of enrollment. Any individual may be denied admission or have admission retracted to the graduate Education program for the following reasons:

- Attempting to obtain admission by fraudulent means or through misrepresentation or omission of material facts (including failure to report all prior institutions attended)
- Falsification of records or documents
- Conviction of any felony
- Conviction of any misdemeanor involving moral turpitude, sexual offense, drug distribution, or physical injury

- Failure to meet stated program admission requirements

Full Admission

Students who meet all admissions requirements are admitted to the graduate education program as fully admitted degree-seeking students.

Conditional Admission

Students who do not meet the full-admission criteria may be considered for conditional admission on the basis of strong evidence that they can succeed in a graduate program that requires maintenance of a 3.0 GPA. Conditionally admitted students must achieve a minimum 3.0 GPA in all graduate work and complete all other admissions requirements in order to be considered for full admission. In general, conditional admission status does not continue for more than three successive semesters.

Conditional admission is not available in all programs.

Moving from Conditional to Full Admission Status

The College of Education monitors the progress of conditionally admitted students at the end of each semester. Course grades, course instructors' assessment of students' writing and speaking skills, and professional qualities evaluations are considered in this review. The College of Education informs students and their academic advisors in writing regarding their status:

- continued conditional admission,
- admission to full degree-seeking status,
- suspension, or
- dismissal.

Non-Degree Seeking Students

Students who do not meet admission requirements but hold a bachelor's degree from an accredited institution are eligible to enroll in education courses as non-degree seeking students. No financial aid services are provided to non-degree seeking students. Teachers seeking recertification credits may enroll as non-degree seeking students. One must be admitted to Level 2 in the Teacher Education Program in order to enroll in ED 607, 608, 624, and 649.

Admission Requirements for the Graduate Comprehensive Certificate in Autism Spectrum Disorders

A bachelor's degree from a regionally accredited institution. (This requirement can be waived on a case-by-case basis for individuals without undergraduate degrees who are professionally serving individuals with autism and who demonstrate the capability to handle the curriculum.)

Provisionally Licensed Teaching Certificate (PLTC)

The Provisionally Licensed Teaching Certificate is uniquely designed for provisionally licensed teachers (PLT), who are presently employed by a school division in the Commonwealth. The goal of the certificate program is to move individuals, while offering an additional institutional credential (the certificate), to becoming fully licensed teachers. The certificate consists of the required courses, as indicated by individual letters from the Virginia Department of Education, taken at MBU which address the courses needed to become a fully licensed teacher.

The goal of the certificate is to provide the required courses leading to full licensure by leveraging our professional and personalized educational philosophy through advising and already established coursework. Mary Baldwin faculty and advisors will be able to support students from start to finish. The certificate is 12 hours. These 12 hours can be a combination of the required courses for licensure along with electives that may lead to add-on endorsements. Add on endorsements include:

- Special education
- Elementary education
- Middle education
- Secondary education
- Gifted education
- ESL

How to Apply

Complete an application as a non-degree graduate student for the **Provisionally Licensed Teaching Certificate (PLTC)**. The application must include a copy of the applicant's provisional licensure letter

and requirements from the Virginia Department of Education. Those accepted, may start the program in fall, spring, or summer.

The applicant must:

- Hold a baccalaureate degree or higher from a regionally-accredited institution or an equivalent degree from a foreign institution.
- Hold a letter from the VDOE with identified course work or competencies needed to fill requirements for initial licensure
- Be presently employed as a teacher holding a Provisional License.

Before completing an application for the certificate program, applicants are encouraged to meet with the program coordinator/director to discuss application and the certificate's guidelines.

Financial Aid

Students in this certificate program are eligible for the Educator's Choice Discount as well as other financial aid available to MBU students.

Graduate Tuition and Fees 2021–22

Tuition for all courses in the graduate education program is determined on an annual basis. In addition, the following fees apply:

- Initial Registration Fee: \$50
- Re-Enrollment Fee: \$50 (See Requirement for Continuous Enrollment below)
- Technology and Library Fee: \$60/semester
- Credentialing Fee: \$15/semester

Graduate Financial Aid

Mary Baldwin makes every effort to assist students who need to obtain funding for education. Students should contact the Office of Financial Aid and Student Campus Employment at the time of application. To qualify for aid, students must be accepted in the graduate Education program (not non-degree seeking students), meet registration deadlines each semester, and make satisfactory academic progress in the work attempted. Aid is awarded pending approvals of federal and state agencies.

Aid for Which Graduate Students May Qualify
(Subject to approval and funding by federal and state agencies)

Type of Aid	Enrollment Status	Repayment Required	How to Apply
Unsubsidized Stafford Loan	Full-time, Half-time	Monetary repayment	File FAFSA Borrow from federal government through the college. Not need based.

Graduate Academic Policies and Standards

Academic policies applicable to graduate students are published in this catalog. Other statements of program policies are maintained in the College of Education. Policies may be amended at any time by the faculty, who determine the date at which amended policies become effective. The completion requirements for each student are those in effect on the date of first enrollment as a fully accepted, continuously enrolled, degree-seeking student. Occasionally, some exceptions may apply if changes are made to teacher licensure regulations at the state level. Students are required to report name, address, email, and telephone number changes to the registrar and to the graduate program.

Petition for an Exception to an Academic Rule

This process is only for fully admitted graduate students.

Students may petition for exemption from academic policies. The request must include the recommendation of the student's advisor. Petitions are granted only for cause, and only with the approval of the Education Policy Committee (EPC). A petition for exemption from or modification of a completion requirement may be granted only by the graduate faculty.

The petition for an exception to an academic regulation consists of the student submitting a letter to the Dean of the College of Education and the academic advisor submitting a letter to the Dean of the College of Education. The submission of the petition does not mean the request will be granted but instead provides a procedure for the student's

request to be heard and considered by the relevant officials. While a committee or individual chair/dean may be understanding about a student's situation, missing deadlines, failing to achieve grade point average requirements, or misunderstanding requirements does not release the student from personal responsibility for completing the requirements. It is the student's responsibility to petition the academic regulation and request a letter from their academic advisor or director of their academic program within the College of Education. Petitions missing required information will be returned to the petitioner and a decision will be delayed.

- The student writes a letter to the Dean of the College petitioning for an exception to an academic regulation.
 - A petition for an exception to an academic regulation should contain a clear and detailed statement of the exception requested and the special circumstances that are the basis for the request. Students should review their petitions with faculty advisers or program director.
- The academic advisor writes a letter of recommendation as part of the exception to an academic regulation
 - Comments from these individuals indicating support for the petition or providing pertinent information, such as the last date the student attended class, are important.
- Once all documents have been received the EPC will convene and offer a recommendation to the Dean based on the policy, request from the student, and all supporting documents.

Academic Progress

Degree-seeking graduate education students are required to maintain a minimum cumulative GPA of 3.0 in graduate work to remain in good standing and to graduate from the program. In order to be recommended by Mary Baldwin University's MAT or MEd program to the Commonwealth of Virginia for an initial teaching license or for an additional endorsement on an existing license, a student must earn a letter grade of "B-" or better in ED 609, ED 610 or ED 614 (Student Teaching) or ED 608 or ED 615 (Field Experience). A student whose GPA falls below 3.0 at the end of any semester is placed on warning. At the end of the second semester during which a

student's GPA is below 3.0, the student's record is reviewed by the College of Education, which may place the student on probation for a stated period, attach conditions to the probation, or dismiss the student. To be removed from probation or to complete the degree, a student must fulfill any conditions attached to the probation.

In the event that a student earns a grade of D or F in a course in their graduate program, the course in which the unsatisfactory grade was earned must be repeated with a successful grade earned prior to enrolling in any further courses. If the particular course is unavailable during the next semester, with advisor recommendation and Dean approval, the student may be permitted to proceed with other coursework until such course becomes available, at which time, the course with the D or F grade must be repeated before proceeding with any other courses. Coursework in the College of Education may only be repeated twice for a total of three attempts.

A student who has been suspended for academic reasons may reapply for admission to the degree program after completion of the terms of the suspension. The College of Education will review the student's application for readmission as well as the applicant's previous performance and the reasons for suspension; additional information may be requested from the applicant and his/her references, and from other relevant professional and educational sources. The College of Education communicates the readmission decision to the applicant.

Auditing Courses

The instructor approves audits on a space available basis. Students who audit courses are expected to meet all reading and oral discussion requirements for the course. Full tuition applies to audited courses.

Code of Conduct

The provisions of the college's Code of Conduct apply to graduate students.

Contact Hours

The syllabus of each graduate course includes a schedule of class contact hours required for the course. The syllabus includes goals, requirements,

assignments, and attendance and grading policies, as well as criteria for evaluating students' writing and speaking skills.

Copyright Policy

The college enforces all provisions of copyright law. Students are responsible to inform themselves of the law, particularly with respect to copying.

Course Substitution Policy

Students who are in a program pursuing licensure who have taken a licensure-required course at another institution at the undergraduate level in the last five years with a grade of B or better may request taking another graduate elective in lieu of taking a graduate version of an undergraduate course they have already taken. This may be done for no more than two courses. Note that course substitutions are not accepted for ED 607 unless the undergraduate equivalent was taken at MBU.

Examinations, Incompletes, Grade Reports, Grade Changes

To receive credit for a course, a student must take the examination or its equivalent as prescribed for the course by the instructor.

- The temporary symbol of I may be given at the end of a course if, for reasons beyond his or her control, a COE student is unable to complete the course work.
- An Incomplete may be given only with the approval of the dean of the College of Education and of the course instructor.
- Incomplete work must be completed by the end of the next calendar term, that is, by the end of Term 3 for fall semester courses, and by the end of Term 1 for spring semester courses. In unusual circumstances, such as prolonged illness, with the approval of the instructor or the dean of the College of Education, time may be extended.
- If the work is not completed within the time specified, the College of Education office will assign the grade awarded by the instructor based on the work completed to date.

Requests for grade changes will not be considered if initiated by students later than the first week of classes in the semester following distribution of the

official grade which is being contested. A student with questions about a grade should first contact the course instructor to determine if there is an error. If so, the instructor must report the correct grade to the dean of the College of Education immediately. If there is no error, and the student desires to contest the grade, the student must submit written reason(s) for the appeal to the dean of the College of Education. The dean forms a hearing committee consisting of the dean, the director of academic and student services, the student's advisor, and two faculty members. The committee reviews the written appeal, hears statements from both the student and the instructor involved, and approves or disallows a change.

Grades

The following general grading scale is used by the college's graduate Education program, except the Master of Science in Higher Education program. (There is no A+.) Specific course grading scales may be noted in the syllabus for each class and are determined by the course instructor. Please carefully read your course syllabus.

A 4.0
A- 3.7
B+ 3.3
B 3.0
B- 2.7
C+ 2.3
C 2.0
C- 1.7
D+ 1.3
D 1.0
D- .7
F 0

A minimum 3.0 GPA is required to earn a graduate degree at Mary Baldwin University. The grade point average is determined by dividing the total grade points earned by the total semester hours of credit attempted on the graduate transcript. Undergraduate courses taken while in the graduate program at MBU for co-requisite or licensure requirements count toward the graduate grade point average. Transfer courses are not included in the GPA.

The Master of Science Higher Education program uses the following 7-point grading scale in all courses in the program, except HIED 632 and HIED 633. (There is no A+). All students must complete HIED

630 with a B- or better to be enrolled in HIED 632 and HIED 633. Please carefully read your course syllabus.

A (970-1000 pts)
A- (930-969 pts)
B+ (900-929 pts)
B (870-899 pts)
B- (830-869 pts)
C (790-829 pts)
F <790 pts

Honor System

The provisions of the college's Honor System apply to graduate students. Students are responsible for understanding the provisions of the Honor System and seeking information from professors as to the application of the Honor Code to course activities.

Moral and Ethical Responsibility

Graduate students may not engage in behavior or actions that endanger themselves or others, either while on MBU's property or while engaged in a program or activity connected with the college and/or its programs. Students are required to comply with professional standards of schools in which they engage in practicum or research, interning, student teaching, or other activities connected with the college and/or its programs.

Requirement for Continuous Enrollment, Leave of Absence

Students are expected to remain enrolled continuously from the date of their initial registration for courses until completion of the degree. However, because of family emergencies or special situations, students may need to stop registering for new course work for a semester or two. The decision to do so should be made by the student in consultation with the advisor. Students who do not enroll in graduate education courses for three consecutive sessions (or one calendar year) are considered "inactive" and are withdrawn from the University. Inactive students who wish to re-enter the program must reapply and must pay a re-enrollment fee of \$50, if accepted. Records of inactive students who wish to re-enter the program are reviewed for reactivation. Certain conditions may be set for re-entry into the program: e.g., if program

requirements have changed during the time students were on inactive status, they may have to meet the new requirements.

Students may also request a Leave of Absence, which upon approval, gives the student up to one calendar year of inactive status. A student on leave may return to Mary Baldwin University at the end of the stated period without reapplying through Admissions. Upon re-entry, the student continues under the graduation requirements in effect at the time of original entry. A student who does not return at the end of the agreed leave period must reapply through Admissions. Such a student must meet the criteria of the Office of Admissions and is subject to the catalog and university requirements in effect at the time of re-entry. At the time the leave of absence is granted, all academic work in progress is given a final grade, including W (withdrawal), as appropriate. The student is neither allowed to finish "incompletes" while on leave of absence nor to enroll in new Mary Baldwin credit work. Leave of Absence requires the approval of the Dean of the College of Education. There is no re-entry fee and the student returns under the same catalog requirements prior to the Leave.

Research on Human Subjects

Federal, state, and college policies regarding research on human subjects apply to all research involving MBU students, faculty, or staff as researchers or as subjects, including research undertaken in the graduate Education programs.

Transfer Credit

The graduate Education program may accept up to six hours of transfer credit from another accredited graduate program. Such transfers will be considered only if all the following conditions are met:

- The Dean of the College of Education determines based on catalog and course materials submitted by the student that the course content is identifiable with the aims and philosophies of the graduate curriculum.
- The credit was earned in a regionally accredited graduate program.
- The credit was earned no earlier than three calendar years before the student's admission to the program, and a grade of B or better was earned.

- No transfer credit is accepted toward the BCaBA and BCBA credentials in the ABA programs.

The student is responsible for determining in advance of enrollment whether courses taken in the graduate program can be transferred to another graduate program or will satisfy credential requirements outside Virginia. After the drop deadline, a determination that courses are not transferable is not grounds for refund of tuition or fees.

Graduate Academic Procedures

Add-Drop

Once the semester has begun, graduate students may add an additional course to their registration during the first week of each term. A graduate student may drop a course without penalty during the first two weeks of each term. A course may be dropped for medical or providential reasons at any time, upon approval of the Dean of the College of Education. The Dean in consultation with the teaching team determines the student's final course grade when the course is dropped after the official drop period. These policies also apply to practica, field experiences, and student teaching enrollments. Please see the Tuition and Financial Aid section of this catalog for the policy concerning tuition refunds.

Advising

Each graduate student is assigned an advisor who is a member of the education department. The advisor and student work together in making course selections, meeting competency requirements, and preparing for the final project. The advisor reviews academic progress and performance related to professional qualities and dispositional traits standards. He or she may make recommendations concerning a student's status to the graduate faculty, committees, and administration upon request or as necessary. Students are responsible for knowing and completing the content of their academic program and licensure area.

Course Enrollment Priorities

Graduate education students are enrolled in courses according to the following priorities: candidates for graduation in the MAT, MEd or MS first, followed by

fully admitted degree-seeking MAT, MEd or MS students, conditional students, and non-degree seeking students.

Orientation

Students are required to participate in an online orientation prior to enrollment.

Sequence of Courses

Each graduate education student's advisor recommends a sequence of courses which considers the student's preparation and educational needs.

Professional Qualities and Dispositional Traits

Evaluation of student dispositions has been an aspect of MBU's COE program since its inception. It is also a requirement from our national accrediting agent, CAEP. In the COE, we refer to these as Professional Qualities and Dispositional Traits and focus on those characteristics, attitudes, and behaviors that are relevant to serving as or becoming an effective educator — but that are not necessarily included in traditional academic evaluation and individual course grades.

Graduate faculty, advisors, director of academic and student services and the dean of the College of Education review all students' professional qualities and dispositional traits through an evaluation process at admission, after the methods course, and after student teaching. If in their judgment a pattern of concern about professional qualities from either the course performance or practicum evaluations is evident, both the students and their academic advisors are notified in writing. In an effort to address or remediate any concerns, students may be placed on warning or probation with conditions or stipulations. Ongoing or grave concerns may result in dismissal from the Teacher Education Program.

College of Education Degrees and Certificates

MAT

- [Master of Arts in Teaching](#)

MEd

- [Authentic Learning and Leadership](#)
- [Autism Spectrum Disorders, Elementary, English as a Second Language, Gifted Ed, Special Ed K-12, Special Ed Add-ons](#)
- [Reading Education](#)

MS

- [Applied Behavior Analysis](#)
- [Higher Education](#)

College of Visual and Performing Arts

The College of Visual and Performing Arts is dedicated to the principle, practice, expression, and understanding of embodied, envisioned, and articulated arts. Interdisciplinary in theory and practice, the College of Visual and Performing Arts emphasizes cross-training across multiple modalities, enabling a range of competencies and literacies for its students. The performing and visual arts at MBU are above all liberal arts, and thus prepare students for a diversity of fields that require critical thinking and refined communication skills.

Shakespeare & Performance

Graduate Academic Policies

Mary Baldwin University, in partnership with the American Shakespeare Center, offers the degree of Master of Letters (MLitt), leading to the terminal degree of Master of Fine Arts (MFA). The program is non-residential and open to qualified men and women. Offers of admission are extended to the strongest candidates. Firmly grounded in the liberal arts tradition, the program offers a combination of stagecraft and scholarship, with interdisciplinary emphasis on acting, directing, dramaturgy, and teaching. Study proceeds from a common group of required courses, ensuring mastery of Shakespeare and his plays and the world and theatre in which he worked. Many classes follow the traditional semester format; others have a modular format lasting several

weeks, or are held on weekends and during the summer months. Each student works closely with the faculty and with a faculty advisor on the Mary Baldwin campus, and courses combine traditional academic scholarship with practical experience. All students have access to the American Shakespeare Center's Blackfriars Playhouse, the only modern reconstruction in the world of Shakespeare's Blackfriars. Resident faculty instruction is augmented with internationally recognized visiting scholars and artists.

Shakespeare & Performance Admission

All students who matriculate into the Mary Baldwin University Shakespeare and Performance (S&P) program agree to abide by the rules, regulations, and standards set by the university. Students who seek the MLitt and MFA are eligible for financial aid services. The Declarations section of this catalog states Mary Baldwin's policies on non-discrimination, student privacy rights, and other important provisions.

Note for prospective teachers:

Post Baccalaureate Teacher Licensure (PBTl) is offered through the academic outreach program of MBU Online. It is not part of the S&P program. Students also can earn initial Virginia Licensure in K-12 Theatre or Secondary English through the MBU Master of Arts in Teaching program.

Admission Requirements

- Admission will be limited to the most qualified applicants
- Bachelor's degree from an accredited institution
- An academic major in the arts and sciences or other appropriate discipline (or interdisciplinary major)
- Minimum 3.0 GPA in the last sixty hours of college work
- Fluent written and spoken English. Nonnative English speakers must submit a TOEFL score of 600 or above.

- An interview (campus or phone) and/or audition with the S&P Admissions Committee.
- See Transfer Credit section below.

Admission Process

- Applicants to the S&P program must submit the following to the Office of Graduate Admissions at Mary Baldwin University:
- Application for admission
- Official transcripts of all post-secondary work
- Two letters of reference from professional educators, employers, or those who have observed professional work
- A goal statement of approximately 500 words

Admissions decisions are made by the S&P Admissions Committee. The program director will inform applicants, in writing, of their admission status. In rare cases, applicants will be advised at the time of their admission regarding any additional undergraduate course requirements that must be fulfilled as conditions of enrollment. Any person may be denied admission to the S&P program for the following reasons:

- Attempting to obtain admission by fraudulent means or through misrepresentation of material facts
- Falsification of records or documents
- Conviction of any felony
- Conviction of any misdemeanor involving moral turpitude, sexual offense, drug distribution, or physical injury

Full Admission

Full admission to the MLitt program as degree-seeking candidates will be offered to the most qualified applicants who meet all admissions requirements.

Conditional Admission

In rare cases a student may be admitted on a conditional basis, requiring, for example, specific work to be completed early in the student's career in

the program, or the maintenance of a specific GPA during the first semester or academic year. In accepting the student, the program director will inform the student of the conditions under which the student is accepted and the time allowed for the fulfillment of those conditions.

Transition from Conditional to Full Acceptance

The program director will monitor any conditional student, reporting to the VPA Educational Policy Committee on the student's academic progress at the end of each semester. Within two weeks of that review, the program director will inform the student in writing of the committee's recommendations regarding the student's continuation in the program, admission to full degree-seeking status, or requesting the student to withdraw from the program.

Five Year BA/MLitt Option

Undergraduate Theatre or Performing Arts majors at MBU may elect to apply to the S&P program through a 3-2 option that allows selected students to receive the Bachelor of Arts degree in T h e a t r e or Performing Arts and the Master of Letters degree in Shakespeare and Performance in five academic years. *For more details, see Undergraduate Offerings, Performing Arts/Theatre*

Orientation

New students are required to participate in an orientation just prior to the start of the fall term. Successful applicants receive notice of the orientation dates in the summer of the year they will matriculate in the fall term.

Advising

Upon entering the program, each student is assigned an advisor who is a member of the S&P faculty. The advisor is a general resource person for the program. In practice, however, students usually gravitate towards the faculty member most qualified to advise them on their professional interests and, as they select their final degree project, towards the person likely to advise their thesis. All students should feel free to consult the program director, or any faculty member, at any time.

Transfer Credit

A student may present no more than six semester hours of graduate credit for transfer on approval by the program director, who grants that approval on a case by case basis. Courses may be presented only if graded "B" or better. Transfer credit is awarded only if ALL the following conditions are met:

- The S&P director determines on the basis of catalog and course materials submitted by the student that the course content is equivalent to an MBU course.
- The credit was earned in an accredited graduate program.
- The credit was earned no earlier than three calendar years prior to the student's admission to the program.

Note: Because MBU's S&P program is, by its nature, different from many other English and theatre graduate programs, program transcripts are accompanied by a "key" noting course similarities to more standard English and theatre courses. In advance of enrollment, students are responsible for determining whether courses taken in the program can be transferred to another graduate program or will satisfy credential requirements the student intends to meet. After the course drop deadlines, a determination that courses are not transferable is not grounds for refund of tuition or fees.

Accelerated MFA

Candidates with appropriate professional theatre work may be invited to audition for the program's Accelerated MFA, a two-year MFA including a professional, paid internship with the American Shakespeare Center (when available).

Interested candidates must follow conventional application policies and also interview/audition with the artistic staff of the American Shakespeare Center. The Accelerated MFA is open to actors, directors, and dramaturgs. Accelerated MFA students do not earn the Master of Letters degree.

Invitational Post-Baccalaureate Portfolio Option

Students with a master's degree, extensive graduate work, or extraordinary professional experience may

be invited to present a Post-Baccalaureate Portfolio. The program director, in consultation with faculty, will review the portfolio, and may grant 15–18 semester hours of credit, allowing the applicant to proceed towards completion of the Master of Fine Arts degree requirements within an abbreviated timeframe (without first completing the Master of Letters degree). The Post-Baccalaureate Portfolio should provide a detailed account of relevant coursework or professional experience and how it relates to analogous courses in the S&P graduate catalog. (Certain courses are exempt from consideration for prior credit.)

Granted credit hours and course credit for work at Mary Baldwin University must total 54 credit hours for completion of the MFA. In other words, students granted 15–18 hours of prior credit must complete a minimum of 36 hours in the S&P program. A Post-Baccalaureate student must complete all non-exempt MLitt required courses and complete the requirements for the MFA degree, including the MFA thesis. If a Post-Baccalaureate Portfolio applicant is deemed eligible for fewer than 15 granted credits, he or she will be advised to proceed with the standard MLitt/MFA academic program, with a possibility for award of transfer credits.

Special Students

Individuals who possess a bachelor's degree from an accredited institution are eligible to enroll in courses as special students. Special students must meet the entry standards for the graduate program and should apply to the MBU Office of Admissions. No financial aid services are provided to special students. Students currently enrolled as undergraduates or graduates or post-graduate teacher certification students at Mary Baldwin University may be permitted to take up to two MLitt courses as special students. They must receive permission from the program director to do so. A GPA of 3.0 is normally required.

Shakespeare & Performance

Academic Policies

Academic policies applicable to MLitt and MFA students are published in this catalog. Other statements of program policies are maintained in the program director's office and/or published in the

S&P *Student Handbook*. Policies may be amended at any time by the graduate faculty, who determine the date at which amended policies become effective.

Exemption from Policy

Students may petition for exemption from academic policies. Petitions are granted only for cause and only with the approval of the VPA Educational Policy Committee. A petition for exemption from or modification of a completion requirement may be granted only by the S&P faculty and the program director.

Requirement for Continuing Enrollment

Degree-seeking S&P students are required to remain continuously enrolled from the date of their initial registration for courses until completion of the degree. A student who does not enroll in new work in any semester must pay a re-enrollment fee of \$50 if more than one academic year has elapsed since they took course work. All enrolled students and those who have paid the re-enrollment fee are eligible to use university facilities and to receive such services as email accounts, advising, Academic Resource Center and Writing Center assistance, and career counseling. MLitt and MFA students completing their projects or theses who have satisfied all other course requirements for the degree (including REN 700 and REN815/825) must maintain their enrollment by registering for REN 701 or REN 801 during each additional semester. They are eligible to use university facilities and to receive the same services as enrolled and re-enrolled students. *For more information, see Tuition and Fees.*

Time Limit for Completion

Students seeking the MLitt degree are required to complete the program within five and a half calendar-years from the date of initial registration; the limit for the MFA degree is seven years from the date of initial registration.

Application for Graduation

Students who expect to complete degree requirements must be enrolled in the semester or summer term in which they intend to graduate. They must apply for graduation by the end of the second week of the term in which they expect to graduate.

Policy on Participation

The plays taught and performed in the program may contain controversial themes and sexual content. Students are expected to engage with all the material and are encouraged to discuss with faculty any concerns they may have. Accepting a role in a program-sponsored performance event constitutes a *de facto* agreement to perform, direct, and/or dramaturg the play in its entirety.

Grading

The grading symbols used by the university's S&P program are:

A Distinguished	4.0
A- Excellent	3.7
B+ Good	3.3
B Competent	3.0
B- Minimum Passing	2.7
C Unacceptable work	2.0
F Failing	0
NR No grade reported (temporary)	
CR Credit awarded	
NC No credit awarded	
P Pass (credit earned)	
I Incomplete (temporary) W Withdrawn	

Pass/No Credit Grading Option

MLitt/MFA faculty may elect to offer a course with the Pass/No Credit grading option; however, students may not choose to take a regular, graded course for Pass/No Credit.

Academic Progress

The program director reviews each student's academic record after each semester to determine whether students are making satisfactory progress towards the degree. The degree completion requirements for each student are those in effect on the date of first enrollment as a degree-seeking student.

Academic Standing

To remain in good academic standing, degree-seeking S&P students are required to maintain a 3.0 cumulative GPA. A student not in good standing may be placed on probation or asked to withdraw from the program. All students are responsible for monitoring their own progress towards the degree and in each of their courses. Where they are

experiencing academic difficulties, they should consult the relevant faculty to decide what remedial measures need to be taken. They are expected to know and understand the specific requirements for their degree. To ensure their own compliance with those requirements, they should consult frequently with their advisor or the program director.

Probation and Dismissal

The program director may place students on probation if their cumulative GPA falls below 3.0 or if their semester GPA falls below 3.0 for two consecutive semesters. The program director in consultation with the Provost and the College of Visual and Performing Arts Educational Policy Committee may require a student to withdraw from the program: if, after one semester on probation, the cumulative GPA remains below 3.0 or when other conditions attached to the probation have not been met; if, in any semester, a student receives a C or lower in a course (including a NC), irrespective of the number of credit hours awarded for that course. Students subject to dismissal may be continued on probation at the director's discretion. Additionally, students may be placed on probation or dismissed for flagrant non-participation in program activities or violation of the "Moral and Ethical Responsibility" clause in the catalog at the discretion of the director in consultation with the Provost. In any case, withdrawal procedures may be initiated at the discretion of the director in consultation with the Provost.

Leave of Absence, Withdrawal

- Students may request a Leave of Absence by completing the appropriate form.
- Students who re-enroll within one year of the withdrawal date pay no re-enrollment fee.
- Students who re-enroll after one year from the withdrawal date must pay a re-enrollment fee.
- Transcripts cannot be released until all financial obligations have been met.

Students should consult with the Business Office and the Office of Financial Aid regarding these matters. Students who withdraw from the program must notify the director in writing. Prorated tuition refunds, if any, are given consistent with university policy.

Syllabi, Examinations

The syllabus of each graduate course includes a schedule of class contact hours required, goals, requirements, assignments, and attendance and grading policies. The determination of whether students will be required to take a final examination is the sole province of the instructor of each course. Similarly, the instructor will determine when and the circumstances under which the examination is to be completed, and the weight of the examination in determining course grades. These guidelines are provided in the syllabus at the first class meeting.

Add/Drop

A graduate student may drop a course before the second class meeting. If a graduate student wishes to drop a course after the second class meeting, they will be financially obligated to meet tuition costs on a prorated basis. (See "Pro Rata Refund Procedures" in the Admissions and Financial Aid section of this catalog.) A course may be dropped for medical or providential reasons at any time, upon approval of the director, and in accordance with the provisions of the pro rata policy. The instructor will determine and report the student's final course grade when the course is dropped after the official drop period. A student may add a course prior to the second meeting of the course, or at any time with the permission of the instructor.

Grade Reports, Incompletes, Grade Changes

Official grade reports, including cumulative averages, will be posted online after the conclusion of the fall semester and the May term, and at the conclusion of the summer session. The grades posted following the May term will include work completed during the spring semester.

A temporary symbol of "I" (for Incomplete) may be given at the end of a course if, for reasons beyond the student's control, the student is unable to complete the work. An incomplete will be given upon the recommendation of the instructor and the approval of the program director. Work must be completed by the end of the next regular semester. In unusual circumstances, such as prolonged illness, the program director and the dean of the college may extend the time. If the work is not completed

within the time specified when the Incomplete is granted, or within the explicitly authorized extended time, a grade of "F" will be recorded.

Students requesting a grade change must make such requests initially to the instructor of the course. Students must initiate the grade change request/contest within one week of the official online grade report for the course. The instructor will then communicate in writing a recommendation to the S&P program director and the registrar. This procedure must be completed by the end of the semester following the semester in which the course was taken. If a student wishes to contest a grade, the reasons must be submitted in writing to the program director and the dean of the college. A committee consisting of the dean of the VPA, program director, instructor whose grade is being contested, and two other graduate faculty members will review the case and approve or disapprove the change.

Course Enrollment Priorities

S&P students are enrolled in courses according to the following priorities: first fully admitted degree-seeking MLitt or MFA students, according to seniority in the program, followed by conditionally admitted students and special students, in that order.

Auditing Courses

Students may audit one S&P elective course during their pursuit of the MLitt/MFA degree(s). The student will not be charged for the course and will not receive credit. The course will appear on the student transcript with the designation "AU" in place of a grade. Permission to audit a class is solely at the discretion of the instructor, as are the terms of the audit with respect to student participation and work. The program also offers an "alumni audit" for graduates of the program. The same permission policies apply to alumni audits.

MBU-S&P Attendance Policy

Every S&P faculty member (both full-time and adjunct) is responsible for developing his or her own attendance policy and publishing it on his or her own syllabus. Every S&P student is responsible for requesting an excused absence from a faculty member in advance. Legitimate medical absences are exempted from attendance policies, though

extended or multiple absences may necessitate the student withdrawing or taking an Incomplete in the course.

Shakespeare & Performance

Tuition and Fees 2021–22

Tuition for courses in the S&P program is \$765 per credit hour for all students. In addition, the following fees apply:

Application fee	None
Library/Technology/Credentialing fee	\$75 per semester
MLitt Productions annual fee	\$50 each fall term
MFA Productions annual fee	\$100 in fall term
Re-Enrollment (if absent)	\$50
REN701/REN 801 Thesis Continuation fee	\$765/semester (as needed)

Shakespeare & Performance

Financial Aid

Financial aid is available to S&P students. In general, students must be at least half-time (5 or more credit hours per semester) to receive financial aid. While there are very few grant opportunities available for graduate students through the federal or state governments, most students are eligible for Federal Stafford Loans to assist with tuition and living expenses.

Some Possible Financial Aid Opportunities

- Federal Stafford Loans
- Veteran's benefits for those who qualify
- Private sources: *fastweb.com* or *scholarships.com*
- Tuition-reimbursement programs. These are available to employees of cities, counties, states, and private corporations. Contact your employer for details.
- Scholarships and assistantships, as awarded through the admission process to the S&P program. Each year the program distributes a good number of merit scholarships in the form of course tuition waivers for three-to-six

semester hours per term or year. These awards are posted on students' tuition invoices and deducted from the balance due.

- The S&P program also funds six graduate assistantships each year. The recipients receive an annual tuition waiver plus an annual stipend that is distributed as twelve, monthly checks on the last business day of each month, beginning in September unless otherwise stipulated. In addition, the program awards several Federal Work-Study positions that require students to work approximately 7.5 hours per week for \$8.25/hour. All assistants must complete and submit monthly timesheets.
- MLitt/MFA students who hold a master's degree also may apply for Graduate Teaching Fellowships available in the theatre, English, and communication departments. GTFs teach one class in exchange for a 3 s.h. tuition waiver. MLitt and MFA students also are hired as teaching assistants for visiting or resident faculty, on a 1-semester basis.
- Students in the S&P program generally find part-time jobs in the Staunton area, to help reduce the amount of loan money needed for living expenses.

Methods of Tuition Payment

- VISA, Mastercard, and personal checks.
- Pay up front each semester or set up a convenient monthly payment plan.
- Tuition is deducted from loan amounts and checks for the balance are distributed to students the second week of classes. Students sign for and pick up checks from the MBU Business Office on the ground floor of the Administration Building.
- For more information, contact the Financial Aid Office at 540-887-7323.

Honor Code and Code of Conduct

The provisions of the university's Honor System apply to S&P students, who are responsible for understanding the provisions of the Honor System and for seeking information from professors as to

the application of the Honor Code to course activities. The provisions of the university's Code of Conduct apply to S&P students.

Fundraising Policy

Students may not solicit financial donations from MBU faculty and staff for program-approved productions. Any outside donations must be made payable to "MBU Shakespeare and Performance," to take advantage of Mary Baldwin University's non-profit status and tax- deductible benefits.

Copyright Policy

The university enforces all provisions of copyright law. Students are responsible for informing themselves about copyright laws, particularly with respect to copying materials.

Research on Human Subjects

Federal, state, and university policies regarding research on human subjects apply to all research involving MBU students, faculty, or staff as researchers or as subjects, including research undertaken in the S&P program. Students whose thesis work involves people other than themselves must consult with MBU's Institutional Review Board (IRB).

Moral and Ethical Responsibility

S&P students may not engage in behaviors or actions that endanger themselves or others, either while on MBU's property or while engaged in a program or activity connected with the university and/or its programs. Students are required to comply with professional standards of schools in which they engage in research, internship work, teaching, or other activities connected with the university and/or its programs.

College of Visual and Performing Arts Degrees and Certificates

MFA

- [Master of Fine Arts in Shakespeare and Performance](#)

MLITT

- [Master of Letters in Shakespeare and Performance](#)

Murphy Deming College of Health Sciences

Murphy Deming College of Health Sciences is setting the standard nationally for superior interprofessional preparation of healthcare professionals. Its innovative programs have a state-of-the-art home on the Mary Baldwin University branch campus in Fishersville that provides sophisticated technological aids to learning that complement faculty expertise and keep students up to date in an ever-evolving field. The college's location in a regional health corridor provides students many opportunities for clinical/educational practicums and research. The college of health sciences offers doctoral and master's programs, as well as studies on the undergraduate level.

School of Health and Human Performance

Programs in The School of Health and Human Performance:

Graduate

Occupational Therapy:

- Entry-Level Occupational Therapy Doctorate (OTD)
- Post-Professional Occupational Therapy Doctorate (OTD) *online program*

Physical Therapy:

- Doctor of Physical Therapy (DPT)

Physician Assistant:

- Master of Science in Physician Assistant (MSPA)

Undergraduate

- Health Science (BA)*
- Health Science (BS)*
- Exercise Science Health Fitness Specialist (BA)*
- Exercise Science (BS)*

**offered on Staunton campus; please see undergraduate programs section of this catalog*

Programs of the School of Nursing

School Director: Natalie Murphy

The School of Nursing offers the following programs:

Graduate

- Doctor of Nursing Practice
- Adult Gerontology Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Post-MSN DNP
- Master of Science in Nursing (MSN)
- MSN in Patient Safety and Healthcare Quality
- MSN/Master of Healthcare Administration (MSN/MHA)
- MSN/Master of Business Administration (MSN/MBA)
- Registered Nurse to Bachelor of Science in Nursing to Master of Science in Nursing (RN-BSN-MSN)

Undergraduate

Bachelor of Science in Nursing (RN-BSN)

School of Public Health

School Director: Kim L. Nine

MHA Faculty: William Cundiff

HCA Faculty: Mark Erath

Graduate

- Master of Healthcare Administration (MHA)*
- Master of Healthcare Administration and Master of Business Administration (MHA/MBA)*
- Bachelor of Arts in Healthcare Administration to Master of Healthcare Administration (BA to MHA)

**Indicates Online program*

Undergraduate

(Please see undergraduate programs section of this catalog)

- Healthcare Administration (BA) offered on the Staunton Campus and online
- Public Health Minor
- Healthcare Administration Minor

Certificates

- Certificate in Healthcare Management (Not for HCA students)
- Healthcare Administration Graduate Certificate*
- Quality and Systems Safety Graduate Certificate*
- Health Systems Leadership Graduate Certificate*
- Healthcare Business Certificate- Offered by COBPS, please see MBA section of this catalog

**Indicates Online program*

Graduate Certificates

- Healthcare Administration Graduate Certificate*
- Quality and Systems Safety Graduate Certificate*
- Health Systems Leadership Graduate Certificate*
- Healthcare Business Certificate- Offered by COBPS, please see MBA section of this catalog

Murphy Deming College of Health Sciences Graduate Academic Policies

Murphy Deming College of Health Sciences Admission Decisions

The undergraduate programs in Exercise Science, Health Care Administration, Health Informatics and Information Management, and Health Sciences do not have a separate admissions' process. Mary Baldwin University students can declare these majors and should refer to the Undergraduate Section of this Catalog for more information.

The Health Sciences Graduate and RN-BSN Undergraduate Programs use multiple criteria to select the most promising candidates from the applicant pool. Admission decisions are made by the Admissions Committee after applications are completed, interview has been given (if required), and committee review in the context of the applicant pool. Applicants are informed in writing of their admission status. Admission into Mary Baldwin University does not guarantee admission into these programs. Mary Baldwin University reserves the right to rescind admission for students whose criminal background check comes back positive for any conviction.

Conditional Acceptance

Conditional Acceptance will be used for students finishing their prerequisite course work or other admission requirements such as RN Licensing Examination, etc. Acceptance is conditional pending confirmation the applicant has met all admission requirements, including official transcript(s) showing final course work is completed and meets minimum GPA and course grade requirements and the applicant has earned any required degree(s). All other required official documentation as outlined in their conditional acceptance notification must also be submitted before enrollment into the program.

Conditional Admission

Conditional Admission does not apply to Entry-level Doctor of Occupational Therapy, Doctor of Physical Therapy, and Master of Science in Physician Assistant

Programs. Conditional Admission will be used in cases where applicants do not meet all of the requirements for regular admission but allows them to begin program course work. Conditionally admitted students must meet any conditions outlined in the conditional admissions notification document and earn at least a 3.0 GPA during the first nine credits taken in the program.

Transfer Credit

The undergraduate programs follow University policy regarding transfer of credits. Graduate programs in health sciences may allow up to six (6) graduate-level transfer credits with prior program director approval. Prior courses may be used to meet prerequisite requirements. There is no waiver of coursework or advanced standing granted in any program.

Procedures

Undergraduate students applying to MDCHS will have their transcript(s) evaluated at time of application and will be informed of courses/credits needed to complete their undergraduate degree. Graduate Students requesting a transcript review will submit the request in writing to the program director of the program in which he or she is seeking acceptance. Acceptance of transfer credit is at the discretion of the program director. In order for transfer credit to be awarded, the following conditions must be met:

The credit was earned at an MBU approved, regionally accredited institution. The credit was not used for a previously earned degree.

- The student earned a minimum grade of a "B" or greater. ("S"/"U" grades are only accepted for a "P"/"NC" graded course at MDCHS.)
- The course is applicable to the anticipated program of study.
- A written request for a transcript evaluation is received prior to the prospective student being accepted into the graduate program.
- The request is approved by the program director for the graduate program in which the student is accepted.
- The approval is only valid for the program of enrollment, if the student transfers to a

different program of study within MBU or MDCHS, the student will need to petition the new program director for approval.

- Please refer to the PA Transfer Credit Policy in the MSPA portion of the Catalog.

Articulation Agreements

Murphy Deming College of Health Sciences has articulation agreements with a select group of institutions to guarantee interviews to applicants who meet all admission requirements as outlined in the agreements. Admission is not guaranteed under these programs but guarantees interviews to highly qualified candidates from partner schools to our competitive health sciences graduate programs.

Advising

Academic advisement is a process-oriented, interactive, professional relationship between advisor and advisee. Each student is assigned a faculty advisor who supports the student in career exploration, academic progress and performance, related to professional standards and support for their final project.

Murphy Deming College of Health Sciences Tuition and Financial Aid

Tuition and Fees

Tuition and fees are detailed on the tuition and fee tab of the MDCHS Admissions website:

<https://marybaldwin.edu/health-sciences/about/admissions/>

For more information about Student Accounts, call 540-887-7176 or visit:

<https://marybaldwin.edu/business-and-finance/accounting-and-budgeting/#panel1v>

Credit and Refund Policy:

Students may be entitled to a credit of refund of tuition dollars. Credits and refunds are based on semester. Credits outstanding at the end of the semester are applied to the next semester. Refunds are processed according to the Refund Schedule.

The Student Accounts Office assumes responsibility for the administration of university policy related to payment of fees.

Returned Check

Students will be charged a \$28 fee for any check received in payment of any obligation that is returned by the bank.

Procedure

Application for Credits and Refunds:

The date on which written notice is received by the university is considered the date of withdrawal. See withdrawal policy in MDCHS section of Academic Catalog for additional information about withdrawals.

Rules applied to determine whether a refund or credit is granted:

- No student will be permitted to register or reside on campus until applicable charges for the current semester have been paid in full.
- Refunds are made only to the guarantor of the student's financial obligation.
- Enrollment deposits, program fees, and course fees are nonrefundable.
- Federal Financial Aid recipients withdrawing completely will have their aid returned to the proper accounts according to federal regulations. See Pro Rata Refunds in the Academic Catalog for Undergraduate and Graduate Programs.
- Please note if a student has a federal student loan, any type of withdrawal or leave causes the student to be reported as "withdrawn" to the National Student Loan Database and the student's federal loan grace period will begin from the last date of class attendance.

REFUND SCHEDULE

11-15 week term

Withdrawal Date	Refund
Up through first day of classes	100%
Day 2-end of 2nd week	80%
Week 3 and 4	50%
Week 5	20%
Remainder of semester	0%

4-10 week term

11-15 week term

Up through first day of classes 100%

Day 6-9 80%

Remainder of semester 0%

Withdrawal (Counseled, Disciplinary, Academic, or Voluntary)

Students who withdraw receive a refund in accordance with the refund schedule for the semester in which the withdrawal is granted, plus an administrative fee. If withdrawal occurs prior to the first day of classes, students are not charged for the semester.

Authorized Leave of Absence (Including Medical and Military Leaves)

When an authorized leave is granted, a credit is issued based on the refund schedule, less an administrative fee. Administrative fee is waived for military leave. When an authorized leave of absence is granted prior to the first day of classes, the student is not charged for the semester.

Financial Aid

Students are referred to the Office of Financial Aid (<https://marybaldwin.edu/financial-aid/>) for the most accurate and up-to-date information.

Please do not hesitate to contact them with questions at 540-887-7022 or finaid@marybaldwin.edu.

Murphy Deming College of Health Sciences Academic Policies

UNDERGRADUATE

Undergraduate students follow the academic policies, honor code, and student governance as outlined in the undergraduate section of this catalog. Additional information can be found in the MDCHS Student Handbooks.

GRADUATE

Academic policies applicable to health sciences graduate students are published in this section. Other program policies are provided to graduate students in the MDCHS Student Handbook and the

Clinical Education Manual. Policies may be amended at any time by the faculty, who determine the date at which amended policies become effective.

The following grading scale will be used by all graduate programs in the Murphy Deming College of Health Sciences:

90-100%	A	4.0 points per semester hour
80-89%	B	3.0 points per semester hour
70-79%	C	2.0 points per semester hour
60-69%	D	1.0 points per semester hour
< 60%	F*	0.0
	I	Incomplete (used for extenuating circumstances)
	P**	Passing (used only in pass/fail)
	W	Withdraw

* Does not count toward graduate degree requirement; does count on grade point average.

** Does count toward graduate degree: does not count on grade point average

Incompletes

MDCHS follows University policy regarding Incomplete grades.

Honor System

The students, faculty, and administration of the Murphy Deming College of Health Sciences join together in support of the HONOR CODE for the purposes of (a) providing an atmosphere of mutual trust, concern, and respect; (b) fostering honorable and ethical behavior; and (c) cultivating lifelong professional conduct. To promote this purpose, matters regarding misconduct shall fall under the jurisdiction of the Honor Code.

Copyright Policy

The College enforces all provisions of copyright law. Students are responsible to inform themselves of the law, particularly with respect to copying.

Research on Human Subjects

Federal, state, and College policies regarding research on human subjects apply to all research involving MBU students, faculty, or staff as researchers or as subjects, including research undertaken in the health sciences programs. The Mary Baldwin University Institutional Review Board (IRB) is responsible for the oversight of all research

activities at the College that involve human subjects. For more information, please visit:
<https://go.marybaldwin.edu/research/irb/>

Murphy Deming College of Health Sciences Academic Resolutions and Appeals

Unprofessional Behavior

Students are expected to demonstrate professional behavior at all times in the classroom, lab, and clinical setting (refer to Professional Behaviors in the 21st Century, approved for all programs). Students are expected to treat all individuals (students, faculty, patient, clinicians, etc.) with respect at all times. Unprofessional behaviors in any setting will be brought to the student's attention by academic and clinical faculty. The student will be expected to correct any unprofessional behavior immediately upon receiving feedback about this behavior.

Students that demonstrate a pattern of unprofessional behavior in any combination of settings will receive more formal counseling and behavior will be documented. That student may be dismissed if patterns of unacceptable professional behaviors persist despite counseling for improvement. The student must understand and model the characteristics defined by their professions. The faculty expects students comply with these professional behavior expectations at all times (i.e. classroom, laboratory, meetings with faculty, program sponsored service activities, and clinical settings). The faculty believes prompt remediation of actions, attitudes, or characteristics that demonstrate a student's failure to comply with the expected professional behaviors is essential to facilitate successful completion of a program.

As such, potential action may be taken if a student does not comply with the Professional Behavior as outlined previously. Please note, depending on the severity of the specific violation, the faculty may initiate remediation and sanction procedures at any of the four steps described below (skip verbal warning and initiate a written warning, etc.) In addition, all remediation and sanction procedures will be documented and discussed with the student.

REMEDICATION AND SANCTION PROCEDURES:

1. Verbal Warning: to the student by the involved faculty member or advisor emphasizing the need to discontinue the behavior that is inconsistent with professional expectations. Documentation will note that a verbal warning has taken place and briefly describe the behavior violation.
2. Written Warning: from the program director to the student indicating the need to discontinue the behavior that is inconsistent with the expected professional behaviors. This letter will contain:
 1. detailed description of the nature of the unsatisfactory performance,
 2. parties who observed or were affected by the behavior,
 3. actions needed to correct the behavior,
 4. a timeline for correction,
 5. actions to be taken if the problem is not corrected by the timeline expected, and
 6. notification that the student has a right to request a review of this action.
3. Probation Period: for the student during which time the faculty will assess the student's ability to demonstrate expected professional behaviors. Probation is a time-limited, remediation-oriented period that is closely supervised by the program director. Students placed on probation for professional behaviors will be notified in writing of the following:
 1. The specific inappropriate behavior(s);
 2. The recommendations for rectifying this/these behaviors;
 3. The time frame for probation during which the behavior(s) is expected to be corrected; and
 4. The procedures to ascertain whether the behavior(s) has been rectified.
If the program director determines there

has not been sufficient improvement in the student's behavior to remove him/her from probation, then the director will discuss this with the faculty to determine possible courses of action. The director will communicate in writing to the student that the conditions for revoking probation have not been met. The notice will include the course of action determined by the faculty.

4. Dismissal from the Program for Behavior(s) Inconsistent with the Expected Professional Behaviors:

When the specific interventions do not result in the expected changes in behavior within the determined timeframe, or when a single violation of the expected professional behaviors is severe, the Program Director will discuss this with the Dean of Health Sciences and involved faculty to determine if dismissal from the program is warranted. Dismissal will be invoked when in the faculty's collective judgment:

1. Technical standards have been violated;
2. Severe violations of the College and profession Code of Ethics have taken place;
3. Imminent physical or psychological harm to a fellow student, patient, instructor, or other individual is a major factor; or
4. A pattern of behavior inconsistent with the expected professional behaviors is documented regardless of the students' performance on written, oral, or practical assignments and courses.

If the student disagrees with the faculty's decision, he/she has the right to implement appeal procedures as described in the General Appeal Policy.

Student Grievance Policy

The College recognizes the need for student to voice grievances and to seek resolution to problems, disagreements with faculty and/or administrators, or interpretations of institutional policy.

PROCEDURE:

General Complaints:

1. The Program Director will hear the student's concern and determine an appropriate course of action. In most cases, this course of action will consist of one or more of the following:

- a. Mediation
- b. Counseling
- c. Referral to the School Director
- d. Resolution with no further action

2. If the concern involves the Program Director, the complaint should be submitted directly to the School Director.

3. If the concern involves the School Director, the complaint should be submitted directly to the Dean.

4. If the grievance cannot be resolved in the above manner, the student may submit the complaint to the VPHS.

5. If the grievance is still not resolved the student is referred to step 5 of the Uniform Grievance Policy in the Academic Catalog for Undergraduate and Graduate Programs.

6. Records regarding general grievances will be housed in the Dean's administrative office.

General Appeal

The College recognizes the right of student to have due process regarding decisions related to their academic success at MDCHS. A student may only appeal an Honor Council decision, final grade, disciplinary withdrawal, suspension/ removal from a clinical site, or program dismissal.

If dismissal from the Program is a result of grades, the student may appeal the grade causing the dismissal. If the appeal is unsuccessful, the dismissal stands; the student cannot appeal the dismissal as well as the grade. If the appeal is successful, the dismissal will be rescinded.

The student shall be allowed to continue taking courses until the appeal is resolved (with the approval of the program director in which the classes are taken), with the exception of clinical courses, or when the students' continued participation is deemed by the Program Director to be harmful or disruptive to other students and/or the program. If the appeal is unsuccessful and the dismissal stands, the student will be removed from any classes in which he or she is registered and will be responsible for any tuition and fees accrued as a result of registration during the appeals process.

All information gathered during the appeal process will be kept confidential to the extent possible while providing necessary individuals with the information needed to make an informed decision, consistent with the Family Educational Rights and Privacy Act (FERPA).

Grounds for Appeal

A decision is deemed to have been assigned arbitrarily or impermissibly if, by a preponderance of the evidence, a student establishes it was:

1. impermissible based in whole or in part upon the student's race, color, religion, national origin, age, sex, disability, sexual orientation, or other reason unrelated to the instructor's professional academic judgment in the evaluation of the academic performance of the student; or
2. assigned in a manner not consistent with the standards and procedures for evaluation established by the instructor, the program, or the College, in the course syllabus, or during the class/program in written or oral communications directed to the class/program as a whole;
3. was the result of a clear and material mistake in calculating or recording grades or other evaluation. Individual elements (e.g., assignments, tests, activities, projects) which contribute to a final grade are generally NOT subject to appeal or subsequent review during a final grade appeals procedure. However, individual elements may be appealed under these procedures providing all of the following conditions are met:
 1. The student presents compelling evidence that one or more individual elements were graded on arbitrary or impermissible grounds;
 2. Grounds can be established for determining a professionally sound grade for the appealed element(s); and
 3. The ensuing grade for each appealed element would have resulted in a different course grade than that assigned by the faculty member or dismissal from a program.

PROCEDURES:

The following procedures detail the steps for filing a student appeal. The student must exhaust all program level appeals processes before filing a formal appeal to the College.

Program Level Appeals Procedure

1. APPEAL TO INSTRUCTOR/ DIRECTOR OF CLINICAL EDUCATION

Within twenty (20) calendar days after the student receives notification of the decision the student should submit a formal written appeal to the instructor. This appeal must include:

- A statement of the reason(s) why the student believes the grade/ decision was impermissibly or arbitrarily assigned (see Appeal Policy)
- The resolution sought.
- All correspondence should include contact information.
- The instructor must respond to the student's request in writing (no later than ten working days after receiving the student's written appeal). This response should detail whether or not the instructor is approving or denying the appeal.

2. APPEAL TO PROGRAM DIRECTOR

If the student is unable to resolve the grievance through the appeal to the instructor, the student should submit a written appeal to the Program Director within ten (10) working days of receiving the instructor's written response (from Step 1). Students appealing to the Program Director assume the burden of proof.

This appeal must include:

- A statement of the reason(s) the student believes the grade was impermissibly or arbitrarily assigned;
- The steps taken to resolve the disagreement over the assigned course grade;
- The resolution sought.
- The appeal must be accompanied by evidence the student believes supports the conclusion

that the grade was impermissibly or arbitrarily assigned. Evidence might include papers, tests, syllabi, or written documentation.

Within ten (10) working days of receiving this appeal, the Program Director will notify the student of the decision.

If a student's appeal to the Program Director is decided in a manner adverse to the student, then the student may appeal the matter to the College Academic Action Committee (CAAC). The student should forward the initial appeal to the Instructor and response (from Step I.), the subsequent appeal to the Program Director, and written notification (from Step II.) to the Senior Associate Dean's Office. Upon receipt of the appeal and aforementioned materials, the Senior Associate Dean will convene the CAAC.

The CAAC will consist of three faculty members, each from a different program, elected by MDCHS faculty to two-year staggering terms. One alternate faculty member will be elected by MDCHS faculty to a one-year term. All members will serve no more than two consecutive terms before sitting out for a minimum of one year. The alternate will be seated if a member recuses him or herself from a particular case or is otherwise unavailable. The ADAA will serve as ex-officio (nonvoting) chair of this committee.

The purpose of the CAAC is to determine whether the facts support the student's contention the decision was impermissibly or arbitrarily assigned, or there was material procedural deviation, as defined in the policy. It is not the function of the Committee to re-evaluate the student's work/ behavior to determine whether the CAAC agree with the professional judgment of the faculty member who made the decision.

The committee shall be convened no later than ten working days from the time the request was made to the Senior Associate Dean's office by the student. All relevant documents collected by the ADAA will be shared with committee members. Additionally, the CAAC reserves the right to request oral presentations from both parties. Other relevant parties may be questioned. Neither the student nor the faculty member may be accompanied or represented in the hearing by legal counsel. The student and the faculty member may be accompanied in the hearing by a silent advocate.

This advocate is intended as a support person and will not be permitted to speak to the committee. He or she must be a member of the Mary Baldwin community. The CAAC may consider only such evidence as is offered by the parties and at the hearing(s). The burden of proof shall be on the student to satisfy the Committee that a preponderance of the evidence supports the grade/ decision was awarded arbitrarily or impermissibly as defined. All decisions of the CAAC shall be made by a simple majority vote. Within ten working days from the conclusion of its hearing(s) on the matter, the CAAC Chair will provide a written report to the student, instructor, and program director. The Committee report must include the Committee's finding of fact and a recommended course of action.

REVIEW BY THE VICE PRESIDENT OF HEALTH SCIENCES

Within ten (10) working days after receiving the CAAC's report, the student may request a review by the VPHS. The VPHS will review all information presented to the CAAC and the CAAC report to determine whether there was appropriate due process or there were inconsistencies in the process which require further consideration. At this point the VPHS can affirm or change the CAAC decision. This exhausts MDCHS Appeal procedures. If the student still wishes to appeal the decision, please refer to step 5 of the Uniform Grievance Policy in the Academic Catalog for Undergraduate and Graduate Programs.

Murphy Deming College of Health Sciences Student Withdrawal Academic Withdrawal

All graduate courses in the College must be passed with a grade of "C" or better. A student receiving a grade of "D" or "F" in any course may be dismissed from the program in which they are enrolled. Students must maintain an overall GPA of 3.0 or better to continue in the program and graduate. Students falling below a GPA of 3.0 in any given semester will be placed on academic probation. A student may remain on academic probation for one additional semester in order to reach a 3.0 overall GPA. If the 3.0 GPA is not met at that time the student will be dismissed from the program.

Once dismissed, the program director and faculty will determine whether a student is eligible for return, and any stipulations for doing so, on a case-by-case basis. The Office of the Registrar will note the dismissal on the student's academic record.

Voluntary Academic Withdrawal

A student who wishes to voluntarily withdraw from a program for financial, medical, or personal reasons should:

1. talk with their faculty advisor,
2. talk to the program director,
3. provide a written letter to the program director stating his/her reasons for withdrawal, and
4. complete a Withdrawal Form, an exit interview, and an appointment with the Financial Aid and Business Offices.

If a withdrawal is granted a refund for the current term is issued based on college policy less an administrative fee. Students will not be charged for subsequent semesters.

Counseled Withdrawal

A student may request and be granted a counseled withdrawal from the college. If, in the judgment of the vice president of health sciences, and the program director or designee, it is either in the student's best interest or the best interest of the college, a student will be granted a counseled withdrawal. A Withdrawal Form, an exit interview, and an appointment with the Financial Aid and Business Offices are required. If a withdrawal is granted a refund for the current term is issued based on college policy less an administrative fee. Students will not be charged for subsequent semesters.

Disciplinary Withdrawal

Students may be required to withdraw from the college for disciplinary reasons, having been served a major penalty by the Honor Council or administration. Students who withdraw for disciplinary reasons receive a refund in accordance with college policy for the semester in which the penalty is determined, and subject to an administrative fee.

Health Issues or Leaves of Absence

From time to time, a student may develop a health-related problem that necessitates a medical leave of absence or withdrawal from the program and college. A student may be granted a medical leave of absence. If a student wishes to request a medical leave of absence, he/she should meet with the Program Director first. Then, the student would be required to provide documentation from a physician or other relevant health professional regarding the need for a medical leave. This will be provided to the Dean's Office for evaluation. To return to the program after a medical leave, the student would be required to provide written documentation from a physician or other relevant health professional that he/she is mentally and/or physically able to return to classes. Because of the physical and mental nature of the OT, PT and PA health sciences programs, the student will be required to have a completed "Participation Readiness Form," as this documentation ensures the student can meet the Technical Standards of the program in which he or she is enrolled. The student should work with the program director to address sequencing of course work and the appropriate returning date to allow for a smooth transition back into the program. (See Standards in PolicyStat)

A student who withdraws from a program secondary to medical issues is welcome to reapply for admission through a regular admissions cycle at a later time.

Leaves of absence will not be granted to students on academic probation. As a general rule, short- and long-term leaves of absence are not allowed except for the following reasons:

Maternity/paternity leave

Health reasons (either one's own or a family member's)

Compelling problems of a personal nature (such as a death of a loved one or marital breakdown)

Any student requesting a leave of absence must submit the request to his/her program director, explaining the reason for the request and all the activities that the student intends to undertake while on leave. Any relevant supporting documentation should be included, such as a health care provider's note in case of illness. Leaves of absence must be approved. Approved leaves of absence may be

subject to rules and regulations which will be delineated in a contract signed by the student and his/her Program Director.

No leaves of absence during the clinical phase of the program may exceed three months.

Military Withdrawal

Military withdrawal is granted to students whose military reserve obligations may require a period of absence from the academic program when they are called to extended active duty. Readmission is guaranteed. The student will need to meet with the specific program director and dean to determine appropriate curriculum to be completed in the remainder of the degree program.

Program Suspension

Suspension is defined as a temporary separation from the institution. The duration of the suspension will be determined by the dean. Students may be assigned independent studies during suspension to remain current; however, these independent studies do not replace course attendance or rotation requirements. If the terms set out under the suspension are not fulfilled and the period of the suspension is six months or greater, the student will be dismissed from MDCHS. The dean may grant an exception for extreme circumstances beyond the control of the student.

Degrees & Certificates

Aerospace Studies

Mary Baldwin University offers the aerospace studies curriculum through the U.S. Air Force Reserve Officer Training Corps (AFROTC) program conducted at Virginia Military Institute. AFROTC is a nationwide program that allows students to pursue commissions (become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students can register through normal course registration processes. AFROTC consists of four years of Aerospace Studies classes (Foundations of the USAF, Evolution of USAF and Air and Space Power, Air Force Leadership Studies, and National Security Affairs/Preparation for Active Duty), and a corresponding Leadership Laboratory for each year (where students apply leadership skills, demonstrate command and effective communication, develop physical fitness, and practice military customs and courtesies). College students enrolled in the AFROTC program (known as "cadets") who successfully complete both AFROTC training and college degree requirements will graduate and simultaneously commission as Second Lieutenants in the Active Duty Air Force.

The AFROTC program at the Virginia Military Institute (VMI) has an agreement with Mary Baldwin University that allows MBU students to enroll in AFROTC and become full-fledged cadet participants. For more information on AFROTC course descriptions, please review the Air Force section of the VMI website.

Aerospace Studies

(U.S. Air Force ROTC)

Mary Baldwin University offers the aerospace studies curriculum through the U.S. Air Force Reserve Officer Training Corps (AFROTC) program conducted at Virginia Military Institute. AFROTC is a nationwide program that allows students to pursue commissions (become officers) in the United States Air Force (USAF) while simultaneously attending college. AFROTC classes are held on college campuses throughout the United States and Puerto Rico; students can register through normal course

registration processes. AFROTC consists of four years of Aerospace Studies classes (Foundations of the USAF, Evolution of USAF and Air and Space Power, Air Force Leadership Studies, and National Security Affairs/Preparation for Active Duty), and a corresponding Leadership Laboratory for each year (where students apply leadership skills, demonstrate command and effective communication, develop physical fitness, and practice military customs and courtesies). College students enrolled in the AFROTC program (known as "cadets") who successfully complete both AFROTC training and college degree requirements will graduate and simultaneously commission as Second Lieutenants in the Active Duty Air Force.

The AFROTC program at the Virginia Military Institute (VMI) has an agreement with Mary Baldwin University that allows MBU students to enroll in AFROTC and become full-fledged cadet participants. For more information on AFROTC course descriptions, please review the Air Force section of the VMI website.

Type: Course of Study

Item #	Title	Credits
AERO 103	HERITAGE & VALUES OF USAF I	1
AERO 113	LEADERSHIP LAB FOR AERO 103	0
AERO 104	HERITAGE & VALUES US AIR FORCE II	1
AERO 114	LEADERSHIP LAB FOR AERO 104	0
AERO 203	TEAM & LEADERSHIP FUNDAMENTALS I	1
AERO 204	TEAM & LEADERSHIP FUNDAMENTALS II	1
AERO 213	LEADERSHIP LAB FOR AERO 203	0
AERO 214	LEADERSHIP LAB FOR AERO 204	0
AERO 303	LEADING & EFFECTIVE COMMUNICATION I	2
AERO 313	LEADERSHIP LAB FOR AERO 303	0
AERO 304	LEADING & EFFECTIVE COMM II	2
AERO 314	LEADERSHIP LAB FOR AERO 304	0
AERO 403	NATIONAL SECURITY PREP I	2
AERO 413	LEADERSHIP LAB FOR AERO 403	0
AERO 404	NATIONAL SECURITY PREP II	2
AERO 414	LEADERSHIP LAB FOR AERO 404	0
Total credits:		12

African American Studies

African American Studies (Minor)

Amy Tillerson-Brown, Coordinator

Civic Engagement Opportunities

- For-course credit internship opportunities that include local archival and oral history projects.
- Various community and campus-wide programming that includes Black Baby Doll Day; Martin Luther King Jr. Candlelight March and Memorial Service; and Kwanzaa and Black History Month programs.

Quest: A spiritual exploration program available to all students that includes a significant civic engagement component.

Type: Minor

Requirements for the Minor in African American Studies

Item #	Title	Credits
PHIL 232	AFRICAN AMERICAN THOUGHT3 (D)	
REL 232	AFRICAN AMERICAN RELIGION 3 (D)	
HIST 265	AFRICAN-AMERICAN HIST TO 1877 (DR)	3
HIST 266	AFRICAN-AMERICAN HIST FROM 1877 (D)	3
ENG 364	AFRICAN AMERICAN LITERATURE (D)	3

Two of the following:

Or any colloquium related to African American Studies and approved by the director of the minor.

Item #	Title	Credits
MUS 151	HISTORY OF JAZZ (D)	3
HIST 213	US CIVIL WAR AND RECONSTRUCTION	3
ECON 215	POVERTY AND INEQUALITY IN U.S. (D)	3
HIST 267	HIST OF THE HARLEM RENAISSANCE (D)	3
HIST 365	HIST OF CIVIL RIGHTS MOVEMENT (T)	3
SOC 248	SOCIAL INEQUALITY (DW)	3
SOC 264	SOCIAL MOVEMENTS (D)	3
THEA 270	AFRICAN AMERICAN THEATRE (D)	3
Total credits:		21

Anthropology

Anthropology (Minor)

Abigail Wightman, Coordinator

For the **Sociology Major with a Concentration in Anthropology**, see the Sociology section of the catalog.

Anthropology is the study of the human experience, divided into four main subfields: cultural anthropology, linguistic anthropology, physical anthropology, and archaeology. The anthropology program at Mary Baldwin University provides an introduction to all four subfields but focuses most extensively on cultural anthropology. As the study of contemporary human societies, cultural anthropology attempts to describe, understand, and explain cultural practices in all human communities, including our own. In our increasingly multicultural communities, the anthropology minor is particularly useful to students who plan to work in museums, education, historic and cultural preservation, business and marketing, nonprofit community organizing, international development and diplomacy, and healthcare.

Civic Engagement Opportunities

Students are encouraged to seek out civic and global engagement opportunities, particularly internships, study abroad, and anthropological field schools. Along with anthropology faculty, the Spencer Center can help students find appropriate opportunities.

Type: Minor

Requirements for the Minor in Anthropology

Item #	Title	Credits
ANTH 120	CULTURAL ANTHROPOLOGY (S)	3
ANTH 121	HUMAN ORIGINS AND ARCHAEOLOGY (S)	3
ANTH 220	LANGUAGE AND CULTURE (I)	3

Three additional anthropology electives

Up to three hours may be substituted with approval by the anthropology coordinator.

Total credits:	18
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Biochemistry

Biochemistry (BS)

Type: Major

Requirements for the Bachelor of Science in Biochemistry

Item #	Title	Credits
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
CHEM 221	ORGANIC CHEMISTRY I	4
CHEM 222	ORGANIC CHEMISTRY II (R)	4
CHEM 311	ANALYTICAL CHEMISTRY (W)	4
CHEM 321	PHYSICAL CHEMISTRY I	3
CHEM 324	BIOCHEMISTRY I	3
CHEM 325	BIOCHEMISTRY II	4
CHEM 400	SENIOR RESEARCH (M)	2
CHEM 401	SENIOR RESEARCH (M)	2
BIOL 111	PRINCIPLES OF BIOLOGY (N)	4
BIOL 222	GENETICS	4
BIOL 224	CELL BIOLOGY	4

Three additional semester hours in Mathematics at the 200-level or above or PSYC 250

Three additional semester hours in biology to be chosen from the following

Item #	Title	Credits
BIOL 255	MICROBIOLOGY	4
BIOL 327	IMMUNOLOGY	3
BIOL 328	BIOTECHNOLOGY	3

Additional courses required as prerequisites for completion of the above include:

Item #	Title	Credits
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
Total credits:		55-56

Biology

Paul Callo, Department Chair
Kadrin Anderson, Paul Deeble, Mary Jane Epps,
Rebecca Haberman, Eileen Hinks

In the Biology Department we believe that the best way to learn science is by doing it — by involvement in thoughtfully designed laboratory work which includes self-designed experiments and by exposure to current methods and questions in the field. We believe that this is important even for non-biology majors, because of both the understanding of science that comes from it and the teamwork and analytical skills which are developed—skills which are valuable in any setting.

Students who major in Biology integrate technique and theory. Whether they are contributing to faculty research or working on a self-designed project, Biology majors have access to equipment and the opportunity to conduct hypothesis-driven research at a high level intended to make an impression in graduate school and beyond. It is expected that this research will incorporate sophisticated techniques and instrumentation and skill in using the primary research literature; this culminates in an original and substantial senior research project and the presentation and defense of a thesis.

Biology is available as a major (BS or BA) and minor. Within the Biology major, there are optional emphases in Biomedical Science or Science Education.

Biology (BA) (BS) & Minor

Type: Major

Basic Biology Core (BA)

Required of all BA majors.

The three biology Electives should total at least 10 semester hours.

Item #	Title	Credits
	The Basic Biology Core (BA)	40
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4

Basic Biology Core (BS)

Required of all (BS) majors

The three biology Electives should total at least 10 semester hours.

Item #	Title	Credits
	The Basic Biology Core (BS)	38-42
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
	11 credit hours in Mathematics/Statistics	11

Biomedical Science Emphasis

The biomedical science emphasis is an interdisciplinary program designed to prepare students for admission to professional schools in the medical sciences, graduate study in fields related to basic science research, or employment in the rapidly growing biotechnology and pharmaceutical industries.

Students are encouraged to pursue internships in the biomedical sciences (BIOL 387).

Requirements for the Biomedical Science Emphasis (BA) or (BS) - Minimum 42 semester hours

Four of the following:

Item #	Title	Credits
	Biomedical Emphasis course group 1	16
	Biomedical Emphasis course group 2	4

Science Education Emphasis

48 semester hours

The science education emphasis, added to a minor in education, prepares students for careers as science educators.

Students must fulfill requirements for the BA in Biology including both BIOL 253 and BIOL 257.

Students must also serve as a teaching assistant in a lab science.

Students also should refer to the requirement for an [education minor](#) and for [teacher licensure](#).

Item #	Title	Credits
	Science Education courses group 1	4
	Science Education courses group 2	

Requirements for a minor in Biology

24 semester hours

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N)	4
BIOL 112	DIVERSITY OF LIFE (N)	4
	Biology Minor course group	12
	Additional Courses in Biology to total 24 semester hours	24

Environmental Biology (BA)

Kadrin Anderson, Paul Callo, Paul Deeble, Mary Jane Epps, Rebecca Haberman

Humans cannot continue to consume more and more of the earth's resources indefinitely. There are limits to growth, and the consequences of ignoring these issues can be seen across the globe. Developing meaningful sustainable solutions to environmental problems requires awareness of science, economics, politics, and society. Students majoring in Environmental Biology will acquire the knowledge and skills necessary to undertake

competent, complex problem-solving in a major that has an important connection to finding solutions for our shared environmental problems.

Note: a course may not count in more than one category, e.g. BIOL 141 may not be taken to fulfill both an "Experiential" and an "Open" elective slot.

Type: Major

Requirement for Bachelor of Arts in Environmental Biology

The Basic Environmental Studies Core: Required of all majors.

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N)	4
BIOL 112	DIVERSITY OF LIFE (N)	4
BIOL 148	ENVIRONMENTAL ISSUES (N)	3
BIOL 149	ENVIRONMENTAL ISSUES LAB (N)	1
BIOL 245	ECOLOGY (Q)	4
BIOL 253	ZOOLOGY	4
BIOL 257	BOTANY	4
BIOL 348	CONSERVATION BIOLOGY (T)	3
BIOL 381	JUNIOR SEMINAR (R)	3
BIOL 400	SENIOR SEMINAR (M)	1
BIOL 401	SENIOR RESEARCH (M)	2

Environmental Studies Electives

Course	Credit
	Hours
1 Elective from the "Experiential list below	3-4
1 Elective from the "Interdisciplinary" list below	3-4
1 Elective from the "Humanities" list below	3-4
1 Elective from the "Social Sciences" list below	3-4
2 Electives from the "Open Elective" list below	6-8

Supporting Courses Required of all Environmental Biology Majors

Item #	Title	Credits
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4

Economics

Note: Students are encouraged to pursue internships in the environmental field (BIOL 387) Environmental Studies Elective List Electives chosen must include at least one 300-level course and two 200-level courses.

Item #	Title	Credits
ECON 101	PRINCIPLES OF MICROECONOMICS (SQ)	3
ECON 272	ENVIRONMENTAL POLICY (R)	3

Experiential Electives -choose one

Item #	Title	Credits
BIOL 141	FIELD BIOLOGY (N)	4
BIOL 145	FRESHWATER CHEM AND BIOL (N)	4
CHEM 145	FRESHWATER CHEMISTRY & BIOLOGY (NQ)	4
BIOL 150	FIELD ORNITHOLOGY (N)	4
BIOL 250	NEOTROPICAL ORNITHOLOGY (I)	4

Interdisciplinary – choose one

Item #	Title	Credits
ANTH 227	HUMAN GEOGRAPHY (T)	3
BUAD 104	SUSTAINABILITY & BUSINESS (T)	3
BUAD 307	BUSINESS & SOCIETY RESEARCH (R)	3
CHEM 230	ENVIRONMENTAL CHEMISTRY I3 (W)	3
PSYC 275	SOCIAL PSYCHOLOGY	3

Humanities – choose one

Item #	Title	Credits
ENG 330	NATURE IN AMERICA (T)	3
HIST 265	AFRICAN-AMERICAN HIST TO 1877 (DR)	3
HIST 325	JACKSONIAN AMERICA (TW)	3
PHIL 110	ETHICAL ISSUES IN BUSINESS (H)	3
PHIL 305	SCIENCE,REL, SEARCH FOR MEANING (T)	3

Social Sciences – choose one

Item #	Title	Credits
ECON 301	ADVANCED DATA ANALYSIS (Q)	3
POLS 100	AMERICAN GOVERNMENT & POLITICS (S)	3
POLS 200	STATE AND LOCAL GOVERNMENT (CS)	3
POLS 260	PUBLIC POLICY (R)	3
SOC 262	ENVIRON,SOCIETY,AND SUSTAIN MVMT(T)	3

Open Electives – take two additional electives from the lists above.

Total credits: 59-61

Business Economics

Business Economics (BA)

Amy Diduch, Coordinator

The business economics major prepares you for working in a data-driven global economy. The major is grounded in a thorough understanding of economic theory (which emphasizes analytical thinking) and is accompanied by courses in accounting, management and marketing. Quantitative analysis skills are increasingly important in the business world; this major provides students with multiple hands-on data analysis and research opportunities, leading toward a BA in business economics.

The Research (R) requirement is fulfilled through completion of BUAD 307.

NOTE: Business Economics majors are strongly advised to take INT 251, MATH 211, MATH 212, and a foreign language through at least the intermediate level.

Type: Major

Requirements for the Major in Business Economics

Item #	Title	Credits
ECON 101	PRINCIPLES OF MICROECONOMICS (SQ)	3
ECON 102	PRIN INTERN'L & MACROECONOMICS (I)	3
ECON 303	INTERMEDIATE MICROECONOMIC THEORY	3
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 208	ACCOUNTING PRINCIPLES	3
BUAD 209	FINANCIAL DECISION MAKING (Q)	3
BUAD 220	THE LEGAL ENVIRONMENT OF BUSINESS	3
BUAD 230	MARKETING PRINCIPLES	3
BUAD 307	BUSINESS & SOCIETY RESEARCH (R)	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
BUAD 400	STRATEGY/SUSTAIN IN BUSINESS (O)	3
	ECON 304 or ECON 314	3
	ECON 301 OR MATT 233	3
	ECON 401 or BUAD 401	3

Two of the following:

Item #	Title	Credits
ECON 232	TOPICS IN ECONOMIC DEVELOPMENT (I)	3
ECON 253	INTERNATIONAL TRADE (IW)	3
ECON 272	ENVIRONMENTAL POLICY (R)	3
ECON 310	GLOBAL LABOR ECONOMICS (IR)	3

One of the following:

Item #	Title	Credits
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
COMM 202	REGISTER FOR BUAD 202	3
BUAD 266	SOCIAL TRENDS & IMPACT ON BUSINESS	3
BUAD 305	GLOBAL BUSINESS (I)	3
BUAD 362	BUYER BEHAVIOR	3
BUAD 387	DEPARTMENTAL INTERNSHIP	3
ECON 387	DEPARTMENTAL EXTERNSHIP	0
Total credits:		51

Chemistry

Maria Craig, Nadine Gergel-Hackett, Peter Ruiz-Haas, Annmarie Trost

Mary Baldwin University offers majors in Chemistry (BA, or BS with two Washington and Lee courses) and Biochemistry (BS) and a minor in Chemistry. Both independent and profoundly collaborative, chemistry is central to science and a major or minor in Chemistry or Biochemistry prepares students for rewarding careers in industry, academia, and the public sector (government). These majors also provide a strong background for pursuing advanced work in medicine, business, and law. Students receive personalized attention and real laboratory experience on meaningful research projects.

A student pursuing the BS chemistry major is required to have a cumulative GPA of at least 3.3 and have an average GPA for at least 3 chemistry courses taken at Mary Baldwin of at least 3.5 prior to registering for any courses at W&L. The student is also expected to provide her/his own transportation to W&L.

Chemistry (BA)

Type: Major

Requirements for the Bachelor of Arts in Chemistry

Item #	Title	Credits
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
CHEM 221	ORGANIC CHEMISTRY I	4
CHEM 222	ORGANIC CHEMISTRY II (R)	4
CHEM 311	ANALYTICAL CHEMISTRY (W)	4
CHEM 321	PHYSICAL CHEMISTRY I	3
CHEM 400	SENIOR RESEARCH (M)	2
CHEM 401	SENIOR RESEARCH (M)	2

Two of the following 4 courses:

Item #	Title	Credits
CHEM 230	ENVIRONMENTAL CHEMISTRY I3 (W)	
CHEM 260	INTRO TO MATERIALS SCIENCE 3 (R)	
PHYS 260	INTRODUCTION MATERIALS SCIENCE (R)	3
CHEM 324	BIOCHEMISTRY I	3
CHEM 325	BIOCHEMISTRY II	4
BIOL 111 and BIOL 224 are prerequisites for CHEM 324		
CHEM/PHYS 260 cannot count towards both the Chemistry BA and the Physics Minor		

Additional courses required as prerequisites for completion of the above include:

Item #	Title	Credits
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
Total credits:		49-50

Chemistry (BS)

Type: Major

Requirements for the Bachelor of Science in Chemistry

CHEM 250 (at W&L) Inorganic and Bioinorganic Chemistry (4 s.h.)

CHEM 261 (at W&L) Physical Chemistry: Quatum and Computational Chemistry (3 s.h.)

Item #	Title	Credits
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
CHEM 221	ORGANIC CHEMISTRY I	4
CHEM 222	ORGANIC CHEMISTRY II (R)	4
CHEM 311	ANALYTICAL CHEMISTRY (W)	4
CHEM 321	PHYSICAL CHEMISTRY I	3
CHEM 400	SENIOR RESEARCH (M)	2
CHEM 401	SENIOR RESEARCH (M)	2

Three additional semester hours in Chemistry to be chosen from the following.

Item #	Title	Credits
CHEM 230	ENVIRONMENTAL CHEMISTRY I3 (W)	
	CHEM 260 or PHYS 260	3
CHEM 324	BIOCHEMISTRY I	3
CHEM/PHYS 260 cannot count towards both the Chemistry BS and the Physics Minor		

Three additional semester hours in Mathematics at the 200-level or above or PSYC 250

Additional courses required as prerequisites for completion of the above include:

Item #	Title	Credits
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
Total credits:		40

Chemistry (Minor)

Type: Minor

Requirements for the Minor in Chemistry

Item #	Title	Credits
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
CHEM 221	ORGANIC CHEMISTRY I	4
CHEM 311	ANALYTICAL CHEMISTRY (W)	4
	Six additional semester hours at the 200-level or above	6
Total credits:		22

Clinical Laboratory Science (BA)

Clinical Laboratory Science (BA)

Paul Deeble, Coordinator

Clinical laboratory science is the allied health profession of those who perform the major laboratory diagnostic tests in hospitals, clinics, and research laboratories. Mary Baldwin University offers a major in clinical laboratory science in affiliation with local healthcare facilities such as Augusta Health Medical Center in Fishersville and Sentara Rockingham Memorial Hospital in Harrisonburg. Students complete all Mary Baldwin graduation and requirements of the major on campus before beginning the clinical year at one of the affiliated schools. All partner hospitals are fully accredited, and their schools of clinical laboratory science are approved by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). Upon completion of all Mary Baldwin University graduation requirements, including requirements for this major and the clinical year, the student graduates with a Bachelor of Arts degree from Mary Baldwin University with a major in clinical laboratory science. Like other health professionals, the student must not only complete the degree requirements but also must pass the National Registry Examination in order to be certified.

Type: Major

Requirements for the Major in Clinical Laboratory Science

77–83 semester hours, including the clinical year. Either an emphasis in biology with seven courses in biology and five courses in chemistry, or an emphasis in chemistry with seven courses in chemistry including at least one 300-level chemistry course and five courses in biology, and in either case including the following courses:

One course in mathematics

Successful completion of the clinical year. Additional courses to complete the first requirement, above, and the total semester hours

Note: Recommended courses: PHYS 201–202 and PSYC 250.

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N)	4
BIOL 255	MICROBIOLOGY	4
BIOL 327	IMMUNOLOGY	3
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
CHEM 221	ORGANIC CHEMISTRY I	4
CHEM 222	ORGANIC CHEMISTRY II (R)	4

Clinical Laboratory Science Course

The Clinical Year

The clinical year is a 12-month training period typically beginning in July but varying among

programs. Upon acceptance into a clinical training program, the student registers at Mary Baldwin University for CLS 386 (fall semester, 15 semester hours) and CLS 387 (spring semester, 18 semester hours). The clinical training program is conducted by an affiliated hospital; grading is only pass/no credit, and hospital officials are the sole arbiters of these grades.

***Note:** Please see the Tuition and Fees section of this catalog for billing and financial aid policy

during the Clinical Year.

Total credits: 77-83

Creative Writing

Creative Writing

Sarah Kennedy, Coordinator

Type: Minor

Requirements for the Minor in Creative Writing

Item #	Title	Credits
ENG 245	INTRODUCTION CREATIVE WRITING (W)	3
ENG 346	THE WRITING OF FICTION	3
ENG 347	THE WRITING OF POETRY	3

Additional Courses

Three additional courses in ENG from 111 through 375.

FILM 264 may be substituted for one of these additional courses.

Total credits:	18
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Economics

Economics

Amy McCormick Diduch, Department Chair

Economics is available as a major (BA or BS) and a minor. Through the lens of economics, students attain an extraordinarily powerful and flexible set of tools. Economics majors develop highly desired skills such as analytical thinking, research, quantitative reasoning, and an understanding of computer technology. The economics department offers an excellent combination of the liberal arts and career preparation.

Type: Major

Requirements for the Bachelor of Arts in Economics

Four electives in economics or related fields (including BUAD 307 or POLS 260). At least three electives must be economics courses.

One Math course at or above MATH 159

One course carrying Research credit, chosen from Econ 272, Econ 310, BUAD 307 or POLS 260

Note: Economics majors are strongly advised to take BUAD 208, BUAD 209, INT 251, MATH 211, and MATH 212.

Item #	Title	Credits
ECON 101	PRINCIPLES OF MICROECONOMICS (SQ)	3
ECON 102	PRIN INTERN'L & MACROECONOMICS (I)	3
POLS 100	AMERICAN GOVERNMENT & POLITICS (S)	3
	POLS 111 or POLS 112	3
ECON 303	INTERMEDIATE MICROECONOMIC THEORY	3
	ECON 304 or ECON 314	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
	ECON 301 or POLS 301 or MATH 233	3
ECON 401	SENIOR PROJECT (M)	3

Requirements for the Bachelor of Science in Economics

All of the requirements listed for the BA, the General Education requirements for the BS, plus the following:

Item #	Title	Credits
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
MATH 233	STATISTICAL METHODS & THEORY I (Q)	3
	MATH 301 or MATH 306 or MATH 322	3

Requirements for the Minor in Economics

Two of the following: ECON 112, ECON 150, ECON 215, ECON 232, ECON 253, ECON 272,

ECON 277, ECON 254, ECON 272, ECON/POLS 301, ECON 303, ECON 310 or ECON 314.

Item #	Title	Credits
ECON 101	PRINCIPLES OF MICROECONOMICS (SQ)	3
ECON 102	PRIN INTERN'L & MACROECONOMICS (I)	3
	ECON 303 or ECON 314	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
	Economics Minor Elective Group	6

Honors Credit

Honor Scholars who are comfortable with calculus may take ECON 101 for Honors credit. Please see Professor Diduch for details.

U.S Poverty Analysis

Amy McCormick Diduch, Coordinator

Poverty in the United States is largely a function of education, class, race, gender, age, and marital status. The minor in U.S. poverty analysis gives students the tools to understand why poverty can persist in a high-income country and compare the possible solutions.

Type: Minor

Requirements for the Minor in U.S. Poverty Analysis

Item #	Title	Credits
ECON 101	PRINCIPLES OF MICROECONOMICS (SQ)	3
ECON 215	POVERTY AND INEQUALITY IN U.S. (D)	3
SOC 248	SOCIAL INEQUALITY (DW)	3

Three of the following

Item #	Title	Credits
ECON 232	TOPICS IN ECONOMIC DEVELOPMENT (I)	3
ECON 310	GLOBAL LABOR ECONOMICS (IR)	3
PHIL 102	INTRODUCTION TO ETHICS (H)	3
PHIL 235	ETHICS, COMMUNITY AND LEADERSHIP(O)	3
PHIL 320	PEACEMKNG:GANDHI NONVIOLENCE (IR)	3
POLS 120	POLITICS OF FOOD	3
POLS 209	WOMEN AND POLITICS (G)	3
POLS 260	PUBLIC POLICY (R)	3
REL 130	FAITH, LIFE, AND SERVICE (CO)	3
SOC 112	SOCIAL PROBLEMS (S)	3

One three-credit service-learning experience

Total credits: 21

English

English

Katherine Turner, Department Chair

Kristen Egan, Adam Fajardo, Sarah Kennedy

Type: Major

Requirements for the Major in English

Item #	Title	Credits
ENG 111	INTRODUCTION TO LITERATURE (HW)	3
ENG 301	INTRO TO ENGLISH STUDIES (HR)	3
ENG 400	MAJOR SEMINAR (M)	3

And two early period from

Item #	Title	Credits
ENG 208	BRITISH LITERATURE BEFORE 1780 (HW)	3
ENG 216	INTRODUCTION TO SHAKESPEARE (HR)	3
ENG 220	AMERICAN LIT:COLONIAL TO ROM (HW)	3
ENG 315	EARLY ENGLISH DRAMA	3
ENG 320	RENAISSANCE LITERATURE (R)	3

And two later period courses from

Item #	Title	Credits
ENG 209	BRITISH LITERATURE AFTER 1780 (HW)	3
ENG 221	AMERICAN LIT:REALISM TO PRESENT(HW)	3
ENG 328	THE RISE OF THE NOVEL (R)	3
ENG 350	MODERN LITERATURE	3

And one global or diversity themed course from

Item #	Title	Credits
	ENG 2xx Introduction to Global Literature (HW)	3
ENG 364	AFRICAN AMERICAN LITERATURE (D)	3
ENG 374	DIVERSITY TOPICS IN LITERATURE (D)	3
	ENG 277 The Poetics of Hip-Hop (D)	3
	ENG 277 African Women's Writing (IG)	3
ENG 360	LITERATURE 20TH CENTRY INDIA (IW)	3

And one gender themed course from

Item #	Title	Credits
ENG 241	AMERICAN WOMEN'S AUTOBIOGRAPHY (G)	3
	ENG 277 African Women's Writing (IG)	3
	ENG 235 OR ENG 335	3

*Classes may not double-count for both global/diversity and gender within the Major, even if they carry both I/D and G designations with the General Education Core Curriculum.

And three additional electives taken from 200 or 300-level ENG classes or INT 251 Business and Professional Writing. Two of these electives may be Creative Writing courses (245, and either 346 or 347). One elective may be taken in literature in a different language (eg Spanish, French), with prior department approval.

Of the total 12 courses required for the Major, at least 4 must be at the 300-level (one of which may be a Creative Writing class).

Virginia Program at Oxford University

The History and English departments co-sponsor the Virginia Program at Oxford University.

Created by Mary Baldwin in 1967, the Virginia Program at Oxford (VPO) brings students from six Virginia colleges to spend six weeks studying in Oxford, England. Focusing on the Tudor and Stuart era in Britain, students take one English course and one History course (each 3 credit hours) in the authentic Oxford system, a combination of independent study, lectures, and small group discussions. They also enjoy many cultural excursions, including to London and Stratford-upon-Avon, and weekend travel opportunities in Europe.

To learn more about this unique opportunity, contact Mary Hill Cole and visit www.vaoxford.org

Internship Opportunities

Students may count up to three hours of internship towards elective credit for the Major. Examples of internships within English include

- tutoring in the MBU Writing Center
- working for *Outrageous Fortune*, the MBU online creative magazine
- working in libraries and schools
- working with programs that support local K-12 students or adult learners
- working at the American Shakespeare Center
- working in professions such as publishing, journalism, PR & communications, either in Staunton or in your hometown

- working for offices within MBU that require and develop English-based skills

Total credits: 36

English (minor)

Type: Minor

Requirements for the Minor in English

Item #	Title	Credits
ENG 111	INTRODUCTION TO LITERATURE (HW)	3
ENG 301	INTRO TO ENGLISH STUDIES (HR)	3

And one early period course from

Item #	Title	Credits
ENG 208	BRITISH LITERATURE BEFORE 1780 (HW)	3
ENG 216	INTRODUCTION TO SHAKESPEARE (HR)	3
ENG 220	AMERICAN LIT:COLONIAL TO ROM (HW)	3
ENG 315	EARLY ENGLISH DRAMA	3
ENG 320	RENAISSANCE LITERATURE (R)	3

and one later period course from

Item #	Title	Credits
ENG 209	BRITISH LITERATURE AFTER 1780 (HW)	3
ENG 221	AMERICAN LIT:REALISM TO PRESENT(HW)	3
ENG 328	THE RISE OF THE NOVEL (R)	3
ENG 350	MODERN LITERATURE	3
ENG 360	LITERATURE 20TH CENTRY INDIA (IW)	3

And one global or diversity themed course from

Item #	Title	Credits
	ENG 2xx Introduction to Global3 Literature (HW)	
ENG 364	AFRICAN AMERICAN LITERATURE (D)	3
ENG 374	DIVERSITY TOPICS IN LITERATURE (D)	3
	ENG 277 The Poetics of Hip-Hop (D)	3
	ENG 277 African Women's Writing (IG)	3

*Classes may not double-count for both global/diversity and gender within the Major, even if they carry both I/D and G designations with the General Education Core Curriculum.

And one additional course in English, taken from ENG classes as well as INT 251 Business & Professional Writing.

Of the total 7 courses required for the minor, at least 2 must be at the 300 level.

Total credits: 21

Global Poverty and Development

Global Poverty and Development

Amy McCormick Diduch, Coordinator

The global poverty and development minor gives students the tools to understand why some countries are rich and some are poor. Students will compare policy options for increasing incomes and opportunities in the developing world. Poverty in developing countries, as in America, is a function of education, gender, and age, but also of property rights, political voice, and low levels of national income. Poverty may be reduced by increasing economic growth, reducing conflict and violence, addressing discrimination against women and girls, and improving access to education.

Type: Minor

Requirements for the Minor in Global Poverty and Development

Item #	Title	Credits
ECON 101	PRINCIPLES OF MICROECONOMICS (SQ)	3
ECON 102	PRIN INTERN'L & MACROECONOMICS (I)	3
ECON 232	TOPICS IN ECONOMIC DEVELOPMENT (I)	3
POLS 215	POLITICS OF DEVELOPING NATIONS (IW)	3

Three of the following

or (with permission) another course related to the history, culture or politics of a developing country, study abroad in a developing country, or service learning in a developing country.

Item #	Title	Credits
ANTH 120	CULTURAL ANTHROPOLOGY (S)	3
ANTH 202	WOMEN, GENDER, AND CULTURE (G)	3
ECON 215	POVERTY AND INEQUALITY IN U.S. (D)	3
ECON 310	GLOBAL LABOR ECONOMICS (IR)	3
HCA 250	GLOBAL HEALTH CARE (I)	3
POLS 120	POLITICS OF FOOD	3
POLS 244	POLITICS MIDDLE EAST & N. AFR (IR)	3
POLS 295	DEMOCRACY AFRICA & LATIN AMER (I)	3
POLS 311	CIVIL WARS & ETHNIC CONFLICT (I)	3
Total credits:		21

History

History (Major)

Amy Tillerson-Brown, Department Chair

Clayton Brooks, Mary Hill Cole, Josh Howard

History is the study of past and present worlds that we explore in their own contexts through written, oral, and material evidence. Using primary sources and engaging in historical debates, historians

analyze and interpret the actions, thoughts, values, and challenges of people in different cultures and eras. The discipline of History emphasizes the importance of historical perspective and context in seeking to understand the past. We encourage the study of various cultures through academic travel and learning foreign languages. History majors pursue careers in a variety of fields, including law, teaching, public history, business, the arts, government, and foreign service.

Type: Major

Requirements for the Major in History

Six additional courses in history above the 100-level
Note: HPUB 230 and HISP 226 may count toward the history major. Teaching assistantships (no more than 3 s.h.) may count toward the major.

Senior Requirement: Students fulfill the senior requirement by successful completion of HIST 400. Students must have a minimum GPA of 2.0 in History courses, declare the History major, and have passed at least 9 semester hours of MBU history courses before enrolling in HIST 400.

Item #	Title	Credits
HIST 101	WESTERN CIVILIZATION TO 1648 (H)	3
HIST 102	WESTERN CIVILIZATION FROM 1648 (H)	3
HIST 111	SURVEY OF US HISTORY TO 1877 (H)	3
HIST 112	U.S. SURVEY FROM 1877 (H)	3
	One History Course at the 300-level	3
HIST 400	SENIOR SEMINAR (M)	3
Total credits:		36

History (Minor)

Virginia Program at Oxford

The History and English departments co-sponsor the Virginia Program at Oxford. Working with British tutors in courses devoted to Tudor-Stuart England, students can earn 3 s.h. of History credit and 3 s.h. of English credit that count toward the History and English majors and minors. History majors are urged to apply to this program. For more information, see Mary Hill Cole.

Civic Engagement Opportunities

Students may develop their historical skills by working as interns in local museums, arts organizations, and historical societies. Other opportunities for civic engagement include working with MBU History faculty on oral history projects in the local community and serving as a Changemaker Student Research Archivist. For their civic engagement in HPUB 230 and HISP 226, students may receive community service credit in the General Education.

Type: Minor

Requirements for the Minor in History

Three history courses above the 100-level **Note:** The department urges history majors to complete foreign language study through the intermediate level. Directed inquiries, teaching assistantships and internships in History can be arranged on an individual basis.

Item #	Title	Credits
HIST 101	WESTERN CIVILIZATION TO 1648 (H)	3
HIST 102	WESTERN CIVILIZATION FROM 1648 (H)	3
HIST 111	SURVEY OF US HISTORY TO 1877 (H)	3
HIST 112	U.S. SURVEY FROM 1877 (H)	3
Total credits:		21

History- Public

Amy Tillerson-Brown, Coordinator

The Public History minor prepares students for professional careers at museums, presidential libraries, historic birthplaces, volunteer organizations, professional non-profits, such as the National Trust for Historic Preservation, and government agencies, such as the National Park Service and the National Archives and Records Administration. Public historians also work as consultants, write commissioned histories, and research and direct film, radio, and television productions. The minor also provides prospective teachers with resources and ideas for enriching activities to support teaching history beyond the classroom.

Type: Minor

Requirements for the Minor in Public History

Four of the following

Item #	Title	Credits
ARTM 340	MUSEUM STUDIES (R)	3

Two History courses at the 200-level or above

One of the following

Item #	Title	Credits
FILM 119	INTRODUCTION TO VIDEO PRODUCTION	3
FILM 264	SCREENWRITING (W)	3
INT 251	PROFESSIONAL WRITING (CW)	3
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
Total credits:		33

International Affairs

International Affairs

Marina Omar, Coordinator

Mary Hill Cole, Amy Diduch, Amy Miller, Abigail Wightman

Type: Major

Requirements for the Major in International Affairs

One year (two semesters) of one foreign language at the intermediate level or above

One Course in Advanced Data Analysis: ECON 301 Advanced Data Analysis; Math 233 Statistical Methods I (Note: Additional courses recommended)

POLS 400 Senior Seminar **OR** ECON 401 Senior Project (Note: ECON 401 requires additional prerequisites)

Item #	Title	Credits
ANTH 120	CULTURAL ANTHROPOLOGY (S)	3
ECON 101	PRINCIPLES OF MICROECONOMICS (SQ)	3
ECON 102	PRIN INTERN'L & MACROECONOMICS (I)	3
POLS 112	INTERNATIONAL RELATIONS (I)	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3

Choose two ECON electives

One elective below must fulfill the Research and Information Literacy General Education Requirement.

Item #	Title	Credits
ECON 232	TOPICS IN ECONOMIC DEVELOPMENT (I)	3
ECON 253	INTERNATIONAL TRADE (IW)	3
ECON 272	ENVIRONMENTAL POLICY (R)	3
ECON 310	GLOBAL LABOR ECONOMICS (IR)	3
ECON 314	INTERNATIONAL FINANCE (I)	3

Choose two POLS electives:

Item #	Title	Credits
POLS 128	UNITED STATES FOREIGN POLICY (I)	3
POLS 215	POLITICS OF DEVELOPING NATIONS (IW)	3
POLS 311	CIVIL WARS & ETHNIC CONFLICT (I)	3

Choose two Area Studies electives

Africa

POLS 295 Democracy in Africa and Latin America

HIST 264 African Diaspora

Europe

HIST 242 British History from 1688 to the present

HIST 246 Europe 1900-1939

HIST 247 Europe 1939-present HIST 255 History of Russia

Asia

AS/REL 212 Asian Religions

AS 246 Modern Japan

AS 247 Modern India

AS 251 Gender in Asian Cultures

AS 253 China: Tradition and Transformation

Total credits:	39
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Leadership Studies

Leadership Studies

Leadership Studies is a multidisciplinary field combining theory and applied coursework in a variety of organizational and cultural contexts. The Business & Professional emphasis is designed for students who are aspiring entrepreneurs, future heads of nonprofits, and organization leaders. The emphasis on Community and Social Change is for motivated students in any field who are interested in social action – enhancing their belief that direct intervention in community change is possible and consequential as well as teaching the skills and theory necessary to bring about such change. The military leadership emphasis is for VWIL students who will commission into the one of the armed

services. An internship is required for all military emphasis minors and is an optional upper-level 3 s.h. elective for the other two emphasis areas.

All VWIL students are required to complete the leadership minor as part of their overall leader development program. This minor is also open to all MBU students and may complement both professional and liberal arts majors.

Civic Engagement Opportunities

Students pursuing this minor have three options for practical experience: service in a non-profit community-based or advocacy organization, participation in field training for one of the U.S. armed forces, or a business internship. In each case the experience focuses on organizational leadership and specific leadership skills of both student and employer that serve a larger community-oriented mission.

Type: Minor

Requirements for the Minor in Leadership Studies

Item #	Title	Credits
INT 230	HISTORY AND THEORIES OF LEADERSHIP	3
INT 330	EXPLORATION LEADERSHIP DEVELOPMENT	3

One of the following

Item #	Title	Credits
PHIL 225	MARTIN LUTHER KING CIVIL RIGHTS (D)	3
REL 225	MARTIN LUTHER KING CIVIL RIGHTS (D)	3
PHIL 235	ETHICS, COMMUNITY AND LEADERSHIP(O)	3
REL 237	MEDIATION & CONFLICT RESOLUTION (O)	3
COMM 237	MEDIATION & CONFLICT RESOLUTION (O)	3

One of the following

Item #	Title	Credits
COMM 100	PUBLIC SPEAKING (O)	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
THEA 111	VOICE, DICTION, & ORAL READING (O)	3

Business and Professional Emphasis

Three of the following

Item #	Title	Credits
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
BUAD 250	GENDER IN THE WORKPLACE (G)	3
BUAD 266	SOCIAL TRENDS & IMPACT ON BUSINESS	3
BUAD 307	BUSINESS & SOCIETY RESEARCH (R)	3
BUAD 287	INTERNSHIP	3
BUAD 387	DEPARTMENTAL INTERNSHIP	3
CJ 235	LAW ENFORCEMENT AND THE COMMUNITY	3
HCA 101	INTRO HEALTH CARE ADMINISTRATION	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	3
HCA 245	HEALTH CARE POLICY, POLITICS & LAW	3
REL 222	INTERNSHIP IN MINISTRY	3
SOWK 353	SOC WORK W/DIVERSE POPULATIONS (DW)	3

Community and Social Change Emphasis

Three of the following:

Note: up to 3 s.h. may be used to substitute for one course in one of the two leadership emphasis areas above. These include BOLD 101, MS 109, MS 110, MS 209; other ROTC. 1 and 2 s.h. leadership-oriented courses may also contribute.

Item #	Title	Credits
CE 281	CIV ENGAGE/SOC ENTREPRENEURISM (C)	3
ECON 215	POVERTY AND INEQUALITY IN U.S. (D)	3
HIST 203	WOMEN IN AMERICAN HISTORY (G)	3
HIST 265	AFRICAN-AMERICAN HIST TO 1877 (DR)	3
HIST 266	AFRICAN-AMERICAN HIST FROM 1877 (D)	3
HIST 302	VIRGINIA HISTORY (DR)	3
HIST 365	HIST OF CIVIL RIGHTS MOVEMENT (T)	3
PHIL 320	PEACEMKNG:GANDHI NONVIOLENCE (IR)	3
POLS 220	TOPICS IN CAMPAIGNS/ ELECTIONS (CS)	3
REL 231	WOMEN AND RELIGION (G)	3
REL 232	AFRICAN AMERICAN RELIGION (D)	3
SGS 261	SEXUAL MINORITIES (SO)	3
SGS 275	TRANS COMMUNITIES (GW)	3
SOC 112	SOCIAL PROBLEMS (S)	3
SOC 248	SOCIAL INEQUALITY (DW)	3

Military Leadership Emphasis

All VWIL students commissioning for the military must complete this Military Leadership emphasis (9 s.h.)

ROTC 3XX ROTC 4XX

Item #	Title	Credits
INT 287	EXPERIENTIAL LEARNING	3
INT 387	DEPARTMENTAL INTERNSHIP	3

Business Emphasis

Three of the following

Item #	Title	Credits
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
BUAD 250	GENDER IN THE WORKPLACE (G)	3
BUAD 266	SOCIAL TRENDS & IMPACT ON BUSINESS	3
BUAD 307	BUSINESS & SOCIETY RESEARCH (R)	3
BUAD 287	INTERNSHIP	3
BUAD 387	DEPARTMENTAL INTERNSHIP	3
CJ 235	LAW ENFORCEMENT AND THE COMMUNITY	3
HCA 101	INTRO HEALTH CARE ADMINISTRATION	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	3
HCA 245	HEALTH CARE POLICY, POLITICS & LAW	3
REL 222	INTERNSHIP IN MINISTRY	3
SOWK 353	SOC WORK W/DIVERSE POPULATIONS (DW)	3

Community and Social Change Emphasis

Three of the following

Note: up to 3 s.h. may be used to substitute for one course in one of the two leadership emphasis areas above. These include BOLD 101, MS 109, MS 110, MS 209; other ROTC. 1 and 2 s.h. leadership-oriented courses may also contribute.

Item #	Title	Credits
CE 281	CIV ENGAGE/SOC ENTREPRENEURISM (C)	3
ECON 215	POVERTY AND INEQUALITY IN U.S. (D)	3
HIST 203	WOMEN IN AMERICAN HISTORY (G)	3
HIST 265	AFRICAN-AMERICAN HIST TO 1877 (DR)	3
HIST 266	AFRICAN-AMERICAN HIST FROM 1877 (D)	3
HIST 302	VIRGINIA HISTORY (DR)	3
HIST 365	HIST OF CIVIL RIGHTS MOVEMENT (T)	3
SGS 261	SEXUAL MINORITIES (SO)	3
SGS 275	TRANS COMMUNITIES (GW)	3
SOC 112	SOCIAL PROBLEMS (S)	3
SOC 248	SOCIAL INEQUALITY (DW)	3

Military Leadership Emphasis

Required courses:

ROTC 3XX

ROTC 4XX

Note: The Military Leadership Emphasis is only available to students seeking commission.

Item #	Title	Credits
INT 287	EXPERIENTIAL LEARNING	3
INT 387	DEPARTMENTAL INTERNSHIP	3

BOLD & ROTC Leadership Designated Courses

Note:

Up to 3 s.h. may be used to substitute for one course in one of the leadership emphasis areas above.

Other ROTC 1 and 2.sh. leadership-oriented courses may also contribute.

Item #	Title	Credits
BOLD 101	BALDWIN OPP LEADERSHIP/ DEVELOP I	1
MS 109	INTRO ARMY AND CRITICAL THINKING	1
MS 110	INTRO PROFESSION OF ARMS	1
MS 209	INNOVATIVE TEAM LEADERSHIP	1
Total credits:		21

Mathematics & Applied Mathematics

Mathematics

John Ong, Department Chair

Joseph Johnson, Michael Riddell, Emmanuel des-Bordes, Kari Salois

The mathematics curriculum at Mary Baldwin emphasizes the development of a student's ability to think and engage in the process of problem solving. Techniques associated with logic, analysis, data manipulation, computing, pedagogy, and the understanding of mathematical assumptions and structures are taught. Students will be exposed to both pure and applied mathematics, gaining analytical and practical skills necessary for succeeding in industry, as an educator, or in graduate school.

Type: Major

Requirements for the Bachelor of Arts in Mathematics

The listed courses below and additional courses in Math numbered 2xx/3xx to total 35 s.h. Note that a maximum of 3 s.h. of Math 380: Teaching Assistantship may count toward the mathematics major.

Item #	Title	Credits
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
MATH 231	DISCRETE MATHEMATICAL STRUCTURES(Q)	3
MATH 301	MULTIVARIABLE CALCULUS I (Q)	3
MATH 302	MULTIVARIABLE CALCULUS II (Q)	3
MATH 306	ORDINARY DIFFERENTIAL EQUATIONS (Q)	3
MATH 322	LINEAR ALGEBRA (Q)	3
	MATH 396 or MATH 398	3
MATH 401	SENIOR SEMINAR (M)	3

Requirements for the Bachelor of Science in Mathematics

All of the requirements listed for the BA, plus the following:

MATH 2xx/3xx not counted in the BA. One other 200 or 300-level laboratory science course and the listed courses below.

Item #	Title	Credits
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4

Requirements for the Minor in Mathematics

And additional courses in Math numbered 2xx/3xx to total 20 s.h. Math 380 may not count toward the minor.

Item #	Title	Credits
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
MATH 231	DISCRETE MATHEMATICAL STRUCTURES(Q)	3

Recommended Programs

For teachers of mathematics:

Students at Mary Baldwin University may obtain a BA in Mathematics with a Math Education emphasis. Students in this program are encouraged to apply to be math tutors and are required to sign up for Math 380, a teaching assistantship in mathematics.

Requirements for the Bachelor of Arts in Mathematics with Math Education

Emphasis 41 semester hours

The committee formed for evaluating the student's senior project will include a faculty member from the education department. The student's senior project must be in the area of mathematics education.

Item #	Title	Credits
ED 238	METHODS TEACHING MATH-ELEM LEV (Q)	3
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
MATH 221	HISTORY OF MATHEMATICS (Q)	3
MATH 231	DISCRETE MATHEMATICAL STRUCTURES(Q)	3
MATH 233	STATISTICAL METHODS & THEORY I (Q)	3
MATH 250	MATHEMATICS AND PROGRAMMING (Q)	3
MATH 301	MULTIVARIABLE CALCULUS I (Q)	3
MATH 322	LINEAR ALGEBRA (Q)	3
MATH 380	TEACHING ASSISTANT FOR	3
MATH 398	ABSTRACT ALGEBRA I (Q)	3
MATH 401	SENIOR SEMINAR (M)	3
ED 115	FOUNDATIONS OF EDUCATION (T)	3

Mathematics — Applied

John Ong, Coordinator

Applied mathematics explores the connections between mathematics and the physical world and uses mathematics in studying and solving real-world problems. In this interdisciplinary major, students learn the techniques of modeling, analysis, computing, simulation and data manipulation as applied to their area of interest, such as engineering, biology, chemistry, physics, or economics. Students can pursue a BS with a major in applied mathematics in three different ways, either at the university (Option A with a minor or Option C Statistics Emphasis) or through the MBU-UVA cooperative program in Engineering (Option B).

Type: Major

Requirements for the Bachelor of Science in Applied Mathematics (Option A)

The four-year program in Applied Mathematics (Option A)

Students who are interested in the intersection of mathematics with another discipline at the university should choose this option.

A minor in a discipline of interest. (Common disciplines include Biology, Chemistry, Physics, Business, Economics, Sociology, Philosophy, and Art and Literature, although most disciplines are possible.)

Note: MATH 401 in this applied mathematics program consists of an in-depth study of mathematics in the student's chosen minor. The committee formed for evaluating the student's senior project must include both the mathematics faculty and a member of the faculty from the minor discipline.

Item #	Title	Credits
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
MATH 231	DISCRETE MATHEMATICAL STRUCTURES(Q)	3
MATH 233	STATISTICAL METHODS & THEORY I (Q)	3
MATH 250	MATHEMATICS AND PROGRAMMING (Q)	3
MATH 301	MULTIVARIABLE CALCULUS I (Q)	3
MATH 302	MULTIVARIABLE CALCULUS II (Q)	3
MATH 304	NUMERICAL ANALYSIS & COMPUTING (Q)	3
MATH 306	ORDINARY DIFFERENTIAL EQUATIONS (Q)	3
MATH 322	LINEAR ALGEBRA (Q)	3
MATH 401	SENIOR SEMINAR (M)	3
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4
	MATH 396 or MATH 398	3

Requirements for the Bachelor of Science in Applied Mathematics (Option B)

MBU-UVA cooperative program in Engineering (Option B)

Mary Baldwin University students may elect to participate in a dual degree program in engineering offered by the School of Engineering and Applied Science at the University of Virginia. Qualified students attend Mary Baldwin for three years and then, based on their academic performance, are accepted into the University of Virginia for two or more years of study, leading to a Bachelor of Science degree in applied mathematics from Mary Baldwin University and a master's degree in engineering from the University of Virginia. Admission into the graduate program at UVA is based on the admissions criteria at UVA. Interested students should contact Dr. Ong during their first semester at the university *and must sign up and complete the Calculus and Physics sequence during their freshman year.*

Note: Credit that counts toward the master's degree at U. Va. cannot be transferred.

Note: MATH 401 in this applied mathematics program consists of a study of partial differential equations, or a comparable area of mathematics as applied to an engineering problem. The student will present her faculty-approved math 401 project in the spring of her third (last) year at the university. It is recommended that each student in the program complete an internship or a summer course in engineering.

- The requirements are the listed courses below.
- Plus 15 semester hours of coursework transferred from the University of Virginia.

Item #	Title	Credits
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
MATH 231	DISCRETE MATHEMATICAL STRUCTURES(Q)	3
MATH 233	STATISTICAL METHODS & THEORY I (Q)	3
MATH 250	MATHEMATICS AND PROGRAMMING (Q)	3

MATH 301	MULTIVARIABLE CALCULUS I (Q)	3
MATH 302	MULTIVARIABLE CALCULUS II (Q)	3
MATH 304	NUMERICAL ANALYSIS & COMPUTING (Q)	3
MATH 306	ORDINARY DIFFERENTIAL EQUATIONS (Q)	3
MATH 322	LINEAR ALGEBRA (Q)	3
MATH 401	SENIOR SEMINAR (M)	3
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4
	MATH 396 or MATH 398	3

Requirements for the Bachelor of Science in Applied Mathematics – Statistics Emphasis (Option C)

The four-year program in Applied Mathematics – Statistics Emphasis (Option C)

Students who are interested in statistical analysis or data analytics should choose this option.

The listed courses below and two electives in Applied Statistics from the following courses: PSYC 250, ECON 301 or a Biostatistics course for a total of 43 s.h. There may be prerequisites for some of these courses. The student's senior project research topic must be in the area of Statistics.

Item #	Title	Credits
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
MATH 231	DISCRETE MATHEMATICAL STRUCTURES(Q)	3
MATH 233	STATISTICAL METHODS & THEORY I (Q)	3
MATH 234	STATISTICAL METHODS & THEORY II (Q)	3
MATH 301	MULTIVARIABLE CALCULUS I (Q)	3
MATH 302	MULTIVARIABLE CALCULUS II (Q)	3
MATH 322	LINEAR ALGEBRA (Q)	3
MATH 401	SENIOR SEMINAR (M)	3
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4
	MATH 396 or MATH 398	3

Peacebuilding and Conflict Resolution

Peacebuilding and Conflict Resolution

Chandra Mason, Coordinator

Students with an interest in peacebuilding, global and cross-cultural diversity, and the relationship between peace and justice as well as the skills and

techniques emerging from mediation, conflict resolution, and non-violence are encouraged to pursue a multi-disciplinary minor in Peacebuilding and Conflict Resolution. Topics include older forms of faith-based pacifism and diverse forms of contemporary non-violent thought and protest, as well as the skills and resources necessary for interpersonal, organizational, and cross-cultural conflict analysis, resolution, and peacebuilding. Minor requirements are structured to support cross-disciplinary study, a combination of theory and praxis, and, whenever possible, integration with a student's declared major. This minor complements an academic major in any number of different liberal arts and pre-professional areas while also enriching students' participation in various programs including Quest Interfaith, Spencer Global Citizens, CGIU, and VWIL and Leadership Studies.

Type: Minor

Requirements for the Minor in Peacebuilding and Conflict Resolution

Three of the following core courses

Item #	Title	Credits
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
PHIL 225	MARTIN LUTHER KING CIVIL RIGHTS (D)	3
REL 225	MARTIN LUTHER KING CIVIL RIGHTS (D)	3
PSYC 275	SOCIAL PSYCHOLOGY	3
SOC 254	SOCIAL PSYCHOLOGY (S)	3
REL 237	MEDIATION & CONFLICT RESOLUTION (O)	3
COMM 237	MEDIATION & CONFLICT RESOLUTION (O)	3

**Three of the following elective courses
(with no more than two from any single
discipline):**

Item #	Title	Credits
ANTH 120	CULTURAL ANTHROPOLOGY (S)	3
ANTH 202	WOMEN, GENDER, AND CULTURE (G)	3
AS 212	ASIAN RELIGIONS (H)	3
REL 212	ASIAN RELIGIONS (H)	3
AS 251	GENDER IN ASIAN CULTURES (IGW)	3
AS 275	BUDDHISM (HW)	3
REL 275	BUDDHISM (HW)	3
AS 278	HINDUISM (HW)	3
REL 278	HINDUISM (HW)	3
BIOL 148	ENVIRONMENTAL ISSUES (N)	3
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
COMM 202	REGISTER FOR BUAD 202	3
CE 281	CIV ENGAGE/SOC ENTREPRENEURISM (C)	3
CJ 235	LAW ENFORCEMENT AND THE COMMUNITY	3
COMM 225	CULTURE, IDENTITY, COMMUNICATION(D)	3
ECON 215	POVERTY AND INEQUALITY IN U.S. (D)	3
ECON 272	ENVIRONMENTAL POLICY (R)	3
HCA 125	INTRODUCTION TO PUBLIC HEALTH	3
HCA 225	PUBLIC HEALTH ISSUES	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	3
HIST 266	AFRICAN-AMERICAN HIST FROM 1877 (D)	3
HIST 365	HIST OF CIVIL RIGHTS MOVEMENT (T)	3
INT 155	PERMEABLE BORDERS (D)	3
PHIL 211	MOD POL THOUGHT: GLOBAL JUSTICE (I)	3
PHIL 232	AFRICAN AMERICAN THOUGHT (D)	3
PHIL 235	ETHICS, COMMUNITY AND LEADERSHIP(O)	3
POLS 112	INTERNATIONAL RELATIONS (I)	3
POLS 209	WOMEN AND POLITICS (G)	3
POLS 311	CIVIL WARS & ETHNIC CONFLICT (I)	3
PSYC 214	PSYCHOLOGY OF WOMEN (G)	3

PSYC 216	MULTICULTURAL PSYCHOLOGY (W)	3
PSYC 245	INDUSTRIAL AND ORGANIZATIONAL PSYC	3
PSYC 281	PSYC OF GLOBAL SOCIAL JUSTICE (I)	3
REL 130	FAITH, LIFE, AND SERVICE (CO)	3
REL 202	JUDAISM, CHRISTIANITY, & ISLAM (I)	3
REL 231	WOMEN AND RELIGION (G)	3
REL 232	AFRICAN AMERICAN RELIGION (D)	3
SGS 261	SEXUAL MINORITIES (SO)	3
SGS 275	TRANS COMMUNITIES (GW)	3
SOC 112	SOCIAL PROBLEMS (S)	3
SOC 232	DEVIANCE (S)	3
SOC 248	SOCIAL INEQUALITY (DW)	3
SOC 262	ENVIRON,SOCIETY,AND SUSTAIN MVMT(T)	3
SOC 264	SOCIAL MOVEMENTS (D)	3
SOWK 265	MINDFULNESS SELF-COMPASSION	3
SOWK 353	SOC WORK W/DIVERSE POPULATIONS (DW)	3
SPAN 227	US LATINO LITERATURE & CULTURE (HD)	3

Either a faculty-approved 3 s.h. internship (see note below) or one of the following experiential courses:

Note: The internship must include a mediation/ conflict resolution or a community-service emphasis and be registered under one of the following departments: Civic Engagement, Communication, Philosophy, Religion, Political Science, Psychology, Sociology, or Social Work.

Item #	Title	Credits
CE 255	FOOD INSECURITY AND PUBLIC ED (C)	3
CE 287	DEPARTMENTAL EXTERNSHIP (C)	1
PHIL 140	COMMUNITY AND SERVICE LEARNING (CO)	3
SOC 282	COMMUNITY SERVICE AND SOCIETY (C)	3
SOWK 400	FIELD INSTRUCTION SOCIAL WORK (M)	15
Total credits:		21

Philosophy and Religious Studies

Philosophy

Edward Scott, Department Chair

Andrea Cornett-Scott, Katherine Low, Amy Miller

MBU offers a minor in both philosophy and religious studies as well as a minor in religious leadership and ministry.

Philosophy is unlike any other field: it is unique both in its methods and in the nature and breadth of its subject matter. Philosophy pursues fundamental questions in every dimension of human life, and its techniques apply to problems in many fields of study or endeavor. No single definition expresses the richness and variety of philosophy: it is a reasoned pursuit of fundamental truths, a quest for deeper understanding, a study of the principles of conduct, and a critical examination of the ways-of-knowing and experiencing. Philosophers seek to establish standards of evidence, provide rational and humane methods of resolving conflicts, and create methods and criteria for evaluating ideas and arguments. Philosophy develops students' capacity to view the world from the perspective of other individuals and other cultures; it enhances one's ability to perceive the relationships among diverse fields of study; and it deepens one's sense of the meanings and varieties of human experience.

Religious Studies involves the study of religious history and modern religious issues in a manner that regards all spiritual traditions equally. A minor in Religious Studies draws upon many of the same tools as philosophy, history, sociology, anthropology, and theology. Students will exercise strong analytical and original thinking skills and develop their ability to empathize with the perspectives and beliefs of fellow human beings. The religious studies minor provides an understanding of different religions including Christianity, Judaism, Buddhism, Hinduism, and Islam. These diverse belief systems have had a significant influence on the lives of millions of people worldwide and served as the foundation for

community and culture and, also provided a way to grapple with fundamental values and questions about human existence. Also, religious faith has been the source of great artistic and literary achievements while at the same time, served as the justification for many of the world's major conflicts, wars, and social movements. Understanding the role religion plays in conflicts and social change and the resources it may bring to their resolution is one key purpose for its study.

Civic Engagement Opportunities

- Civic engagement focus: PHIL 140 Community and Service Learning
- Many programs and events jointly sponsored by Religion and Philosophy, such as Black History Month events — Black Baby Doll Day, Martin Luther King Jr. Candlelight March and Memorial Service, Kwanzaa, Annual Praise House Service
- Annual Peacebuilding and World Religions presentations and campus guest speakers
- Support for diverse Spencer Center and student club civic activities
- Internship opportunities: mediation and conflict resolution, peacebuilding, interfaith programs
- International civic engagement through May Term course offerings

Type: Minor

Requirements for the Minor in Philosophy

Item #	Title	Credits
PHIL 101	INTRODUCTION TO PHILOSOPHY (HW)	3
PHIL 102	INTRODUCTION TO ETHICS (H)	3
PHIL 103	INTRODUCTION TO LOGIC (Q)	3
PHIL 201	GREEK AND MEDIEVAL PHILOSOPHY (H)	3
PHIL 211	MOD POL THOUGHT: GLOBAL JUSTICE (I)	3

Note: The following Philosophy courses may be taken at the 300 level by declared minors:

Item #	Title	Credits
PHIL 201	GREEK AND MEDIEVAL PHILOSOPHY (H)	3
PHIL 203	LIT & THOUGHT OF EXISTENTIALISM (W)	3
PHIL 211	MOD POL THOUGHT: GLOBAL JUSTICE (I)	3
PHIL 232	AFRICAN AMERICAN THOUGHT (D)	3
PHIL 234	PHILOSOPHY AND THE ARTS (A)	3

Requirements for the Minor in Religious Studies

One of the following from Asian Religions: AS/REL 212, AS/REL 275, AS/REL 278 Additional courses in Religious Studies to total 18 s.h.

Item #	Title	Credits
REL 101	OLD TESTAMENT-HEBREW BIBLE (H)	3
REL 102	NEW TESTAMENT-CHRISTIAN BIBLE (H)	3
Total credits:		18

Religious Leadership and Ministry

Katherine Low, chaplain, director

The Religious Leadership and Ministry Minor is offered to students of all faiths and backgrounds with a focus on interdisciplinary preparation for religious leadership in various types of career settings. The minor allows for students to explore leadership styles in a religiously diverse world, to learn about serving organizations and their various structures, and to prepare for more formal training in their respective institutions or seminaries. The minor also develops the student's critical ability to identify the ways that faith, religion, and worldviews help to structure one's sense of a meaningful and purposeful life and vocation.

Note: Other courses appropriate for the major and/or to the career plans of the student may be chosen

and substituted for the above with the approval of the director. Directed inquiries and teaching assistantships are available on an individual basis.

Carpenter Preparation for Ministry Program

This unique program provides a bridge between the intellectual rigor of the classroom

and the living of faith in the world. The program is not only for those students preparing for a religious vocation, but for those with any major or career plans who are interested in integrating faith and life. Both internships and volunteer opportunities are also available.

Carpenter Quest Program

Conducted by the chaplain as part of the Carpenter Preparation for Ministry Program, this unique program helps students integrate religious commitment, intellectual development, and service. The program includes two years of spiritual direction, academic courses, and enrichment activities that support individual efforts to make sense of life, learning, and faith. When students fulfill all the requirements of Quest, including engaging in 100 hours of community service, they are inducted into The Carpenter Society in their junior or senior year.

Type: Minor

Requirements for the Minor in Religious Leadership and Ministry

One course in Biblical Studies

Item #	Title	Credits
REL 101	OLD TESTAMENT-HEBREW BIBLE (H)	3
REL 102	NEW TESTAMENT-CHRISTIAN BIBLE (H)	3

One course in Asian Studies

Item #	Title	Credits
AS 212	ASIAN RELIGIONS (H)	3
REL 212	ASIAN RELIGIONS (H)	3
AS 275	BUDDHISM (HW)	3
REL 275	BUDDHISM (HW)	3
AS 278	HINDUISM (HW)	3
REL 278	HINDUISM (HW)	3

One course on religion in context

Item #	Title	Credits
REL 231	WOMEN AND RELIGION (G)	3
REL 232	AFRICAN AMERICAN RELIGION (D)	3
REL 202	JUDAISM, CHRISTIANITY, & ISLAM (I)	3
REL 204	RELIGION IN AMERICA (T)	3
REL 320	PEACEMKNG:GANDHI & NONVIOLENCE (IR)	3

One course on ethics in leadership

Item #	Title	Credits
PHIL 235	ETHICS, COMMUNITY AND LEADERSHIP(O)	3
INT 230	HISTORY AND THEORIES OF LEADERSHIP	3

One course in Business or Communication

Item #	Title	Credits
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
COMM 202	REGISTER FOR BUAD 202	3
BUAD 208	ACCOUNTING PRINCIPLES	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3

One or Two of the following

Item #	Title	Credits
REL 130	FAITH, LIFE, AND SERVICE (CO)	3
REL 222	INTERNSHIP IN MINISTRY	3
REL 237	MEDIATION & CONFLICT RESOLUTION (O)	3
ANTH 244	MAGIC, RITUAL, AND RELIGION (R)	3
Total credits:		18

Religious Studies

Katherine Low, Coordinator

Andrea Cornett-Scott, Edward Scott, Amy Miller

Religious Studies involves the study of religious history and modern religious issues in a manner that regards all spiritual traditions equally. A minor in religious studies draws upon many of the same tools as philosophy, history, sociology, anthropology, and theology. Students will exercise strong analytical and original thinking skills and develop their ability to empathize with the perspectives and beliefs of fellow human beings. The religious studies minor provides an understanding of different religions including Christianity, Judaism, Buddhism, Hinduism, and Islam.

These diverse belief systems have had a significant influence on the lives of millions of people worldwide and served as the foundation for community and culture and also provided a way to grapple with fundamental values and questions about human existence. Also, religious faith has been the source of great artistic and literary achievements — while at the same time, served as the justification for many of the world's major conflicts, wars, and social movements. Understanding the role religion plays in conflicts and social change — and the resources it may bring to their resolution—is one key purpose for its study.

Note: Minors may take the following at the 300-level: REL 231, REL 232, and REL 277

Civic Engagement Opportunities

- Courses which include a civic engagement component: REL 130 Faith, Life, and Service and REL 232 African American Religion
- Quest: A co-curricular interfaith program with programming provided on campus through the Office of the Chaplain
- Programs sponsored by Philosophy and Religious Studies including Black Baby Doll Day, International Day of Peace, Martin Luther King Jr. Memorial Service, Kwanzaa, interfaith excursions, and others
- Black History Month events: Oratorical Contest with community participation, Gospel Extravaganza, Praise House Service

Type: Minor

Requirements for the Minor in Religious Studies

Item #	Title	Credits
REL 101	OLD TESTAMENT-HEBREW BIBLE (H)	3
REL 102	NEW TESTAMENT-CHRISTIAN BIBLE (H)	3

One of the following from Asian Religions

Item #	Title	Credits
AS 212	ASIAN RELIGIONS (H)	3
REL 212	ASIAN RELIGIONS (H)	3
AS 275	BUDDHISM (HW)	3
REL 275	BUDDHISM (HW)	3
AS 278	HINDUISM (HW)	3
REL 278	HINDUISM (HW)	3

Additional courses in Religious Studies

Total credits: 18

Physics

Physics (Major)

Nadine Gergel-Hackett

Mary Baldwin University offers a minor in Physics and a major in collaboration with our consortium school Washington & Lee University (W&L) in Lexington, Virginia.

A student pursuing the major is required to have a cumulative GPA of at least 3.3 and have an average GPA for at least 3 physics courses taken at Mary Baldwin of at least 3.7 prior to registering for any courses at W&L. The student is also expected to provide their own transportation to W&L.

Type: Major

Requirements for the Major in Physics

Electricity and Magnetism*

Newtonian Mechanics*

Quantum Mechanics*

Mathematical Methods for Physics and Engineering*

Modern Physics*

Optics*

**Courses offered at Washington & Lee University*

Item #	Title	Credits
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4
PHYS 207	ELECTRICAL CIRCUITS	4
PHYS 260	INTRODUCTION MATERIALS SCIENCE (R)	3
PHYS 321	PHYSICAL CHEMISTRY I	3
PHYS 400	SENIOR RESEARCH I (M)	2
PHYS 401	SENIOR PROJECT (M)	2

Additional courses required as prerequisites for completion of the above include:

Item #	Title	Credits
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
MATH 301	MULTIVARIABLE CALCULUS I (Q)	3
MATH 302	MULTIVARIABLE CALCULUS II (Q)	3
MATH 306	ORDINARY DIFFERENTIAL EQUATIONS (Q)	3
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
Total credits:		41

Physics (Minor)

Note: Students may substitute Physics courses at Washington & Lee for PHYS 207, PHYS/CHEM 260 and CHEM/PHYS 321. Please see you advisor for more information.

Type: Minor

Additional courses required as prerequisites for completion of the below:

MATH 211

MATH 212

CHEM 121

CHEM 122

Item #	Title	Credits
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4
PHYS 207	ELECTRICAL CIRCUITS	4
PHYS 260	INTRODUCTION MATERIALS SCIENCE (R)	3
PHYS 321	PHYSICAL CHEMISTRY I	3
Total credits:		18

Political Science

Political Science(Major)

Laura van Assendelft, Department Chair, Marina Omar

Type: Major

Requirements for the Major in Political Science

Required Courses:

POLS 100 American Government & Politics (S)

POLS 111 Comparative Politics (I) or POLS 112 International Relations (I)

ECON 101 Principles of Microeconomics (SQ)

ECON 102 Principles International and Macroeconomics (I)

INT 122 Social Science Statistics (Q)

One Course in Advanced Data Analysis or Research Choose From POLS 260 Public Policy, POLS 300 Political Behavior, ECON 301 Advanced Data Analysis, or Math 233 Statistical Methods I

Senior Requirement: Satisfactory completion of POLS 400 Senior Seminar (or ECON 401 for double majors)

All courses (some optional) that count towards POLS major requirements.

Item #	Title	Credits
POLS 100	AMERICAN GOVERNMENT & POLITICS (S)	3
ECON 101	PRINCIPLES OF MICROECONOMICS (SQ)	3
ECON 102	PRIN INTERN'L & MACROECONOMICS (I)	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
POLS 111	COMPARATIVE POLITICS (I)	3
POLS 112	INTERNATIONAL RELATIONS (I)	3
POLS 300	POLITICAL BEHAVIOR (Q)	3
ECON 301	ADVANCED DATA ANALYSIS (Q)	3
MATH 233	STATISTICAL METHODS & THEORY I (Q)	3
POLS 400	SEMINAR IN POLITICAL SCIENCE (M)	3
Total credits:		39

Political Science (Minor)

Civic Engagement Opportunities

- POLS 200 State and Local Politics
- POLS 220 Special Topics in Campaigns and Elections
- Civic engagement contracts associated with any course in political science
- Political science internships approved by the political science faculty supervisor
- Study abroad for academic credit through student participation in issues of public concern and reflection on the public issues encountered
- Senior projects in political science designed to emphasize civic engagement

Type: Minor

Requirements for the Minor in Political Science

Three additional Political Science courses

Item #	Title	Credits
POLS 100	AMERICAN GOVERNMENT & POLITICS (S)	3
POLS 111	COMPARATIVE POLITICS (I)	3
POLS 112	INTERNATIONAL RELATIONS (I)	3
Total credits:		19

Psychology

Post-Baccalaureate Certificate in Psychology (PBCP)

The Post-Baccalaureate Certificate in Psychology is designed for students who have a bachelor's degree in a field other than psychology who wish to enter a master's or doctorate-level psychology graduate program. In the Certificate program, you will work with a psychology faculty adviser to design a personalized educational plan of 13-17 semester hours. You will also receive individual advising from a psychology faculty member on selecting, applying to and preparing for graduate study.

Students applying to this program should have:

- bachelor's degree from an accredited college or university
- a 3.0 grade point average

- Test Scores: No entrance exam is required. However, applicants may submit SAT, ACT or general GRE scores if they believe the scores will strengthen their application.
- If English is not your native language, you will be required to submit TOEFL or IELTS scores. Mary Baldwin University's TOEFL institution code is 5397. You do not need to submit scores if you:
 - Earned an undergraduate or graduate degree at a U.S. college or university
 - Conducted your total education in English in a native English-speaking country

You should also submit a written statement of purpose detailing your educational and professional goals and explaining how the PBCP will assist you. Finally, an interview with the Psychology department is required for admission.

Requirements for PBCP

Course requirements are intentionally flexible and will depend on the student's academic record and work experience. Individual certificate plans will be prepared by the student's faculty advisor and approved by the Psychology Department Head.

Minimum requirements for the certificate are Psych 151 plus 12 semester hours in psychology, with all courses at the 200-level or above and at least 3 hours at the 300- level. All courses must be taken for a letter grade, and students must earn a 2.0 or higher for the course to count as certificate credit. Students must have a psychology GPA of 3.0 or higher to earn the certificate.

Type: Certificate

Courses:

Exact requirements may be adjusted according to the student's experience. However, typically, a PBCP student should have the following upon completion:

Two additional psychology courses at the 200-level or above, with at least 1 course at the 300 level or higher.

Item #	Title	Credits
PSYC 220	EXPERIMENTAL PSYCHOLOGY	4
PSYC 250	BEHAVIORAL STATISTICS (Q)	3
PSYC 401	SR THESIS: DATA COLLECTION I1 (M)	
Total credits:		17

Psychology Major

Chandra Mason, Department Chair

Louise Freeman, Jenna Holt, Robin Hopkins, Heather Macalister, Patricia Murphy

Emphasis Areas Child Psychology:

Majors who plan an elementary teaching license, a career in child care, or to enter a graduate program in developmental psychology, educational psychology, or a related field should take: PSYC 203, PSYC 210, PSYC 302, and PSYC 310. PSYC 232 is also recommended.

Mental Health Work:

Students who plan to work in a mental health setting or enter a graduate program in clinical or counseling psychology or a related field should take: PSYC 203, PSYC 205, PSYC 231 or 307, PSYC 302, PSYC 213, ABA 313 or ABA 513 and an internship in mental health.

Physical/Occupational Therapy:

Students interested in graduate studies in physical or occupational therapy should take: PSYC 305, BIOL 111, BIOL 264, BIOL 265, EXLD 251, and two among PSYC 235, PSYC 310, and PSYC 213 or ABA 313/513 and an internship in a PT or OT setting.

(Note: this is an emphasis within the psychology major; it does not include all prerequisite courses for admission to a graduate program in PT or OT.)

Elder Care:

Students interested in working with the elderly or graduate work in gerontology should take: PSYC 111, PSYC 212, PSYC 307, PSYC 311, BIOL 151, HCA 240, SOWK 124 and an internship in an elder care setting. SOC 205 is also recommended.

Forensic Psychology:

Students interested in graduate studies in forensic psychology should take: PSYC 203, PSYC 205, PSYC 248, PSYC 249, PSYC 302, PSYC 307 and an internship in a forensic or criminal justice setting (PSYC 287 or CJ 287).

Type: Major

Requirements for the Bachelor of Arts in Psychology

Majors must take a standardized achievement test in psychology during their senior year.

Total of 48 credits for the BA.

Item #	Title	Credits
	PSYC 101 or PSYC 111	3
PSYC 150	SURVIVAL SKILLS FOR PSYCH MAJOR	1
	PSYC 203 or PSYC 205	3
	ED 212 OR PSYC 210	3
	PSYC 212 or PSYC 310	3
	PSYC 231 or PSYC 275 or PSYC 277	3
PSYC 281	PSYC OF GLOBAL SOCIAL JUSTICE (I)	3
	PSYC 241 or PSYC 305	3
	PSYC 305 or BIOL 305	3
PSYC 220	EXPERIMENTAL PSYCHOLOGY	4
PSYC 250	BEHAVIORAL STATISTICS (Q)	3
	PSYC 400 or PSYC 401 or PSYC 402 or PSYC 403	

**Three additional elective courses
selected from the following:**

Item #	Title	Credits
PSYC 203	ABNORMAL PSYCHOLOGY (S)	3
PSYC 205	TECH OF COUNSELING & PSYCHOTHERAPY	3
PSYC 213	BASICS OF APPLIED BEHAVIOR ANALYSIS	3
PSYC 214	PSYCHOLOGY OF WOMEN (G)	3
PSYC 216	MULTICULTURAL PSYCHOLOGY (W)	3
PSYC 218	PSYCHOLOGY OF RELATIONSHIPS	3
PSYC 231	PSYCHOLOGY OF PERSONALITY (S)	3
PSYC 232	EDUCATIONAL PSYCHOLOGY	3
PSYC 235	HEALTH PSYCHOLOGY	3
PSYC 245	INDUSTRIAL AND ORGANIZATIONAL PSYC	3
PSYC 248	FORENSIC PSYCHOLOGY (D)	3
PSYC 275	SOCIAL PSYCHOLOGY	3
PSYC 277	COLLOQUIUM	3
PSYC 281	PSYC OF GLOBAL SOCIAL JUSTICE (I)	3
PSYC 302	PSYCHOLOGICAL TESTING	3
PSYC 307	DRUGS AND BEHAVIOR (T)	3
PSYC 311	PSYCHOLOGY OF ADULT DEVELOPMENT	3
PSYC 360	HISTORY AND SYSTEMS OF PSYCHOLOGY	3
PSYC 381	JUNIOR SEMINAR	3
PSYC 249	FORENSIC PSYCHOLOGY II	3
	ABA 313 or ABA 513	4

**Requirements for the Bachelor of Science
in Psychology**

All of the requirements listed for the BA, plus the following:

Two mathematics courses at the 200 level or above.
One additional lab science course at the 200 level.

Senior Requirement: Satisfactory completion of
PSYC 400 or 401/402

Total of 54 semester hours for the BS.

Psychology (Minor)

Type: Minor

**Requirements for the Minor in
Psychology**

with at least 3 semester hours at the 300+ level

Item #	Title	Credits
	PSYC 101 or PSYC 111	3
PSYC 220	EXPERIMENTAL PSYCHOLOGY	4

One of the following:

Item #	Title	Credits
PSYC 210	CHILD PSYCHOLOGY (S)	3
PSYC 211	ADOLESCENT PSYCHOLOGY (S)	3
PSYC 231	PSYCHOLOGY OF PERSONALITY (S)	3
PSYC 275	SOCIAL PSYCHOLOGY	3
PSYC 281	PSYC OF GLOBAL SOCIAL JUSTICE (I)	3

One of the following

Item #	Title	Credits
PSYC 203	ABNORMAL PSYCHOLOGY (S)	3
PSYC 205	TECH OF COUNSELING & PSYCHOTHERAPY	3
PSYC 213	BASICS OF APPLIED BEHAVIOR ANALYSIS	3
ABA 313	BASIC CONCEPTS/PRINCIPLES OF ABA	4
ABA 513	BASIC CONCEPTS/PRINCIPLES OF ABA	4

One of the following

Item #	Title	Credits
PSYC 212	COGNITION/COGNITIVE NEUROSCIENCE(R)	3
PSYC 241	SENSATION AND PERCEPTION (N)	3
PSYC 305	BEHAVIORAL NEUROSCIENCE	3
BIOL 305	PHYSIOLOGICAL PSYCHOLOGY	3
PSYC 307	DRUGS AND BEHAVIOR (T)	3
PSYC 310	LEARNING AND MEMORY (R)	3

One other psychology course

the student's choice, at the 200 level or higher, excluding PSYC 287, PSYC 387, and PSYC 380.

Total credits: 19

Sexuality and Gender

Kathy McCleaf, Coordinator

Studies in gender and sexuality range from theoretical to practical, from institutional to individual, and from policy to practice. Students will explore the multiple dimensions of sexuality and gender framed in biological, psychological, and sociocultural analyses. An investigation of this field of study will be useful for students entering into multiple disciplines, such as sociology, psychology, and education as well as pre-professional programs such as healthcare and social work. The interdisciplinary minor in sexuality and gender studies, grounded in the social sciences, offers students an opportunity to examine the field of sexuality and gender through a bio-psycho-sociocultural perspective. Students interested in declaring an undergraduate major in Sexuality and Gender Studies should contact Kathy McCleaf for curriculum options to design an Independent Major.

Civic Engagement Opportunities

SGS 226 Culture and Wellness and CE 255 Assisting Local Food Programs provide students opportunities for civic engagement and applications to better understand class and gender. Students receive 3 credit hours attributed to civic engagement when participating in CE 255 and may contract for CE hours in SGS 226 beyond what is required in the course

Type: Minor

Requirements for the Minor in Sexuality and Gender Studies

One of the following

Item #	Title	Credits
ANTH 120	CULTURAL ANTHROPOLOGY (S)	3
PSYC 111	PSYCHOLOGY AS A SOCIAL SCIENCE (S)	3
SOC 100	GENERAL SOCIOLOGY (S)	3
SGS 261	SEXUAL MINORITIES (SO)	3
SGS 263	DIMENSIONS OF HUMAN SEXUALITY (SR)	3
SGS 275	TRANS COMMUNITIES (GW)	3

Two of the following

Item #	Title	Credits
SGS 261	SEXUAL MINORITIES (SO)	3
SGS 263	DIMENSIONS OF HUMAN SEXUALITY (SR)	3
SGS 275	TRANS COMMUNITIES (GW)	3

One of the following

Item #	Title	Credits
SGS 226	CULTURE AND WELLNESS	3
SGS 235	GENDER, SEX AND THE MILITARY (G)	3
SGS 245	GENDER AND SPORT (G)	3
SGS 261	SEXUAL MINORITIES (SO)	3
SGS 263	DIMENSIONS OF HUMAN SEXUALITY (SR)	3
SGS 275	TRANS COMMUNITIES (GW)	3
SGS 215	TOPICS:SEXUALITY/GENDER STUDIES (G)	3
SGS 315	TOPICS IN SEXUALITY/GENDER STUDIES	3
SGS 338	THEORIES IN SEXUALITY/ GENDER ST(GW)	3

One of the following

Item #	Title	Credits
SOC 248	SOCIAL INEQUALITY (DW)	3
ANTH 202	WOMEN, GENDER, AND CULTURE (G)	3
PSYC 218	PSYCHOLOGY OF RELATIONSHIPS	3
PSYC 214	PSYCHOLOGY OF WOMEN (G)	3

One of the following

Item #	Title	Credits
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	3
SOWK 235	HUMAN BEHAVIOR & SOCIAL ENVRNMNT I	3
SOWK 353	SOC WORK W/DIVERSE POPULATIONS (DW)	3
WS 240	GENDER AND POPULAR CULTURE (GW)	3
Total credits:		18

Sociology

Sociology (Major)

Bob Robinson, Coordinator

Sociology is the scientific study of the social dimension of human experience. Sociology involves application of scientific principles and procedures in order to better understand social interaction, social groups, organizations, and institutions. Many sociologists are involved in research; others manage; some teach. Though specific areas of expertise and abilities vary, sociologists command an arsenal of skills, knowledge, and experience that can be put to good use in an increasingly complex social world.

Students can major in Sociology, Sociology with a concentration in Criminology, or Sociology with a concentration in Anthropology (available on-campus only).

Type: Major

Requirements for the Major in Sociology - 39 semester hours

Note: In meeting the requirements for the major, students may include two of the following in lieu of sociology electives: BUAD/INT 266, CJ 210, CJ 211, CJ 233, CJ 234, SOWK 124, SOWK 153, SOWK 272, SGS 226, SGS 261, SGS 318, SGS 338, **or** two Anthropology courses approved by the Anthropology and Sociology faculty. A maximum of six semester hours of internship credit (SOC 287 and/or SOC 387) may count toward the sociology major.

Item #	Title	Credits
	SOC 100 OR SOC 112	3
	ANTH 120 OR ANTH 227	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
SOC 248	SOCIAL INEQUALITY (DW)	3
	SOC 300 OR ANTH 300	3
SOC 320	RESEARCH METHODS (R)	3
	SOC 400 OR ANTH 400	3
	Six additional Sociology electives at the 200-or 300-level	18

Requirements for the Major in Sociology with a concentration in Criminology - 39 semester hours

Item #	Title	Credits
	SOC 100 OR SOC 112	3
	ANTH 120 OR ANTH 227	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
SOC 248	SOCIAL INEQUALITY (DW)	3
	SOC 300 OR ANTH 300	3
SOC 320	RESEARCH METHODS (R)	3
	SOC 400 OR ANTH 400	3

Criminology Core (Required)

Item #	Title	Credits
SOC 232	DEVIANCE (S)	3
	SOC 242 OR ANTH 242	3
CJ 210	PRISONS AND PUNISHMENT	3
CJ 211	CRIMINOLOGY	3
CJ 234	JUVENILE DELINQUENCY (S)	3
	One additional CJ course at 200-level or above	3

Requirements for the Major in Sociology with a concentration in Anthropology - 39 semester hours

Sociology Core

Item #	Title	Credits
	SOC 100 OR SOC 112	3
ANTH 120	CULTURAL ANTHROPOLOGY (S)	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
SOC 248	SOCIAL INEQUALITY (DW)	3
	SOC 300 OR ANTH 300	3
SOC 320	RESEARCH METHODS (R)	3
	SOC 400 OR ANTH 400	3

Anthropology Concentration:

Item #	Title	Credits
ANTH 121	HUMAN ORIGINS AND ARCHAEOLOGY (S)	3
ANTH 220	LANGUAGE AND CULTURE (I)	3
	SOC 232 OR SOC 254	3
	Three additional ANTH courses ⁹ at the 200-or 300-level	

Sociology (Minor)

Type: Minor

Requirements for the Minor in Sociology

Civic Engagement Opportunities

- The faculty aims to instill a sense of civic engagement and altruism.
- Several courses require a service component.
- Service internships are encouraged.
- The student SOC CLUB offers many service opportunities each semester.

In addition to the courses below SOC 287 or SOC 387) may count toward the Sociology minor.

Item #	Title	Credits
SOC 100	GENERAL SOCIOLOGY (S)	3
SOC 112	SOCIAL PROBLEMS (S)	3
	SOC 232 OR SOC 254 OR SOC 300	3
	Three SOC electives with two at the 200 level or higher.	9

Total credits:

18

Women's Studies

Women's Studies (Minor)

Heather Macalister, program director

Women's Studies is a minor program at Mary Baldwin University. Students wishing to major in Women's Studies may talk to their advisors or the director about designing an independent major in Women's Studies.

Rotating topics courses and colloquia considered on individual basis.

Civic Engagement Opportunities

Co-curricular civic engagement opportunities are available to WS minors through a variety of women-focused community service organizations in the Staunton area. Students may also arrange service-based internships in the field. Consult the director or the Spencer Center for more information.

Type: Minor

Requirements for the Minor in Women's Studies

Item #	Title	Credits
WS 100	FOCUS ON WOMEN (G)	3
WS 200	CONTEMPORARY FEMINISMS (G)	3
WS 277	COLLOQUIUM	3

At least three of the following

Item #	Title	Credits
ARTH 221	WOMEN IN THE VISUAL ARTS (G)	3
AS 251	GENDER IN ASIAN CULTURES (IGW)	3
BIOL 252	BIOLOGY OF WOMEN (G)	3
WS 252	REGISTER FOR BIOL 252	3
BUAD 250	GENDER IN THE WORKPLACE (G)	3
CJ 262	GIRL-CENTERED INITIATIVES (G)	3
SOWK 262	GIRL-CENTERED INITIATIVES (G)	3
ENG 235	WOMEN'S WRITING (GW)	3
FILM 275	WOMEN IN FILM (G)	3
FREN 270	AFRICAN/CARIBBEAN WOMEN WRITERS (G)	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	3
HIST 203	WOMEN IN AMERICAN HISTORY (G)	3
HIST 346	EUROPEAN WOMEN HIST 1700-PRES (GR)	3
MUS 218	WOMEN IN MUSIC (GO)	3
MUS 318	WOMEN IN MUSIC (GO)	3
POLS 209	WOMEN AND POLITICS (G)	3
PSYC 214	PSYCHOLOGY OF WOMEN (G)	3
REL 231	WOMEN AND RELIGION (G)	3
SPAN 246	LATIN AMERICAN WOMEN WRITERS (G)	3
THEA 219	WOMEN IN THEATRE AND DRAMA (G)	3
WS 240	GENDER AND POPULAR CULTURE (GW)	3

No more than two of the following

Item #	Title	Credits
HIST 213	US CIVIL WAR AND RECONSTRUCTION	3
MUS 151	HISTORY OF JAZZ (D)	3
PSYC 210	CHILD PSYCHOLOGY (S)	3
PSYC 211	ADOLESCENT PSYCHOLOGY (S)	3
PSYC 311	PSYCHOLOGY OF ADULT DEVELOPMENT	3
REL 202	JUDAISM, CHRISTIANITY, & ISLAM (I)	3
SOC 110	SOCIOLOGY OF FAMILY (S)	3
THEA 115	INTRO DRAMA: SCRIPT ANALYSIS (AW)	3
Total credits:		21

World Languages and Cultures

Brenci Patiño, Department Head

Martha Walker, Amy Miller, Joelle Aaslestad, and Raven Showalter

MBU offers language instruction in French, Japanese, and Spanish and minors in Asian Studies, Francophone Studies, and Spanish Language and Hispanic Cultures.

Minors include:

Asian Studies
Francophone Studies
Spanish Language and Hispanic Cultures

Asian Studies (Minor)

Amy S. Miller, Coordinator

The minor in Asian Studies provides a broad background in the cultures, histories, languages, political systems, and religious formations of Asia. By engaging a variety of disciplinary perspectives, students become attuned to Asia's diversity — its many models of social organization, political developments, historical transformations, and ideologies — while gaining an overall understanding of Asia as a region of particular importance, both

historically and in the contemporary global context. Although study abroad is not required for the Asian Studies minor, it is both recognized and encouraged. Students are eligible to apply for one semester or one-year programs with Mary Baldwin international exchange partners: Doshisha Women's College in Kyoto, Japan; Soka University in Tokyo, Japan; Kansai Gaidai in Osaka, Japan; Sungshin Women's University in Seoul, South Korea; National Chengchi University in Taipei, Taiwan; or Lady Doak College, in Madurai, India. Students may also study at other recognized institutions in Asia.

Civic Engagement Opportunities

- English Conversation Partners — student volunteers are paired with Mary Baldwin international students to help them with spoken English
- MBU Ambassadors — student volunteers assist with international student programming, particularly during student orientation
- Cosmos International Club— student organization

Type: Minor

Requirements for the Minor in Asian Studies

One of the courses below

Item #	Title	Credits
AS 106	ISSUES IN ASIA (I)	3
AS 212	ASIAN RELIGIONS (H)	3

15 additional semester hours of Asian Studies courses from among those listed below

(Or 12 additional s.h. if both AS 106 and AS 212 are completed)

Up to 6 credits for Japanese language. **Prerequisite: JPNS 101, 102.*

With prior approval, intermediate level language courses and Asian Studies courses taken at a recognized college or university in Asia may be included in the Asian Studies Minor. In addition, students may also earn up to 6 s.h. for a pre-approved internship, either in Asia or with an Asian company or organization in the United States.

Item #	Title	Credits
JPNS 201	INTERMEDIATE JAPANESE I (F)	3
JPNS 202	INTERMEDIATE JAPANESE II (F)	3
AS 201	Arts of Asia: India, China, Japan	3
ARTH 201	ARTS OF ASIA: INDIA, CHINA, JAPAN (H)	3
AS 246	MODERN JAPAN (I)	3
AS 247	MODERN INDIA (I)	3
AS 251	GENDER IN ASIAN CULTURES (IGW)	3
AS 253	CHINA TRADITION & TRANSFORMATION (I)	3
AS 272	TIBETAN & HIMALAYAN CULTURES (IT)	3
AS 275	BUDDHISM (HW)	3
AS 278	HINDUISM (HW)	3
AS 320	PEACEMAKING: GANDHI & NONVIOL (TR)	3
Total credits:		18

Francophone Studies (Minor)

Martha J. Walker, dean and professor

Students can pursue a minor in Francophone Studies. Minors become proficient in reading, speaking, writing, and understanding spoken French and using their French ability to study other subjects. They examine literary works and occasionally historical and artistic works representing France and other French-speaking regions.

Type: Minor

Requirements for the Minor in Francophone Studies

Item #	Title	Credits
FREN 201	INTERMEDIATE FRENCH I (F)	3
FREN 202	INTERMEDIATE FRENCH II (F)	3
FREN 203	EVERYDAY FRENCH	3

Three courses chosen from among the following

FREN 220 in conjunction with a course in the student's major (**may be repeated for credit**)

Item #	Title	Credits
FREN 225	FRANCOPHONE LITERATURE AND FILM(T)	3
FREN 226	DISCOVER FRANCE & ITS REGIONS (I)	3
FREN 270	AFRICAN/CARIBBEAN WOMEN WRITERS (G)	3
FREN 277	COLLOQUIUM	3
FREN 220	FRENCH ACROSS THE CURRICULUM	1

Civic and International Engagement Opportunities

- Study abroad for a semester or year
- Volunteer work in non-profit organizations
- Internships
- Students abroad are required to learn about the social, cultural, and political reality of the target country, thus getting involved with the civic life of their host country.

Total credits: 18-19

Spanish Language and Hispanic Cultures (Minor)

Brenci Patiño, Department Head, World Languages and Cultures

Students who minor in Spanish Language and Hispanic Cultures learn to speak, write, read, and understand the Spanish language while learning about the culture, literature, history, art, and music of the Spanish-speaking world, including the United

States. Spanish language courses provide the linguistic foundation to prepare students for advanced studies in Latin American literature and cultural studies.

Students who choose to participate in a May Term course in a Spanish-speaking country, engage in a total immersion experience that provides them opportunities to further their knowledge of the Spanish language and Hispanic Cultures. They can get additional Spanish language credits by adding a one-hour credit in Languages Across the Curriculum, during any given semester, to courses taken in another department.

Civic and International Engagement Opportunities

- May Term study abroad
- Study and volunteer for a semester or a year in a Spanish-speaking country
- Volunteer in non-profit organizations in the United States or abroad
- Internships
- Tutor Spanish-speaking community members
- Interpreter for Spanish-speakers

Type: Minor

Requirements for the Minor in Spanish Language and Hispanic Cultures (SPAN)

Item #	Title	Credits
SPAN 201	INTERMEDIATE SPANISH I (F)	3
SPAN 202	INTERMEDIATE SPANISH II (F)	3
	SPAN 203 OR SPAN 204	3
	SPAN 227 OR SPAN 228	3
SPAN 230	CULTURES OF LATIN AMERICA (I)	3

One of the following

Item #	Title	Credits
SPAN 210	ADVANCED SPANISH ABROAD (I)	3
SPAN 215	CINE Y CONVERSACION (IO)	3
SPAN 218	MAY TERM ABROAD (I)	3
SPAN 232	APPROACHES TO LATIN AMER LIT (H)	3
SPAN 246	LATIN AMERICAN WOMEN WRITERS (G)	3
SPAN 277	COLLOQUIUM	3
SPAN 220	SPANISH ACROSS THE CURRICULUM	1

College of Business and Professional Studies

The College of Business and Professional Studies comprises the business, criminal justice, and social work programs leading to bachelor of arts and bachelor of social work degrees. Each program offers students a solid knowledge base in the theory and practice in their chosen field. The college stresses applying that intellectual foundation to address society's needs.

The business program approaches business strategy and business education with a curricular emphasis on sustainability and the "triple bottom line" (harnessing benefits that are economic, social, and environmental). Criminal Justice provides students with thorough knowledge and strong applied components as well as internships in which they will work with crime agencies and police departments. The Susan Warfield Caples Social Work Program encourages students to solve social problems and become an advocate for vulnerable, disenfranchised, and marginalized populations.

Each program also provides a wide range of emphases or concentrations in each major as well as certificates and minors.

Master of Business Administration

Type: MBA

Program Sequence

The MBA is built on a Business Core that includes courses in (3 credits each):

The MBA Business Core provides students with foundational knowledge for leading and managing in a wide variety of organizations, with a focus on efficient and effective business practices and the skills and abilities most desired by employers. This blend of theory, practice, and application, with a keen eye on stakeholder benefit, is embedded throughout the Business Core and the concentrations.

Students then choose one of four strategic MBA concentrations aligned with job growth and marketability:

- Healthcare Administration – Delivering knowledge on efficient and effective management for the delivery of healthcare and medical services
- Nonprofit Management – Focusing on developing a strategic plan for the organization to build productive revenue streams, fundraising, marketing, and community outreach
- Strategic Management – Providing internal strategic management or external consulting on ways to improve operations through systems or organizational change
- Sustainable Enterprise – Targeting business planning to launch a new social or environmentally-focused business

All students finish their degree with the Apex Project: the comprehensive application of the MBA curriculum in a strategic context. The Apex Project course is a platform for demonstrating the students detailed knowledge of their concentrations business systems and functions through the completion of a business planning or strategic planning project, simultaneously showcasing everything they have learned in the program and preparing them for their future.

Our MBA program features personalized advising and a low student to professor ratio in lively and vibrant classes.

Item #	Title	Credits
BUAD 501	MARKETING	3

BUAD 502	MANAGING & LEADING OTHERS	3
BUAD 503	BUSINESS COMMUNICATION	3
BUAD 505	FINANCIAL MANAGEMENT	3

Concentration Courses

Upon completion of the business core, MBA students will select to follow their choice of MBA concentration. The concentrations include 1) healthcare administration, 2) nonprofit management, 3) strategic management, and 4) sustainable enterprise

Healthcare Administration

This concentration is targeted to those desiring to manage day- to-day administrative operations in a wide variety of healthcare settings. These professionals will plan and supervise all types of medical services. Duties include monitoring budgets, continuous improvement, change management, innovation, project management, developing teams, and strategic planning.

Item #	Title	Credits
BUAD 561	LEADERSHIP & STRATEGIES HEALTHCARE	3
BUAD 562	MEDICAL INNOVATION & PROJECT MGMT	3
BUAD 563	MARKETING & BRANDING HEALTHCARE	3
BUAD 564	HUMAN CAPITAL MGMT IN HEALTHCARE	3

Nonprofit Management

Those desiring a role in defining and fulfilling the organization's mission of a nonprofit will benefit from this area of study. The offering is focused on the merger of nonprofit missions with effective and efficient business operations. The successful executive director will require essential skills for running a nonprofit organization, including resource and program development, board relations, and entrepreneurial sustainability.

Item #	Title	Credits
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Strategic Management

This area of study prepares graduates to provide strategic management consulting within or external to companies and businesses. The focus is on ways to improve operations, increase efficiency, reduce costs, and increase revenues. The work is accomplished by developing recommended systems for organizational change that leads to more sustainable operations, defined as both business longevity and through positive social and environmental impact.

Item #	Title	Credits
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Sustainable Enterprise

Where interest aligns with learning to be future business leaders to develop the skills needed to lead organizations that see the possibility of making a positive social and/or environmental impact while making a good living. Graduates of the concentration develop new ventures or transition existing business organizations to those that conduct themselves as community citizens that treat all stakeholders with respect and act in their mutual best interests.

Item #	Title	Credits
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Apex Project Course

All students in the MBA will complete a culminating Apex Project course. The students will focus on an individual project that will include the comprehensive application of the MBA curriculum in a strategic context.

Students are allowed to substitute one course from another concentration in place of one in their chosen concentration.

Item #	Title	Credits
Total credits:		81

Master of Healthcare Administration & Master of Business Administration Dual Degree

Overview

The 54-credit hour MHA/MBA dual degree curriculum is designed for those who wish to expand

their career potential in business management and healthcare administration. With core business courses that focus on the healthcare market and business industry, and healthcare administration courses that are deeply rooted in healthcare management, this program provides the student with the knowledge, skills, and abilities necessary to forge a career in high-level healthcare leadership.

Program Policies of the MHA apply to the MHA/MBA

Admission Requirements/Process for the Master of Healthcare Administration & Master of Business Administration (MHA/MBA) Dual Degree

Application deadline for fall: July 31

Application deadline for spring: November 30

Murphy Deming College of Health Sciences will admit new MHA students each August and January.

- College Transcripts: A bachelor's degree from an MBU approved, regionally accredited university is required prior to enrollment. Your official transcripts from your degree-granting institution must be sent to Murphy Deming College of Health Sciences/Mary Baldwin University, 100 Baldwin Blvd., Fishersville, VA 22939 or mdchsadmit@marybaldwin.edu. Unofficial transcripts are allowable for initial review of an application, however, you will not be able to enroll in our program until your official transcript has been received verifying completion of the bachelor's degree and that you still meet the minimum GPA required.
- Students without a background in business, accounting, or an approved business-related field will be required to take an exam to evaluate his or her level of business knowledge. Based on exam results, applicants may be required to take one or more pre-MBA module courses offered at MBU.
- Application: Applications are available online.
- Test Scores: No entrance exam is required, however, applicants may submit GMAT or GRE scores if they believe the scores will strengthen their application.
- If English is not your native language, you will be required to submit TOEFL or IELTS scores. Mary Baldwin University's TOEFL institution code is 5397. You do not need to submit scores if you:

- Earned an undergraduate or graduate degree at a U.S. college or university
- Conducted your total education in English in a native English-speaking country
- Prerequisite Courses:

1. Statistics (3 cr)
2. Research (3 cr)

- Students may apply prior to completion of the prerequisite courses, as long as a plan for completion is in place.
- GPA: A minimum of 3.0 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, prerequisite courses must be completed with a "C" or better.
- References: One professional reference is required. The online application will provide a link to your recommender.
- Essay: The personal statement should describe your reason for applying to the MHA/MBA dual degree program and how admission to the program relates to your professional goals.
- Conditional Admission: may be considered for students who do not fully meet all of the requirements for regular admission, but allows them to begin program coursework. If Conditional Admission is granted, the student must earn at least a 3.0 GPA during the first nine credits taken in the program.

PREREQUISITE COURSES

Pre-MBA Module: Students without an undergraduate business or related degree will be required to take an internal exam to determine their level of business knowledge. Based on the exam results, students may need to take one or more of the competency-based pre-MBA modules. These will be online and self-paced. Areas included in these core competencies are accounting, business finance, business law, management, and marketing.

Meeting Admissions Criteria Does Not Guarantee Admission to the program.

Type: MBA

MHA/MBA COURSE REQUIREMENTS -

Total Hours: 54

Students must complete the MHA/MBA Core Requirements plus the individual MHA and MBA requirements in order to earn both degrees as part of the MHA/MBA Dual Degree program. Students who are interested in the standalone MHA or MBA degree are referred to the MHA and/ or MBA sections of the Academic Catalog for information about those program requirements.

MHA/MBA Core Requirements

Item #	Title	Credits
MHA 701	APEX PROJECT	6
MHA 501	ORGANIZATIONAL & SYSTEMS LEADERSHIP	3
MHA 502	THE BUSINESS OF HEALTHCARE	3
BUAD 563	MARKETING & BRANDING HEALTHCARE	3
BUAD 564	HUMAN CAPITAL MGMT IN HEALTHCARE	3

MHA REQUIREMENTS

MHA/MBA Core (18 s.h.)

Item #	Title	Credits
MHA 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
MHA 506	HEALTH ANALYTICS & DECISION SUPPORT	3
MHA 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
MHA 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
MHA 611	ACCOUNTABILITY AND PUBLIC POLICY	3
MHA 600	HR MANAGEMENT AND HEALTHCARE TEAMS	3
	MHA Elective	3

MBA REQUIREMENTS

The MBA program will offer a certificate in Healthcare Business at the completion of the 18 semester hours of the BUAD courses in this dual degree program.

MHA/MBA Core (18 s.h.)

Item #	Title	Credits
BUAD 560	MANAGERIAL ACCOUNTING & FINANCE	3
BUAD 561	LEADERSHIP & STRATEGIES HEALTHCARE	3
BUAD 562	MEDICAL INNOVATION & PROJECT MGMT	3
BUAD 660	STRATEGIC PLAN & PROCESS IMPROVEMNT	3
Total credits:		54

Business

Business

Cathy Ferris McPherson (Department Chair),
Donovan Branche, Bruce Dorries, Janet Ewing,
Jinyoung Kang, Sungil Chung

We prepare students to embark on the next phase of their lives, whether it is entering the work environment or pursuing graduate studies, with a powerful skill set. Students will develop the ability to assess a situation, choose effective business tools, and adapt to often complex and changing environments.

We offer several challenging and focused baccalaureate options for both undergraduate residential programs and for distance learning students through MBU Online. Our bachelor of arts in business has a strong broad-based core covering all the fundamental components necessary to understand the business world and the dynamic environment in which it operates. Students complete the core, as well as at least one area of emphasis, specific to their needs and interests. Emphasis areas include: management, entrepreneurship, marketing, accounting, human resource management, non-

profit management, sustainability, and project management. (**Note:** Students may complete no more than two areas of emphasis.)

A bachelor of science in business is also available.

The second baccalaureate option available to students in undergraduate residential programs is a Marketing and Communication major. This unique major focuses specifically on marketing and communication theory and practice and equips students to understand, assess, and navigate in a world that is increasingly diverse. Students will gain knowledge and skills enabling them to understand different contexts, cultures, and media and be able to leverage the power of effective, informed and targeted communication. There are two tracks available in the Marketing and Communication degree option: Integrated Marketing and Communication Studies. Students have the opportunity to become effective and impassioned communicators, decision makers, and team players.

Type: Major

Bachelor of Arts in Business

The degree in Business is a preparation for engaging in the world after graduation in almost any endeavor, whether profit-seeking or not.

The core of the program focuses on three critical abilities:

- To communicate one's ideas to others and to learn from them
- To organize people and activities in order to effectively accomplish one's goals
- To track and evaluate progress against those goals

Students will be required to complete a series of business courses intended to provide a foundation in essential business competencies which will be supplemented by additional coursework in one of seven emphasis areas.

Note for transfer students: Microeconomics and Macroeconomics credits transferred from another college meet the ECON 101 and 102 requirements for the bachelor of arts in business, but only ECON 102 taken at MBU meets the Global Understanding requirement. Students transferring the ECON 102 course from another college must meet this learning outcome from one of the other qualifying courses at MBU.

**Accounting concentration students should take 210 and 211*

Business Core Requirements

Item #	Title	Credits
BUAD 104	SUSTAINABILITY & BUSINESS (T)	3
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 208	ACCOUNTING PRINCIPLES	3
BUAD 209	FINANCIAL DECISION MAKING (Q)	3
BUAD 220	THE LEGAL ENVIRONMENT OF BUSINESS	3
	BUAD 222 OR INT 222	3
BUAD 230	MARKETING PRINCIPLES	3
BUAD 307	BUSINESS & SOCIETY RESEARCH (R)	3
BUAD 400	STRATEGY/SUSTAIN IN BUSINESS (O)	3
BUAD 401	SENIOR SEMINAR (M)	3

ECON 101	PRINCIPLES OF MICROECONOMICS (SQ)	3
ECON 102	PRIN INTERN'L & MACROECONOMICS (I)	3

Requirements for the Bachelor of Arts in Business — Emphasis in Management

Undergraduate residential programs and MBU Online

Item #	Title	Credits
	Business Core Requirements	36
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
BUAD 250	GENDER IN THE WORKPLACE (G)	3
BUAD 304	MANAGING ORGANIZATIONAL CHANGE	3
BUAD 305	GLOBAL BUSINESS (I)	3

Requirements for the Bachelor of Arts in Business — Emphasis in Human Resource Management

Undergraduate residential programs and MBU Online

Item #	Title	Credits
	Business Core Requirements	36
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
BUAD 302	MANAGING HUMAN CAPITAL	3
BUAD 321	RECRUITING, HIRING & ONBOARDING EMP	3
BUAD 322	MANAGING EMPLOYEE PERFORMANCE	3

Requirements for the Bachelor of Arts in Business - Emphasis in Marketing

Undergraduate residential programs and MBU Online

Item #	Title	Credits
	Business Core Requirements	36
BUAD 334	MULTICULTURAL MARKETING AMERICA (D)	3
BUAD 338	AUDIENCE INSIGHTS & ANALYSIS	3
BUAD 362	BUYER BEHAVIOR	3
COMM 245	SOCIAL MEDIA	3

Requirements for the Bachelor of Arts in Business — Emphasis in Accounting

Undergraduate residential programs and MBU Online

Item #	Title	Credits
	Business Core Requirements	36
BUAD 340	FINANCIAL MANAGEMENT (Q)	3
	Accounting Emphasis Courses - Take three courses	9

Requirements for the Bachelor of Arts in Business - Entrepreneurship Emphasis

Undergraduate residential programs and MBU Online

Item #	Title	Credits
	Business Core Requirements	36
BUAD 306	THE SUSTAINABLE ENTREPRENEUR	3
BUAD 363	EXPLORING MARKET DISRUPTION	3
BUAD 364	PRODUCT/SERVICE INNOVATION & DESIGN	3
BUAD 365	ENTREPRENEURSHIP TECHNOLOGY	3

Requirements for Bachelor of Arts in Business - Sustainability Emphasis

Undergraduate residential programs and MBU Online

Item #	Title	Credits
	Business Core Requirements	36
BUAD 266	SOCIAL TRENDS & IMPACT ON BUSINESS	3
BUAD 364	PRODUCT/SERVICE INNOVATION & DESIGN	3
BUAD 373	SUSTAIN CONSULTING & ASSESSMENT	3
BUAD 375	BUILDIND SUSTAINABLE BRANDS	3

Requirements for the Bachelor of Arts in Business - Project Management Emphasis

Undergraduate residential programs and MBU Online

**BUAD 230 is not required for Project Management Emphasis*

Item #	Title	Credits
	Business Core Requirements	36
BUAD 350	FOUNDATIONS OF PROJECT MANAGEMENT I	3
BUAD 351	FOUNDATIONS PROJECT MANAGEMENT II	3
BUAD 352	PROJECT MANAGEMENT RISK	3
BUAD 353	PROJECT MANAGEMENT SCHEDULING	3
BUAD 354	PROJECT MANAGEMENT QUALITY	3

Requirements for the Bachelor of Arts in Business - Nonprofit Management Emphasis

Undergraduate residential programs and MBU Online

Item #	Title	Credits
	Business Core Requirements	36
BUAD 102	INTRO TO NONPROFIT MANAGEMENT	3
BUAD 203	INTERNATIONAL NGO's (I)	3
BUAD 225	BOARD GOVERNANCE & LEADERSHIP	3
BUAD 303	RESOURCE DEVELOPMENT GRANT WRITING	3

Requirements of the Bachelor of Science in Business

Students planning to enter a Master of Business Administration (MBA) program would benefit from taking: BUAD 305 Global Business BUAD 312 Cost Accounting BUAD 334 Multinational Marketing BUAD 340 Principles of Financial Management

Item #	Title	Credits
	Business Core Requirements	36
	ECON 301 or POLS 301	3
	Three Math courses at the 200-level or above	9
	Two lab science courses at the 200 level or above	6

Business (Minor)

Undergraduate residential programs and MBU Online

A minor in Business is highly desirable in today's fast-paced environment. The minor will provide valuable theoretical understanding and practical application exercises in the areas of management, marketing, accounting, and the legal environment of business. Coursework will also reflect the growing focus on sustainability practices and measures as a means to preserve our world. Students in any major area will benefit from pairing a business minor with other majors and minors.

For those students whose major field is a non-business discipline, the completion of these core business courses satisfies the requirements for a minor in Business. Those students who wish to further their study of business may earn a major in Business with an emphasis in one of the seven areas outlined above. To be eligible for a major in Business, the student must have earned a 2.5 GPA or higher in the core business curriculum.

Type: Minor

Requirements for a Minor in Business

Item #	Title	Credits
BUAD 104	SUSTAINABILITY & BUSINESS (T)	3
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 208	ACCOUNTING PRINCIPLES	3
BUAD 209	FINANCIAL DECISION MAKING (Q)	3
BUAD 220	THE LEGAL ENVIRONMENT OF BUSINESS	3
BUAD 230	MARKETING PRINCIPLES	3
Total credits:		18

Business Economics

Business Economics (BA)

Amy Diduch, Coordinator

The business economics major prepares you for working in a data-driven global economy. The major is grounded in a thorough understanding of economic theory (which emphasizes analytical thinking) and is accompanied by courses in accounting, management and marketing. Quantitative analysis skills are increasingly important in the business world; this major provides students with multiple hands-on data analysis and research opportunities, leading toward a BA in business economics.

The Research (R) requirement is fulfilled through completion of BUAD 307.

NOTE: Business Economics majors are strongly advised to take INT 251, MATH 211, MATH 212, and a foreign language through at least the intermediate level.

Type: Major

Requirements for the Major in Business Economics

Item #	Title	Credits
ECON 101	PRINCIPLES OF MICROECONOMICS (SQ)	3
ECON 102	PRIN INTERN'L & MACROECONOMICS (I)	3
ECON 303	INTERMEDIATE MICROECONOMIC THEORY	3
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 208	ACCOUNTING PRINCIPLES	3
BUAD 209	FINANCIAL DECISION MAKING (Q)	3
BUAD 220	THE LEGAL ENVIRONMENT OF BUSINESS	3
BUAD 230	MARKETING PRINCIPLES	3
BUAD 307	BUSINESS & SOCIETY RESEARCH (R)	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
BUAD 400	STRATEGY/SUSTAIN IN BUSINESS (O)	3
	ECON 304 or ECON 314	3
	ECON 301 OR MATT 233	3
	ECON 401 or BUAD 401	3

Two of the following:

Item #	Title	Credits
ECON 232	TOPICS IN ECONOMIC DEVELOPMENT (I)	3
ECON 253	INTERNATIONAL TRADE (IW)	3
ECON 272	ENVIRONMENTAL POLICY (R)	3
ECON 310	GLOBAL LABOR ECONOMICS (IR)	3

One of the following:

Item #	Title	Credits
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
COMM 202	REGISTER FOR BUAD 202	3
BUAD 266	SOCIAL TRENDS & IMPACT ON BUSINESS	3
BUAD 305	GLOBAL BUSINESS (I)	3
BUAD 362	BUYER BEHAVIOR	3
BUAD 387	DEPARTMENTAL INTERNSHIP	3
ECON 387	DEPARTMENTAL EXTERNSHIP	0
Total credits:		51

Communication

Communication

Bruce Dorries, Coordinator

This field of study develops communication skills and knowledge, including oral presentation and writing, research, critical thinking, and visual literacy. It promotes effective and ethical practice by focusing on how people use messages to create meanings in different contexts, cultures, and media.

Communication helps prepare students for work in a wide range of careers, graduate school, and for civic and global engagement.

Type: Minor

Requirements for the Minor in Communication

Item #	Title	Credits
COMM 100	PUBLIC SPEAKING (O)	3
COMM 115	MASS COMMUNICATION (S)	3

Choose four of the following courses

Item #	Title	Credits
COMM 221	MASS MEDIA WRITING (W)	3
COMM 240	ADVERTISING	3
COMM 245	SOCIAL MEDIA	3
COMM 260	PUBLIC RELATIONS	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
COMM 300	PERSUASIVE CAMPAIGNS	3
	FILM 119 or COMM 119	3
	BUAD 202 or COMM 202	3
Total credits:		18

Criminal Justice

Criminal Justice

Beth Easterling, Director/Department Chair, Paige Merkord-Reed

A major in Criminal Justice provides students with a broad knowledge of crime trends, police, courts, corrections, and theories of crime. The major offers multiple emphases (public safety, legal, criminal justice administration, and criminology) to allow

students to explore their individual interests within the field of criminal justice. Additionally, students will explore career possibilities and complete internships to allow the opportunity for hands-on experience working with various agencies, depending on their career goal.

Mission Statement

The mission of the Criminal Justice program at Mary Baldwin University is to teach students to use critical thinking skills about issues related to criminal justice systems in the United States and throughout the world. The program provides students with a strong background in Liberal Arts by focusing on the social, cultural, and political dimensions of criminal justice systems while exploring theories of criminal behavior. Students examine how social influences continually change the practice of criminal justice through applied coursework and practical experience.

The major fosters writing skills, verbal communication, information literacy, and the application of theoretical knowledge pertaining to the field of Criminal Justice. The program further prepares students to conduct scholarly research into the nature and sources of crime, as well as within the criminal justice system.

Students must choose an area of emphasis within the Criminal Justice Major: Public Safety, Legal, CJ Administration, or [Criminology](#)

Notes on Core Requirements for All Emphases:

CJ 387 Senior Internship *MAY be waived if employment satisfies the requirements. CJ Faculty approval required.*

Students choose CJ 400 or 401 Senior Seminar/ Thesis—prerequisite for both: CJ 320; prerequisite for CJ 401: CJ 300

As part of the Senior Requirement, ALL students majoring in Criminal Justice are required to take the CJ Exit Exam

Any substitutions for required emphasis courses must be approved by both the student's advisor and program director.

Type: Major

Core Requirements All Emphases: 21 Credits

Item #	Title	Credits
CJ 100	INTRODUCTION TO CRIMINAL JUSTICE	3
CJ 211	CRIMINOLOGY	3
CJ 234	JUVENILE DELINQUENCY (S)	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
CJ 320	RESEARCH METHODS (R)	3
	CJ 386 or CJ 387	3
	CJ 400 OR CJ 401	3

Required Courses for Legal Emphasis: 24 Credits

CJ 300 Theory of Criminology and CJ Systems (W)
(prerequisite: CJ 100, Soc 211; **REQUIRED PREREQUISITE FOR CJ401**)

*Appropriate CJ260 (Special Topics) or CJ 277 (Colloquium) courses may be used as an elective with approval

Item #	Title	Credits
CJ 210	PRISONS AND PUNISHMENT	3
CJ 215	CRIMINAL INVESTIGATIONS	3
CJ 233	COMPARATIVE CRIMINAL JUSTICE	3
CJ 240	VICTIMOLOGY (S)	3
CJ 250	CRIMINAL LAW	3
CJ 255	VIOLENT CRIME PROSECUTION	3
CJ 256	CIVIL LIABILITY FOR CRIMINAL JUSTICE	3
POLS 200	STATE AND LOCAL GOVERNMENT (CS)	3

Required Courses for CJ Administration Emphasis: 24 Credits

CJ 300 Theory of Criminology and CJ Systems (W)
(prerequisite: CJ 100, Soc 211; **REQUIRED PREREQUISITE FOR CJ401**)

Appropriate CJ260 (Special Topics) or CJ 277 (Colloquium) courses may be used as an elective with approval

Item #	Title	Credits
CJ 220	POLICE ADMINISTRATION	3
CJ 250	CRIMINAL LAW	3
CJ 256	CIVIL LIABILITY FOR CRIMINAL JUSTICE	3
CJ 233	COMPARATIVE CRIMINAL JUSTICE	3
CJ 240	VICTIMOLOGY (S)	3
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
BUAD 208	ACCOUNTING PRINCIPLES	3

Required Courses for CJ Criminology Emphasis: 24 Credits

CJ 300 Theory of Criminology and CJ Systems (W)
(prerequisite: CJ 100, Soc 211; **REQUIRED PREREQUISITE FOR CJ401**)

Appropriate CJ260 (Special Topics) or CJ 277 (Colloquium) courses may be used as an elective with approval

Item #	Title	Credits
CJ 210	PRISONS AND PUNISHMENT	3
CJ 235	LAW ENFORCEMENT AND THE COMMUNITY	3
CJ 240	VICTIMOLOGY (S)	3
CJ 250	CRIMINAL LAW	3
CJ 300	THEORY CRIMINOLOGY & CJ SYSTEM (W)	3
CJ 255	VIOLENT CRIME PROSECUTION	3
ANTH 120	CULTURAL ANTHROPOLOGY (S)	3
SOC 232	DEVIANCE (S)	3

Required Courses for CJ Public Safety Emphasis: 18 Credits

CJ 300 Theory of Criminology and CJ Systems (W)
(prerequisite: CJ 100, Soc
211; **REQUIRED PREREQUISITE FOR CJ401)**

*Appropriate CJ260 (Special Topics) or CJ 277
(Colloquium) courses may be used as an elective
with approval

Item #	Title	Credits
CJ 215	CRIMINAL INVESTIGATIONS	3
CJ 220	POLICE ADMINISTRATION	3
CJ 233	COMPARATIVE CRIMINAL JUSTICE	3
CJ 235	LAW ENFORCEMENT AND THE COMMUNITY	3
CJ 240	VICTIMOLOGY (S)	3
CJ 250	CRIMINAL LAW	3

Criminal Justice Minor

Type: Minor

Core Requirements

Item #	Title	Credits
CJ 100	INTRODUCTION TO CRIMINAL JUSTICE	3
CJ 211	CRIMINOLOGY	3
CJ 234	JUVENILE DELINQUENCY (S)	3

CJ Electives

Item #	Title	Credits
	Any two CJ Courses	6
	A Third CJ course or SOC 232 or ANTH 120	3
Total credits:		18

Human Resource Management

Human Resource Management Minor

Calvin Chung, Coordinator

Human Resource Management (HRM) focuses on the recruitment and management of an enterprise's greatest resource — its human capital. It is the organizational function that deals with issues related to people such as compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, and training. In order to maximize organizational effectiveness; human potential individuals' capabilities, time, and talents must be managed. Human resource management works to ensure that employees are able to meet the organization's goals.

If you think your career path may lead you into leadership or organizational development, then the Human Resource Management minor may be the ideal supplement to your liberal arts or business major. The curriculum provides students with a thorough understanding of human resource management theory and practice and allows them the opportunity to select specific courses of interest based on their career goals and objectives.

Type: Minor

Requirements for the Minor in Human Resource Management

Undergraduate residential programs and MBU
Online

Item #	Title	Credits
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
BUAD 302	MANAGING HUMAN CAPITAL	3
BUAD 321	RECRUITING, HIRING & ONBOARDING EMP	3
BUAD 322	MANAGING EMPLOYEE PERFORMANCE	3

Plus, one of the following:

Item #	Title	Credits
BUAD 266	SOCIAL TRENDS & IMPACT ON BUSINESS	3
BUAD 305	GLOBAL BUSINESS (I)	3
BUAD 307	BUSINESS & SOCIETY RESEARCH (R)	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
Total credits:		18

Management

Management (Minor)

Calvin Chung, Coordinator

Management focuses on getting people together to accomplish desired goals. It includes the functions of planning, organizing, staffing, leading, and controlling. It also encompasses the deployment and use of human resources, financial resources, technological resources, and natural resources. At Mary Baldwin, we approach this discipline with an eye towards creating a sustainable business culture while giving students a well-rounded view of basic management principles. A minor in Management will give students from across the college community the tools to see the business world in an entirely new way.

Type: Minor

Requirements for the Minor in Management

Undergraduate residential programs and MBU Online

Note: Students majoring in Business with an emphasis in sustainability and minoring in management need to select their courses carefully in order to avoid more than a two-course overlap between a major and minor.

Item #	Title	Credits
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 208	ACCOUNTING PRINCIPLES	3
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
BUAD 250	GENDER IN THE WORKPLACE (G)	3
BUAD 305	GLOBAL BUSINESS (I)	3
BUAD 304	MANAGING ORGANIZATIONAL CHANGE	3
Total credits:		18

Marketing and Communication

Marketing and Communication (Major)

Catherine Ferris McPherson, Coordinator

This interdisciplinary field combines integrated marketing and communication studies. Students develop skills in oral presentation, writing, critical thinking, and visual literacy. They also acquire knowledge about the media, market research, audiences and consumer behavior. The major prepares students for work in a wide range of careers in business, mass media, nonprofits, graduate school, as well as to pursue their passions in civic and global engagement.

Civic Engagement and International Experience

- Internships provide non-profit organizations and governmental offices with public relations, advertising, video production, writing, and editing. Examples: public relations work for LEARN (the local literacy council), special event preparation and media relations work for Riverfest, an environmental teach-in, and Staunton Earth Day.
- Students may conduct internships with local media, as well as with the Office of External Affairs.
- Class projects require production of materials, including short documentaries, news releases, and integrated marketing communication campaigns, for nonprofit organizations, such as Wild Virginia, the Community Childcare Center, and Project Grows.
- Seniors may choose a civic or global engagement focused case study, thesis, or a project, e.g., developing the social media plan for a Veterans Administration Hospital.

Type: Major

Requirements for the Major in Marketing and Communication

Undergraduate residential programs and MBU Online

***Note:** MKTC 401 Independent Research may serve as a required course for some students who meet discipline requirements.

Item #	Title	Credits
COMM 100	PUBLIC SPEAKING (O)	3
COMM 115	MASS COMMUNICATION (S)	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
ART 117	SOFTWARE IN THE VISUAL ARTS (A)	3
BUAD 202	ORGANIZATIONAL BEHAVIOR	3
COMM 245	SOCIAL MEDIA	3
COMM 345	SOCIAL MEDIA RESEARCH (R)	3
INT 251	PROFESSIONAL WRITING (CW)	3
	BUAD 230 OR MKTC 230	3
MKTC 300	PERSUASIVE CAMPAIGNS	3
	MKTC 387 OR COMM 287	3
MKTC 400	SENIOR SEMINAR (M)	3

Students with an emphasis in Communication Studies, choose three (3) courses from:

Item #	Title	Credits
COMM 221	MASS MEDIA WRITING (W)	3
COMM 240	ADVERTISING	3
COMM 260	PUBLIC RELATIONS	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
FILM 119	INTRODUCTION TO VIDEO PRODUCTION	3
COMM 119	REGISTER FOR FILM 119	3
MKTC 401	INDEPENDENT RESEARCH	3

Or

Students with an emphasis in Integrated Marketing choose three (3) courses from

RECOMMENDED (but not required):

BUAD 208 Accounting Principles

BUAD 250 Gender in the Workplace

Item #	Title	Credits
COMM 221	MASS MEDIA WRITING (W)	3
COMM 240	ADVERTISING	3
COMM 260	PUBLIC RELATIONS	3
MKTC 401	INDEPENDENT RESEARCH	3
BUAD 336	CROSS-CULTURAL GLOBAL MARKETING(IW)	3
BUAD 338	AUDIENCE INSIGHTS & ANALYSIS	3
BUAD 362	BUYER BEHAVIOR	3
BUAD 375	BUILDIND SUSTAINABLE BRANDS	3
Total credits:		45

Marketing and Communication (Minor)

Catherine Ferris McPherson, Coordinator

Marketing is defined by the American Marketing Association as the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.

Marketing practice tends to be seen as a creative industry, which includes research, advertising, distribution, and selling. At Mary Baldwin, students will view the marketing function through the lens of sustainability and creating ethical and socially responsible business practices.

The importance of marketing oneself or one's business cannot be underestimated. The marketing minor allows students across the university to add this important skill set to any major they may choose to pursue, including business. This exciting curriculum will focus on the theory and practice of marketing and its importance to any industry or organization.

Type: Minor

Requirements for the Minor in Marketing

Undergraduate residential programs and MBU Online

Item #	Title	Credits
BUAD 104	SUSTAINABILITY & BUSINESS (T)	3
BUAD 230	MARKETING PRINCIPLES	3
BUAD 338	AUDIENCE INSIGHTS & ANALYSIS	3
BUAD 362	BUYER BEHAVIOR	3
COMM 240	ADVERTISING	3

Plus, one of the following:

Item #	Title	Credits
BUAD 334	MULTICULTURAL MARKETING AMERICA (D)	3
BUAD 375	BUILDIND SUSTAINABLE BRANDS	3
Total credits:		18

Project Management

Project Management

Joe Sprangel, Coordinator

Project management focuses on the development of timely and profitable projects that are properly aligned with the goals of the organization. The successful student will learn the fundamentals of project management, the tools needed to ensure a quality project, navigation of the complex world of enterprise level projects and understanding how to define and reduce project financial implications and risks. At Mary Baldwin, we approach this discipline with an eye towards creating a sustainable business culture while giving students a well-rounded view of basic project management principles.

Type: Minor

Requirements for the Minor in Project Management

Undergraduate residential and MBU Online programs (online)

Item #	Title	Credits
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 350	FOUNDATIONS OF PROJECT MANAGEMENT I	3
BUAD 351	FOUNDATIONS PROJECT MANAGEMENT II	3
BUAD 352	PROJECT MANAGEMENT RISK	3
BUAD 353	PROJECT MANAGEMENT SCHEDULING	3
BUAD 354	PROJECT MANAGEMENT QUALITY	3
Total credits:		18

Social Work

Social Work

Mary Clay Thomas, Program Director, Doris Dodson, Field Director

Students interested in social work learn to apply theory, practice and research to build resilience and empower vulnerable populations. Students complete 450 hours of field experience by majoring in social work. This major requires a sequence of courses as described in the section below, including a self-selected supervised field instruction in a social service agency. This field practicum, for 15 s.h. credits, provides an opportunity to develop and translate theoretical concepts into professional practice.

Accreditation

The information below is current as of publishing the academic catalog.

CSWE

The Social Work BSW is accredited by the Council on Social Work Education (CSWE), located at 333 John Carlyle Street, Suite 400, Alexandria, VA 22314. CSWE's telephone number is 1.703.686.8080 and its Web address is www.cswe.org. The Social work

program was originally accredited in 2009 and received reaccreditation in 2017. Accreditation assessment results can be found [here](#).

Civic Engagement Opportunities

- SOWK 355 requires students to complete 25 hours of service learning in designated community agencies.
- SOWK 400 engages students in the direct practice of social work where they fulfill 450 hours of a field placement.
- The Social Work Club allows students to work with area agencies to serve local residents and provide needed community service.

Type: Major

Requirements for the Bachelor of Social Work

Item #	Title	Credits
SOWK 153	INTRODUCTION TO SOCIAL WORK	3
SOWK 156	INTERVIEWING-HUMAN SERVICES (O)	3
SOWK 235	HUMAN BEHAVIOR & SOCIAL ENVRNMNT I	3
SOWK 275	SOCIAL WELFARE POLICY	3
SOWK 317	SOCIAL WORK RESEARCH (R)	3
SOWK 335	HUMAN BEHAVIOR & SOCIAL ENVRNMNT II	3
SOWK 353	SOC WORK W/DIVERSE POPULATIONS (DW)	3
SOWK 355	SOCIAL WORK PRACTICE I (C)	3
SOWK 365	SOCIAL WORK PRACTICE II	3
SOWK 375	SOCIAL WORK PRACTICE III	3
SOWK 400	FIELD INSTRUCTION SOCIAL WORK (M)	15

Two of the following electives

Item #	Title	Credits
SOWK 124	AGING	3
SOWK 251	CHILD WELFARE SERVICES	3
SOWK 262	GIRL-CENTERED INITIATIVES (G)	3
SOWK 265	MINDFULNESS SELF-COMPASSION	3
SOWK 287	SOCIAL WORK FIELD OBSERVATION	3
SGS 261	SEXUAL MINORITIES (SO)	3

Additional courses required as prerequisites for completion of the above include:

Item #	Title	Credits
BIOL 151	HUMAN HEALTH AND DISEASE 3 (N)	
BIOL 252	BIOLOGY OF WOMEN (G)	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
POLS 100	AMERICAN GOVERNMENT & POLITICS (S)	3
PSYC 111	PSYCHOLOGY AS A SOCIAL SCIENCE (S)	3
SOC 100	GENERAL SOCIOLOGY (S)	3
BOLD 201	PREPARING FOR PROFESSIONAL LIFE	1

Medical Social Work Emphasis Requirements

The Medical Social Work Emphasis will prepare BSW students for entry level positions in numerous medical settings. In addition to the major's core requirements that will empower BSW graduates with the knowledge and skills to pursue generalist social work practice, students will acquire specialized knowledge and experience specific to medical settings. This will allow them to enter the medical social work profession with the necessary tools to effectively practice and participate on interdisciplinary teams toward serving patients and their families.

Item #	Title	Credits
HCA 245	HEALTH CARE POLICY, POLITICS & LAW	3
HSCI 180	MEDICAL TERMINOLOGY	2
	Social Work Emphasis Electives 3	
Total credits:		51-59

College of Education

The College of Education offers professional programs designed to prepare students to enter a wide variety of educational careers, including teaching, higher education administration, applied behavior analysis, autism spectrum disorders, and other related professions. Undergraduate students interested in teaching at the middle or secondary level major in the area in which they intend to teach

and minor in education, while the Liberal Arts and Interdisciplinary Studies major leads to licensure for elementary or special education. With a focus on developing confident leadership skills, the college creates a collaborative environment of inquiry and innovation, while helping individuals find personal pathways to achieve their goals. The College of Education offers a variety of programs of study: paths to Virginia teacher licensure as well as non-licensure and/or non-degree opportunities for professional development.

Master of Arts in Teaching

Overview

The Master of Arts in Teaching (MAT) is designed to offer realistic, practical preparation for enriched classroom teaching through a balanced program of liberal arts and professional studies. All courses are team-taught by graduate faculty members and classroom teachers who serve as “teaching partners.” Courses throughout the program focus on inquiry — the processes by which students and teachers ask questions, study, and learn about the human experience.

Program coursework includes requirements for initial teacher licensure in the areas of Elementary Education (PK–6), Middle Education (6–8), Secondary Education (6–12), and Special Education – General Curriculum (K–12). Those who already hold a valid teaching license can earn additional endorsements in Gifted Education (K–12), Elementary Education (PK–6), English as a Second Language (ESL), and Special Education (K–12). To be recommended for teacher licensure, students must complete all relevant program requirements and receive the MAT degree. The MAT program offers close contact with faculty members and advisors and extensive observation and hands-on experience in the classroom.

Practicum Requirement

The practicum experience is designed for MAT students who are preparing to teach as a career. Students have the opportunity to observe and assist teachers in the classroom, and to discuss their experiences with the instructor and other students. Students are required to complete 140 clock hours of practicum experience. Through this experience, students become familiar with the dynamic culture

of schools and classrooms and their curricula, teaching strategies, and organizational and management features.

Students learn more from the practicum experience if they actively assist in the classroom. The student should confer with the cooperating teacher regarding graduate course assignments to be completed in the practicum and plan how the MAT course assignments can best be accomplished. In practicum, students work under the supervision of an experienced teacher and begin to apply the knowledge and skills gained in MAT courses in the context of today’s classrooms. The practicum requirement also includes completion of a practicum journal, documenting the student’s actual time in the classroom (clock hour form) as well as activities and reflections upon the classroom experiences. Students should refer to the “Graduate Practicum Handbook” available on the myMBU College of Education tab for additional information on this requirement.

Requirements

Required GPA of 3.0 and minimum credit hours: 35

Type: MAT

Elementary Education PK-6

Item #	Title	Credits
ED 510	PRACTICUM	0.5
ED 511	PRACTICUM	0.5
ED 512	PRACTICUM	0.5
ED 513	PRACTICUM	0.5
ED 601	LIFESPAN HUMAN DEVELOPMENT	3
ED 602	FOUNDATIONS OF EDUCATION	3
ED 603	ASSESSMENT OF & FOR LEARNING	3
ED 607	INSTRUCTIONAL STRATEGIES ELEMENTARY	3
ED 622	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 625	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 635	LANG ACQUISITION & LITERACY DEV I	3
ED 636	LANG ACQUISITION & LITERACY DEV II	3
IN 601	METHODS OF TEACHING MATH-ELEM LEVEL	3
IN 604	METHODS OF TEACHING SOCIAL STUDIES	3
IN 605	METHODS OF TEACHING SCIENCE	3
ED 609	STUDENT TEACHING: ELEMENTARY	6
ED 611	SEMINAR	2
ED 613	REFLECTIVE SYNTHESIS PROJECT	1

Middle Education (6-8)

Item #	Title	Credits
ED 510	PRACTICUM	0.5
ED 511	PRACTICUM	0.5
ED 512	PRACTICUM	0.5
ED 513	PRACTICUM	0.5
	ED 546, ED 547, ED 548 or ED 549	3
ED 601	LIFESPAN HUMAN DEVELOPMENT	3
ED 602	FOUNDATIONS OF EDUCATION	3
ED 603	ASSESSMENT OF & FOR LEARNING	3
ED 606	INTG LIT TO IMPROVE CONT AREA LEARN	3
ED 607	INSTRUCTIONAL STRATEGIES ELEMENTARY	3
ED 622	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 625	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 635	LANG ACQUISITION & LITERACY DEV I	3
ED 645	LANGUAGE & LINGUISTICS FOR EDUCATOR	3
ED 610	STUDENT TEACHING: MIDDLE/ SECONDARY	6
ED 611	SEMINAR	2
ED 613	REFLECTIVE SYNTHESIS PROJECT	1

Secondary Education (6-12)

Item #	Title	Credits
ED 510	PRACTICUM	0.5
ED 511	PRACTICUM	0.5
ED 512	PRACTICUM	0.5
ED 513	PRACTICUM	0.5
	ED 546 or ED 547 or ED 548	3
ED 601	LIFESPAN HUMAN DEVELOPMENT	3
ED 602	FOUNDATIONS OF EDUCATION	3
ED 603	ASSESSMENT OF & FOR LEARNING	3
ED 606	INTG LIT TO IMPROVE CONT AREA LEARN	3
ED 607	INSTRUCTIONAL STRATEGIES ELEMENTARY	3
ED 622	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 625	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 610	STUDENT TEACHING: MIDDLE/ SECONDARY	6
ED 611	SEMINAR	2
ED 613	REFLECTIVE SYNTHESIS PROJECT	1

Special Education General Curriculum (K-12)

Item #	Title	Credits
ED 510	PRACTICUM	0.5
ED 511	PRACTICUM	0.5
ED 512	PRACTICUM	0.5
ED 513	PRACTICUM	0.5
ED 601	LIFESPAN HUMAN DEVELOPMENT	3
ED 602	FOUNDATIONS OF EDUCATION	3
ED 603	ASSESSMENT OF & FOR LEARNING	3
ED 606	INTG LIT TO IMPROVE CONT AREA LEARN	3
ED 622	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 624	IEP DEVELOPMENT & IMPLEMENTATION	3
ED 625	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 635	LANG ACQUISITION & LITERACY DEV I	3
ED 637	TRANS FOR EXCEP LEARNERS	3
ED 638	COLLAB TO SUPPORT EXCEP LEARNERS	3
ED 639	ASSESS & EVAL IN SPED & GIFTED ED	3
	IN 601 or IN 602	3
IN 620	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 614	STUDENT TEACHING: SPECIAL EDUCATION	6
ED 611	SEMINAR	2
ED 613	REFLECTIVE SYNTHESIS PROJECT	1

English as a Second Language (PK-12)

Required: 6 s.h. spoken, modern foreign language through the intermediate level prior to apply for the ESL endorsement.

Item #	Title	Credits
ED 510	PRACTICUM	0.5
ED 511	PRACTICUM	0.5
ED 512	PRACTICUM	0.5
ED 513	PRACTICUM	0.5
ED 601	LIFESPAN HUMAN DEVELOPMENT	3
ED 602	FOUNDATIONS OF EDUCATION	3
ED 603	ASSESSMENT OF & FOR LEARNING	3
ED 606	INTG LIT TO IMPROVE CONT AREA LEARN	3
ED 622	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 625	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 635	LANG ACQUISITION & LITERACY DEV I	3
ED 645	LANGUAGE & LINGUISTICS FOR EDUCATOR	3
ED 646	CULTURALLY RESPONSIVE TEACH/COMM	3
ED 647	ESL ASSESSMENT & CURRICULUM DESIGN	3
ED 648	LITERACY INSTRUCTION FOR ELLs	3
ED 649	METHODS ESL INSTRUCTION/ PRACTICUM	4
ED 650	STUDENT TEACHING- ESL	6
ED 611	SEMINAR	2
ED 613	REFLECTIVE SYNTHESIS PROJECT	1

Additional Requirements:

- Students must meet the Levels of Teacher Education Program Progression
- Any additional content courses or co-requisite requirements for specific endorsement areas
- Students seeking an ESL endorsement must complete the equivalent of a spoken modern foreign language through the intermediate level prior to applying for the ESL endorsement
- Minimum GPA of 3.0 in the program
- To be processed for licensure, students must earn a B- or better in Student Teaching
- Satisfactory oral and written language skills
- Satisfactory performance on the professional qualities and dispositional traits evaluation standards
- Participation in required student and program evaluations
- Passing scores on applicable standardized tests required by the Commonwealth of Virginia, which, depending on licensure sought, may include: Praxis II, VCLA, and the RVE
- Successful completion of certification or training in emergency first aid, hands-on cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)
- Successful completion of Virginia State and Local Civic Education module (for Elementary, Middle History and Social Science, and Secondary History and Social Science endorsements only)
- Computer technology competency which is embedded in the courses leading to teacher licensure through a variety of demonstrations, applications, and projects
- Successful completion of Child Abuse Recognition and Reporting training, Dyslexia Awareness training, Regulations Governing the Use of Restraint and Seclusion in Elementary and Secondary Schools in Virginia, and the Professional Ethics Module

Authentic Learning and Leadership Master of Education Authentic Learning and Leadership

Required minimum credit hours: 30

Type: MEd

Required Core Courses: 18 hours

Item #	Title	Credits
IN 626	AUTHENTIC LEARNING: THEORY RSRCH	3
IN 629	LEADERSHIP IN EDUCATION	3
IN 633	ASSESS/PLAN FOR INSTRUCT IMPROVEMNT	3
ED 669	MINDFUL, BIAS-AWARE & REFLECT TEACH	3
IN 630	METHODS OF PROFESSIONAL INQUIRY	3
ED 632	INQUIRY RESEARCH PROJECT I	3

Concentration Courses: 12 hours

Choose and complete at least 12 hrs from the following courses and/or Other Electives listed below.

Other Electives: *These allow for educators to take a few courses related to specific curricular interests.*

Item #	Title	Credits
IN 628	PUBLIC POLICY IN EDUCATION	3
IN 634	PLACE BASED LEARNING	3
ED 620	OUTDOOR CLASSROOM:EBL DEVELOPMENT	3
ED 670	INSTRUCTIONAL COACHING & MENTORING	3
	Experiential Courses for Other Electives	
	Exceptional Learners Courses for Other Electives	
	General Teaching Courses for Other Electives	
	Subject/Content Focused Courses for Other Electives	

Total Credits: 30

Certificate in Authentic Learning

The certificate is not related to any state requirement: Several states have Environmental Education (EE) Certifications, and it is possible that some of these courses might count for certification via approval from the accrediting organization. The benefits of a certificate in Authentic Learning for educators would be to increase their understanding of K-12 real world teaching (such as project-based and place-based), including in outdoor settings. The certificate is also helpful for those non-formal educators who have no formal training in education. The certificate could be used to promote proficiency in authentic learning strategies for job applications.

Required:

- 12 credit hours
- **One Other Elective (from the Other Elective choices below)**

Item #	Title	Credits
IN 626	AUTHENTIC LEARNING: THEORY RSRCH	3
ED 620	OUTDOOR CLASSROOM:EBL DEVELOPMENT	3
IN 634	PLACE BASED LEARNING	3
	Experiential Courses for Other Electives	
	Exceptional Learners Courses for Other Electives	
	General Teaching Courses for Other Electives	
	Subject/Content Focused Courses for Other Electives	

Autism Spectrum Disorders, Elementary, English as a Second Language, Gifted Ed, Special Ed K-12, Special Ed Add-ons

Overview

The Master of Education (MEd) is a professional degree designed for those who seek advanced study in education and related fields. The program is intended for teachers who are already licensed or individuals who are pursuing careers that do not require teacher licensure.

The degree and following areas of emphasis consist of a minimum of 30 graduate credit hours, focused

on a common set of 15-16 hours of core coursework, and followed by an area of emphasis of the student's choice. The areas of emphasis are:

- Autism Spectrum Disorders
- Elementary Education (with additional licensure option)
- English as a Second Language (ESL)
- Gifted Education (with add-on licensure option)
- Special Education General Curriculum K-12 (with additional licensure option)
- Special Education General Curriculum Add-on K-6, 6-8, or 6-12 (with add-on licensure option)

Type: MEd

Required Core Courses

Item #	Title	Credits
IN 627	LEARNING THEORY FOR DIVERSE LEARNER	3
IN 629	LEADERSHIP IN EDUCATION	3
IN 630	METHODS OF PROFESSIONAL INQUIRY	3
ED 631	TECHNOLOGIES TO ADVANCE LEARNING	3
ED 632	INQUIRY RESEARCH PROJECT I	3

Plus completion of at least one of the following areas of emphasis:

Autism Spectrum Disorders

Includes ASD courses listed below **plus** two additional 3 credit hour graduate courses approved by the advisor:

- **Elective graduate course (3 s.h.)**
- **Elective graduate course (3 s.h.)**

Item #	Title	Credits
ASD 640	CHARACTERISTICS OF AUTISM SPECTRUM	3
ASD 641	COMMUNICATION ASPECTS OF AUTISM	3
ASD 642	SOCIAL SKILLS INSTRUCTION AUTISM	3
ASD 643	PRACTICUM IN AUTISM STUDIES I	1.5
ASD 644	PRACTICUM IN AUTISM STUDIES II	1.5

Elementary Education

Note: Additional co-requisites apply and are determined following a detailed transcript analysis. Additional courses may be required depending on courses taken as part of another initial licensure program.

Students are required to meet CAEP requirements for the Elementary Education PK-6 endorsement. Students must meet the Levels of Teacher Education Program Progression for ED 607 and ED 608. Please see the initial licensure section of the catalog for details.

Item #	Title	Credits
ED 607	INSTRUCTIONAL STRATEGIES ELEMENTARY	3
ED 625	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 635	LANG ACQUISITION & LITERACY DEV I	3
ED 636	LANG ACQUISITION & LITERACY DEV II	3
IN 601	METHODS OF TEACHING MATH-ELEM LEVEL	3
IN 604	METHODS OF TEACHING SOCIAL STUDIES	3
IN 605	METHODS OF TEACHING SCIENCE	3
ED 608	FIELD EXPERIENCE	3

English as a Second Language (PK-12)

Required: 6 s.h. modern, spoken foreign language through the intermediate level before finishing the program.

Item #	Title	Credits
ED 645	LANGUAGE & LINGUISTICS FOR EDUCATOR	3
ED 646	CULTURALLY RESPONSIVE TEACH/COMM	3
ED 647	ESL ASSESSMENT & CURRICULUM DESIGN	3
ED 648	LITERACY INSTRUCTION FOR ELLs	3
ED 649	METHODS ESL INSTRUCTION/ PRACTICUM	4
ED 608	FIELD EXPERIENCE	3

Gifted Education

In addition to the courses listed below, the Gifted Education emphasis requires two graduate electives:

- **Graduate Elective (3 s.h.)**
- **Graduate Elective (3 s.h.)**

Also required: Proof of English Composition/Writing

Item #	Title	Credits
ED 623	ADVANCED STUDIES OF GIFTED LEARNERS	3
ED 639	ASSESS & EVAL IN SPED & GIFTED ED	3
ED 644	GIFTED LEARNERS: SOCIAL/ EMOTIONAL	3
	IN 631 or IN 633	3
ED 615	GIFTED EDUCATION FIELD EXPERIENCE	1

Special Education General Curriculum K-12

This is for any student seeking the full K-12 Special Education endorsement to add to any active VA teaching license, except CTE.

Note: Students are required to meet CAEP requirements for the Special Education K-12 endorsement. Students must meet the Levels of Teacher Education Program Progression for ED 624 and ED 614/611. Please see the initial licensure section of the catalog for details.

Additional requirements include verification that the following courses were completed during initial licensure (if missing they will need to be taken): Characteristics of Exceptionality, Classroom Behavior and Management, Lifespan Human Development, Assessment Of and For Learning, Foundations of Education, Language Acquisition and Literacy, Content Area Reading. IN 627 and IN 629 may be substituted for other necessary coursework.

Additional requirements under this emphasis area:

- **Graduate elective (3 s.h.)**
- Proof of English Composition/Writing
- Professional Ethics Exam
- Reading for Virginia Educators: Elementary and Special Education (RVE)

Item #	Title	Credits
ED 624	IEP DEVELOPMENT & IMPLEMENTATION	3
ED 637	TRANS FOR EXCEP LEARNERS	3
ED 638	COLLAB TO SUPPORT EXCEP LEARNERS	3
ED 639	ASSESS & EVAL IN SPED & GIFTED ED	3
	IN 601 or IN 602	3
IN 620	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 614	STUDENT TEACHING: SPECIAL EDUCATION	6
ED 611	SEMINAR	2

Special Education General Curriculum K-6 Add-on (for students with an existing Elementary Ed license)

Required:

- Proof of English Composition/Writing
- Professional Ethics Exam

Item #	Title	Credits
ED 624	IEP DEVELOPMENT & IMPLEMENTATION	3
ED 635	LANG ACQUISITION & LITERACY DEV I	3
ED 639	ASSESS & EVAL IN SPED & GIFTED ED	3
	IN 601 or IN 602	3
IN 620	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 691	SPED K-6 ADD-ON PRACTICUM 1	

Special Education General Curriculum 6-8 Add-on (for students with an existing Middle School license)

Required:

- Proof of English Composition/Writing
- Professional Ethics Exam

Item #	Title	Credits
ED 624	IEP DEVELOPMENT & IMPLEMENTATION	3
ED 635	LANG ACQUISITION & LITERACY DEV I	3
ED 637	TRANS FOR EXCEP LEARNERS	3
	IN 601 or IN 602	3
IN 620	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 692	SPED 6-8 ADD-ON PRACTICUM 1	

Special Education General Curriculum 6-12 Add-on (for students with an existing Secondary Ed license)

Required:

- Proof of English Composition/Writing
- Professional Ethics Exam

Item #	Title	Credits
ED 624	IEP DEVELOPMENT & IMPLEMENTATION	3
ED 635	LANG ACQUISITION & LITERACY DEV I	3
ED 637	TRANS FOR EXCEP LEARNERS	3
	IN 601 or IN 602	3
IN 620	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 693	SPED 6-12 ADD-ON PRACTICUM	1

Notes for Special Education Add-on Endorsements (K-6, 6-8, 6-12)

Additional co-requisites apply and are determined following a detailed transcript analysis.

ED 691, ED 692, and ED 693 Applied Practicum hours must be done in the context of a 12-week full-time placement and must reflect direct instruction. Examples of non-instructional hours include planning, observation, educational meetings, professional development, etc. Also, 20 or more hours must be at a different grade level (elementary, middle/high). In order to be eligible to complete the field experience (ED 691, 692, or 693) one must have completed, or be concurrently enrolled in, all remaining endorsement courses.

Reading Education

Master of Education Reading Education

Candidates pursuing this program must hold a bachelor's degree as well as a teaching license before starting the program and must have successfully completed at least three years of full-time teaching before program completion/graduation. (Students may request permission for a May graduation date if concluding their third year of teaching that May/June when K12 finishes their academic year.)

Required minimum credit hours: 36 s.h.

Type: MEd

Required Courses

Item #	Title	Credits
ED 606	INTG LIT TO IMPROVE CONT AREA LEARN	3
ED 624	IEP DEVELOPMENT & IMPLEMENTATION	3
ED 631	TECHNOLOGIES TO ADVANCE LEARNING	3
ED 648	LITERACY INSTRUCTION FOR ELLs	3
ED 671	LIT DIAG & REMED I WITH PRACTICUM	4
ED 672	LIT DIAG & REMED II WITH PRACTICUM	4
ED 673	CHILD & ADOLESCENT LITERATURE	3
ED 674	WORD KNOWLEDGE:PHONICS,SPELL,VOCAB	3
ED 675	LITERACY LEADERSHIP & PRACTICUM	4
IN 630	METHODS OF PROFESSIONAL INQUIRY	3
ED 632	INQUIRY RESEARCH PROJECT I	3
	ED 732, 733, 734 Inquiry Research Project Extension I, II, III (if needed)	

These three courses must be taken in the following order: ED 671, ED 672, ED 675. Furthermore, these classes have a 30-hour practicum requirement in three different settings that correspond to each course; for at least 20 hours of each practicum, the teacher candidate must show evidence of direct teaching.

Additional degree requirements:

- PSYC 210 Child Psychology (3sh) or ED 601 Lifespan Human Development (3sh)**
- ED 205 or ED 622 Characteristics of Exceptionality**
- Professional Ethics Exam
- Employment Verification

****Students must have completed two equivalent prerequisites prior to starting the program or complete during the program.**

Total credits: 36

Applied Behavior Analysis

Program Director: Rachel S. Potter, BCBA-D, LBA, IBA

Students completing the Master of Science in ABA and seeking board certification as a BCaBA or BCBA must have grades of C or higher in all ABA-prefix courses. (C- will not count; must be C or better to take the board examination.)

Type: MS

Required Courses

Behavior Analyst Certification Board - 5th Edition Task List (Verified Course Sequence)

Item #	Title	Credits
ABA 513	BASIC CONCEPTS/PRINCIPLES OF ABA	4
ABA 514	BEHAVIOR ASSESSMENT	3
ABA 515	BEHAVIOR CHANGE PROCEDURES I	3
ABA 516	BEHAVIOR CHANGE PROCEDURES II	1
ABA 517	ABA ETHICS/PROFESSIONAL STANDARDS I	2
ABA 534	ABA ETHICS/PROFESSIONAL STANDARD II	1
ABA 518	ABA PERSONNEL MANAGEMENT I	1
ABA 537	ABA PERSONNEL MANAGEMENT II	1
ABA 536	MEASUREMENT,DATA,EXPERIMENTAL DESGN	
ABA 535	ADV CONCEPTS & PRINCIPLES OF ABA	3
	Plus TWO of the following electives	6
ABA 630	METHODS OF PROFESSIONAL INQUIRY	4
	ABA 632 and ABA 633 OR ABA 634 and ABA 635	3
	ABA Inquiry Research Project Extensions, if needed	0

Comprehensive Certificate in Autism Spectrum Disorders

Optional add-on (not part of the MS in ABA)

One of the greatest challenges schools and caregivers face today is the sharp rise in children diagnosed with Autism Spectrum Disorder (ASD). Mary Baldwin University is helping to provide educators and others seeking employment in any human services field with comprehensive training and experiences in the field of ASD. Approved by the Virginia Autism Council, Mary Baldwin University's Comprehensive Certificate in the Area of Autism Spectrum Disorders will help those professionals work with and provide support to individuals with ASD in schools and in the greater community.

Students may complete the certificate program as a non-degree seeking student or as a degree-seeking student in combination with an MAT, MEd, or MS degree. Students interested in the Comprehensive Certificate in Autism Spectrum Disorders along with the MS ABA are encouraged to speak with the director of the program regarding possible elective substitutions and requirements for the certificate.

Earning the 12 credit hour certificate requires a 3.0 GPA, not more than one C range grade, and a B- or better in ASD 643/644, the practicum courses.

Comprehensive Certificate in Autism Spectrum Disorders

- ASD 640, Characteristics and Assessment of Students with ASD
- ASD 641, Communication, Language, and Sensory Aspects of ASD
- ASD 642, Social Skills Instruction and Behavior Strategies for Students with ASD
- ASD 643/644, Practicum Experience: Autism Spectrum Disorder

Total credits: 35

Higher Education

The Master of Science in Higher Education graduate online program is designed for students interested in pursuing work in student affairs, enrollment management, academic administration, non-profits, technical education, or other fields that provide

learning opportunities to adult learners. Undergraduate MBU students may enroll in six credit hours of course work before applying to the graduate program as per university academic policies. Current professionals with a bachelor's degree looking to advance their career to a mid-level leadership position in higher education or organizations with educational programming should apply through University admissions.

See below for program policies, course descriptions and additional information.

Type: MS

Required Courses

Item #	Title	Credits
HIED 654	INTERNSHIP IN ADULT & HIGHER ED	1.5
HIED 655	INTERNSHIP ADULT & HIGHER ED	1.5
HIED 656	INTRO TO HIGHER ED PROFESSIONS INST	1
HIED 657	DESIGN SOCIAL MEDIA AND ELEARNING	3
HIED 658	PLAN, EVAL & INSTITUTIONAL RESEARCH	3
HIED 659	LEGAL/POLITICAL CONSIDERATIONS IHE	3
HIED 660	DIVERSITY INCLUSIVITY SOC JUSTICE	3
HIED 661	RESOURCE MGMT & ECON OF HIGHER ED	3
HIED 662	THEORY/PRACTICE LEARNING & ENGAGE	3
HIED 663	INNOVATION/CHANGE HIGH ED LEADRSHP	3
HIED 664	ADULT LEARNERS IN THE 21ST CENTURY	3
HIED 665	QUANTITATIVE REASONING	3
HIED 630	METHODS OF PROFESSIONAL INQUIRY	4
HIED 632	INQUIRY RESEARCH PROJECT I	1.5
HIED 633	INQUIRY RESEARCH PROJECT II	1.5
	HIED 732, 733, 734 Inquiry Research Project Extension I, II, III (if needed)	0

Notes:

HIED 654/655 students must have arranged internship/ GA placement prior to enrolling. Recommend after 15 hours of coursework.

HIED 630 must be completed with a B- or better in order to meet the prerequisite for taking HIED 632/633.

HIED 655 is strongly suggested to take shortly after HIED 630 or prior to HIED 632/633.

Certificate in Diversity and Inclusion in Higher Education

In light of the current socio-political climate, it is clear that Higher Education professionals must be prepared to be culturally competent and critically aware of the complexities involved in the lives of all individuals. Diversity is defined in the certificate in the most inclusive and broad sense possible. The importance of inter-disciplinary analysis is paramount in the development of a graduate certificate that is striving to teach a level of cultural competence beyond basic content knowledge. A comfort with the development of activities and dialogs that are required for both Higher Education professionals and other organizations will be an integral part of the certificate program. Program participants will be situated to collaborate and draw on additional knowledge and fields of study outside of their undergraduate programs.

Requirements for the Certificate

The certificate is 12 credit hours and includes one course currently in development:

- **HIED 6xx** (will have a global focus)

Plus the following:

Item #	Title	Credits
HIED 662	THEORY/PRACTICE LEARNING 3 & ENGAGE	
HIED 664	ADULT LEARNERS IN THE 21ST 3 CENTURY	
HIED 660	DIVERSITY INCLUSIVITY SOC 3 JUSTICE	

Applied Behavior Analysis

Program Director: Rachel Potter

Program Coordinator: Lori Wall

OVERVIEW:

One of the greatest challenges schools and caregivers face today is the sharp rise in children diagnosed with Autism Spectrum Disorder (ASD). Mary Baldwin University is helping to provide educators — and others seeking employment in any human services field — with comprehensive training and experiences in the field of ASD. Approved by the Virginia Autism Council, Mary Baldwin University's Comprehensive Certificate in the Area of Autism Spectrum Disorders will help those professionals work with and provide support to individuals with ASD in schools and in the greater community.

Behavior analysis focuses on the principles that explain how learning takes place. Through decades of research, the field of behavior analysis has developed many techniques for increasing useful behaviors and reducing those that may cause harm or interfere with learning. Applied behavior analysis (ABA) is the use of these techniques and principles to bring about meaningful and positive change in behavior.

This major will include coursework in Applied Behavior Analysis (ABA) which will provide a deeper understanding about concepts and principles of ABA, behavior assessment, behavior change procedures, ethics and professional standards, personnel management, as well as additional topics.

Comprehensive Certificate in Autism Spectrum Disorders

One of the greatest challenges schools and caregivers face today is the sharp rise in children diagnosed with Autism Spectrum Disorder (ASD). Mary Baldwin University is helping to provide educators and others seeking employment in any human services field with comprehensive training and experiences in the field of ASD. Approved by the Virginia Autism Council, Mary Baldwin University's Comprehensive Certificate in the Area of Autism Spectrum Disorders will help those professionals work with and provide support to individuals with ASD in schools and in the greater community.

Students may complete the certificate program as a non-degree seeking student or as a degree-seeking undergraduate student.

Earning the 12 credit hour certificate requires a 3.0 GPA, not more than one C range grade, and a B- or better in ASD 363/364, the practicum courses.

Type: Certificate

Item #	Title	Credits
ASD 360	CHARACTERISTICS OF AUTISM SPECTRUM	3
ASD 361	COMMUNICATION ASPECTS OF AUTISM (W)	3
ASD 362	SOC SKILLS INSTRUCTION AUTISM (R)	3
ASD 363	PRACTICUM IN AUTISM STUDIES	1.5
ASD 364	PRACTICUM IN AUTISM STUDIES II (CO)	1.5
Total credits:		12

Autism Studies & Applied Behavior Analysis

This major will include graduate coursework in Applied Behavior Analysis (ABA) which will provide a deeper understanding about concepts and principles of ABA, behavior assessment, behavior change procedures, ethics and professional standards, personnel management, as well as additional topics. Undergraduate students seeking board certification as a BCaBA or BCBA must have grades of C or higher in all ABA-prefix courses. (C- will not count; must be C or better to take the board examination.) Additionally, undergraduate students seeking board certification may not P/NC any ABA-prefix course. If not seeking board certification, only undergraduate course numbers (ex. ABA 313) may be taken for P/NC credit. No graduate courses can be taken for P/NC credit unless the course itself is set up as a P/NC grading option.

Students who wish to complete a Master of Science in ABA through the Bachelor's/MS program option will need to apply and be admitted to the Bachelor's/MS program by the beginning of their senior year. Additionally, if one is planning to do the Bachelor's/MS program all ABA-prefix graduate coursework taken as an undergraduate student is

transferred forward upon Bachelor's degree conferral to an MS student record. Those courses will count in your graduate GPA. In order to graduate with an MS degree, students must have a GPA of 3.0.

Type: Major

Requirements for the Major in Autism Studies and ABA

This major does require 12-17 graduate semester hours as part of the major; only up to 18 graduate semester hours may be counted toward the BA degree. *All courses are 3 s.h. unless otherwise noted.*

Bachelor's/MS students must take:

- **ABA 513 (instead of ABA 313), and**
- **ABA 536 (instead of ABA 519).**

Students must wait until junior status to take these ABA graduate courses, rare exceptions with approval.

Required ABA Courses

Item #	Title	Credits
	ABA 313 or ABA 513	4
ABA 514	BEHAVIOR ASSESSMENT	3
ABA 515	BEHAVIOR CHANGE PROCEDURES I	3
ABA 516	BEHAVIOR CHANGE PROCEDURES II	1
ABA 517	ABA ETHICS/PROFESSIONAL STANDARDS I	2
ABA 518	ABA PERSONNEL MANAGEMENT I	1
	ABA 519 or ABA 536	

Autism Sequence

Offered online only (except that practicum requires 70 direct hours of fieldwork). To earn the Comprehensive Certificate in ASD, a 3.0 average in these four courses is required plus a B-in ASD 363/364. Only one C range grade is permitted in the certificate program.

Item #	Title	Credits
ASD 360	CHARACTERISTICS OF AUTISM SPECTRUM	3
ASD 361	COMMUNICATION ASPECTS OF3 AUTISM (W)	
ASD 362	SOC SKILLS INSTRUCTION AUTISM (R)	3
ASD 363	PRACTICUM IN AUTISM STUDIES	1.5
ASD 364	PRACTICUM IN AUTISM STUDIES II (CO)	1.5

Additional Requirements

These courses are offered in Staunton OR online

Item #	Title	Credits
PSYC 101	PSYCHOLOGY AS A NATURAL SCIENCE (N)	3
PSYC 203	ABNORMAL PSYCHOLOGY (S)	3
ABA 395	SENIOR SEMINAR I	0.5
ABA 400	SENIOR PROJECT (M)	3

Electives

Choose 3 of the following courses (9-10 credit hours depending on choice). This list includes on-campus and online options and any alternatives must be approved by the coordinator of the major.

Item #	Title	Credits
SOWK 251	CHILD WELFARE SERVICES	3
SOC 110	SOCIOLOGY OF FAMILY (S)	3
SOC 260	MEDICAL SOCIOLOGY	3
PSYC 212	COGNITION/COGNITIVE NEUROSCIENCE(R)	3
PSYC 241	SENSATION AND PERCEPTION (N)	3
	ED 212 OR PSYC 210	3
ED 215	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ABA 320	CULT/DIVERSITY: BEHAVIORIAL ANALYSIS (D)	3
ABA 321	OBM: ORG APPS OF BEHAVIORAL SCIENCE	3

Total Credits AS & ABA Major 46.5 - 47.5

Bachelor's/Masters option

Additional requirements for students doing the Bachelor's/MS, to be taken post-BA. Courses are offered online only.

Students completing this option will take 17 graduate credit hours as an undergraduate student and 18 graduate credit hours as an MS student completing a total of 35 graduate credit hours for the MS degree.

Item #	Title	Credits
ABA 534	ABA ETHICS/PROFESSIONAL STANDARD II	1
ABA 535	ADV CONCEPTS & PRINCIPLES OF ABA	3
ABA 537	ABA PERSONNEL MANAGEMENT II	1
ABA 630	METHODS OF PROFESSIONAL INQUIRY	4
	ABA 632 and ABA 633 OR ABA 634 and ABA 635	3

Plus two electives from this list

Students may not take graduate versions of courses they may have taken at the undergraduate level from this list.

Alternate elective options require preapproval.

Item #	Title	Credits
ABA 620	CULT/DIVERSITY: BEHAVIOR ANALYSIS	3
ABA 621	OBM: ORG APPS OF BEHAVIORAL SCIENCE	3
ASD 640	CHARACTERISTICS OF AUTISM SPECTRUM	3
ED 622	CHARACTERISTICS OF EXCEPTIONALITY	3
IN 620	FOUNDATIONS & LEGAL ISSUES OF SPED	3

Total MS ABA Credit Hours = 35

Applied Behavior Analysis Minor

Type: Minor

Item #	Title	Credits
	ABA 313 or ABA 513	4
ABA 514	BEHAVIOR ASSESSMENT	3
ABA 515	BEHAVIOR CHANGE PROCEDURES I	3
ABA 516	BEHAVIOR CHANGE PROCEDURES II	1
ABA 517	ABA ETHICS/PROFESSIONAL STANDARDS I	2
ABA 518	ABA PERSONNEL MANAGEMENT I	1
	ABA 519 or ABA 536	
PSYC 101	PSYCHOLOGY AS A NATURAL SCIENCE (N)	3
Total credits:		19-20

Education

There are multiple paths to teacher licensure for students at Mary Baldwin University and they are outlined below.

Undergraduate students preparing to teach must complete all requirements for the bachelor's degree, which includes a major. They must also complete

professional studies requirements and any additional requirements particular to the area of licensure. Students pursuing Elementary Education Licensure are encouraged to pursue the Liberal Arts and Interdisciplinary Studies major. Students seeking licensure to teach at the middle or secondary level must major in the area in which they intend to teach and should minor in their discipline-specific education minor.

Undergraduate students may also minor in one of the education minors without pursuing licensure. There are additional options for individuals who already hold a baccalaureate degree and for undergraduates who wish to obtain their undergraduate degree, master's, and licensure in as little as four or five years.

Through the Post-Baccalaureate Teacher Licensure Program, (PBTL) students who already have a bachelor's degree can pursue initial licensure. This is a licensure program, which takes into account all of the credits a student has already earned and applies those toward the goal of obtaining a Virginia teaching license. This program does not lead to a graduate degree. All students enrolled in the program must devote their final semester entirely to student teaching. *For more information on PBTL, please contact the College of Education.*

Students seeking both initial licensure and a graduate degree do so through the Master of Arts in Teaching program.

Liberal Arts And Interdisciplinary Studies (Major)

The Liberal Arts and Interdisciplinary Studies (LAIS) major embodies the University's values of a comprehensive liberal arts education. Drawing from multiple disciplinary areas extending beyond general education requirements, this major offers students the opportunity to select a track that aligns best with their educational goals.

The Humanities track serves to offer a cross-disciplinary major with a primary focus in both History and English. The Educational Foundations track provides students interested in education, but not teacher licensure, an option to earn a degree that encompasses many areas of study with coursework in pedagogy.

In addition to these two tracks that are not intended to lead to teacher licensure, this major offers two tracks that provide prospective elementary and special education teachers the breadth of subject mastery that is expected both for effective teaching of diverse students in a collaborative setting and for meeting requirements set by the Virginia Department of Education. This major (specifically, the tracks in elementary and special education) provides the best opportunity to prepare highly-qualified classroom teachers within the four years of the undergraduate degree program.

This major (within these tracks) includes content and professional studies requirements for licensure. Therefore, students seeking licensure will also be required to meet Education program admission requirements, candidacy requirements, and successfully complete student teaching in order to qualify for a Virginia Teaching License.

Type: Major

Requirements for the Major in Liberal Arts and Interdisciplinary Studies

The Liberal Arts and Interdisciplinary Studies (LAIS) major consists of 54-57 semester hours. Credits will vary depending on endorsement area being sought and program in which the student has been accepted. Students will complete the Core Requirements *in addition* to a Track: Elementary, Special Education, Educational Foundations (not intended to lead to licensure) or Humanities (not intended to lead to licensure). Exceptions to specified courses below must be approved. There will be minor differences in the requirements for BA/MAT students. For more information, please see the *Liberal Arts and Interdisciplinary Studies Major* section of myMBU, College of Education.

Core Courses

Item #	Title	Credits
ED 342	CULTURAL RESPON TEACHING 3 & COMM (D)	
ENG 102	COLLEGE ENGLISH	3
	ENG 220 OR ENG 221	3
	HIST 111 OR HIST 112	3
MATH 159	COLLEGE ALGEBRA (Q)	3
POLS 200	STATE AND LOCAL GOVERNMENT (CS)	3

Additional Requirements for the Major

- **Research Course (3-4 s.h.) (R)**
- **Science* Introductory Course (3-4 s.h.) (N)**

**Students in Elementary or Special Education tracks, who plan to seek licensure, must select a course with a lab that is a survey course in biology, chemistry, physics or earth science.*

TRACK Requirements: Elementary Track

Note: This track along with the CORE satisfies the requirements for the LAIS major Elementary track.

Additional courses are required for VA Elementary Education PK-6 licensure.

**ED 110 requires either PLP or fieldwork in VIRGINIA. ED 323 and 325 require either hybrid coursework at an MBU location or fieldwork in VIRGINIA.*

Item #	Title	Credits
ED 110	PRACTICUM IN EDUCATION (C) 3	
ED 115	FOUNDATIONS OF EDUCATION 3 (T)	
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 229	METHODS OF TEACHING SOCIAL STUDIES	3
ED 230	METHODS OF TEACHING SCIENCE	3
ED 238	METHODS TEACHING MATH-ELEM LEV (Q)	3
ED 323	LANG ACQUISITION & LITERACY DEV I	3
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 328	ASSESSMENT OF & FOR LEARNING	4
ED 400	SENIOR SEMINAR AND PROJECT (M)	3

TRACK Requirements: Special Education

Note: This track along with the CORE satisfies the requirements for the LAIS major Special Education track. Additional courses are required for VA Special Education General Curriculum K-12 licensure. Students seeking a VA Special Education license will need practicum experience in all three levels: elementary, middle, and high school.

*ED 111 requires either PLP or fieldwork in VIRGINIA. ED 323 and 325 require either hybrid coursework at an MBU location or fieldwork in VIRGINIA.

Item #	Title	Credits
ED 111	PRACTICUM IN SPECIAL EDUCATION (C)	3
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 115	FOUNDATIONS OF EDUCATION3 (T)	3
ED 215	FOUNDATIONS & LEGAL ISSUES OF SPED	3
	ED 238 OR ED 239	3
ED 323	LANG ACQUISITION & LITERACY DEV I	3
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 328	ASSESSMENT OF & FOR LEARNING	4
ED 350	CONTENT AREA LEARNING	3
ED 400	SENIOR SEMINAR AND PROJECT (M)	3

TRACK Requirements: Educational Foundations

Item #	Title	Credits
ED 115	FOUNDATIONS OF EDUCATION3 (T)	3
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 400	SENIOR SEMINAR AND PROJECT (M)	3

Plus seven (7) of the following

Substitutes with the approval of the Director of Teacher Education. This track along with the CORE satisfies the LAIS major Educational Foundation track.

*ED 110 and 111 requires either PLP or fieldwork in VIRGINIA. ED 323, 324, and 325 require either hybrid coursework at an MBU location or fieldwork in VIRGINIA.

Item #	Title	Credits
ABA 313	BASIC CONCEPTS/PRINCIPLES OF ABA	4
ASD 360	CHARACTERISTICS OF AUTISM SPECTRUM	3
ASD 361	COMMUNICATION ASPECTS OF3 AUTISM (W)	3
ASD 362	SOC SKILLS INSTRUCTION AUTISM (R)	3
	ED 110 OR ED 111	3
ED 215	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 218	TRANSITIONING -EXCEPTIONAL LEARNERS	3
ED 226	COLLAB TO SUPPORT EXCEPTIONAL LEARN	3
ED 229	METHODS OF TEACHING SOCIAL STUDIES	3
ED 230	METHODS OF TEACHING SCIENCE	3
ED 323	LANG ACQUISITION & LITERACY DEV I	3
ED 324	LANG ACQUISITION & LITERACY DEV II	4
	ED 238 OR ED 239	3
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 336	COMPARATIVE EDUCATION (IW)	3
ED 350	CONTENT AREA LEARNING	3

TRACK Requirements: Humanities

At least three of the electives must be taken at the 300-level.

- **English Elective 1**
- **English Elective 2**
- **English Elective 3**
- **History Elective 1**
- **History Elective 2**
- **History Elective 3**
- **Humanities* Elective 1**
- **Humanities* Elective 2**
- **Humanities* Elective 3**
- **ENG 400 and/or HIST 400 Senior Project** (*The project should be approved by the chair of the department in which the student plans to complete the Senior Project.*)

Sub-Total Credits: 30

**May be selected from any of the following disciplines: English, History, Foreign Languages/Cultures/Literatures, Philosophy, Religious Studies, Asian Studies or Art History.*

NOTE: *If any of the English/History/Humanities "electives" noted above in the Track carry NASH credit, they may not be counted for NASH credit toward the student's general education requirements.*

Total Credits: LAIS Major plus One Track 54 - 56

Undergraduate to Graduate Education Course Equivalencies

For the purposes of the LAIS major and all of the education minors, the graduate courses listed below may count as acceptable substitutes as long as minimum credit hours needed for the major or minor are accrued (note that undergraduate students not admitted to BA/MAT are only permitted to take two graduate level courses; however, exceptions may be made with COE approval for students completing certificates or special course sequences).

UNDERGRADUATE GRADUATE

ECON 112	IN 603
PSYC 210	ED 601
PSYC 211	ED 601
ED 115	ED 602
ED 205	ED 622
ED 209	ED 639
ED 212	ED 601
ED 215	IN 620
ED 218	ED 637
ED 226	ED 638
ED 229	IN 604
ED 230	IN 605
ED 238	IN 601
ED 239	IN 602
ED 300	ED 607
ED 310	ED 607
ED 305	ED 625
ED 308	ED 608
ED 315	ED 624
ED 323	ED 635 or ED 671
	ED 635 or ED 672 (or ED 636 if
ED 324	ED 635 was taken for ED 323)
ED 325	ED 625
ED 328	ED 603
ED 346	ED 546
ED 347	ED 547
ED 348	ED 548
ED 349	ED 549
ED 350	ED 606
ED 394	ED 650

Education Minors

Type: Minor

LAIS and Education Minors Policy

Students who declare a major in LAIS may not declare the following minors due to too much curricular overlap. Students pursuing the BA/MAT may take graduate-level equivalents for some of these courses (see above). Students pursuing licensure in any of these areas will have additional requirements as set forth by the Virginia Department of Education. A minor in Education does not sufficiently meet the requirements for a Virginia teaching license. Students interested in pursuing licensure should arrange to meet with an education advisor to go over specific licensure requirements. *For additional information on undergraduate minors, please see the Academic Procedures section of the undergraduate catalog.*

Requirements for the Art Education Minor

Must major in studio art; emphasis in one of painting, drawing, printmaking, photography, or extended media.

Item #	Title	Credits
ED 110	PRACTICUM IN EDUCATION (C)	3
ED 115	FOUNDATIONS OF EDUCATION	3
	(T)	
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
	ED 212 or PSYC 210 and 211	3-6
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ART 125	INTRODUCTION TO ART EDUCATION (A)	3

Requirements for the Elementary Education Minor

Any major other than LAIS (if planning to pursue a teaching endorsement in elementary education and choosing this minor instead of the LAIS major: must major in American Studies, History, Political Science, Economics, English, Math, Biology, Chemistry, or Physics.)

Item #	Title	Credits
ED 110	PRACTICUM IN EDUCATION (C)	3
ED 115	FOUNDATIONS OF EDUCATION	3
	(T)	
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	3
ED 323	LANG ACQUISITION & LITERACY DEV I	3
ED 324	LANG ACQUISITION & LITERACY DEV II	4
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3

Requirements for the Music Education Minor

Must major in music or performing arts with music concentration.

Ed 110 (Practicum in Education) is also strongly recommended.

Item #	Title	Credits
ED 115	FOUNDATIONS OF EDUCATION	3
	(T)	
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
	ED 212 or PSYC 210 and 211	3-6
MUS 217	CONDUCTING	3
MUS 310	MUSIC METHODS LAB: ELEM MUSIC ED	3
MUS 311	MUSIC METHODS LAB: MID/ SEC MUSIC ED	3

Requirements for the Special Education Minor

Any major other than LAIS; a psychology major or minor is recommended, but not required.

Item #	Title	Credits
ED 111	PRACTICUM IN SPECIAL EDUCATION (C)	3
ED 115	FOUNDATIONS OF EDUCATION3 (T)	
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	3
ED 215	FOUNDATIONS & LEGAL ISSUES OF SPED	3
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3

Requirements for the English Education Minor, Math Education Minor, Science Education Minor, History & Social Science Education Minor

English Education (18 s.h.): must major or co-minor in English

Math Education (21 s.h.): must major or co-minor in Math

- **Additional required course: ED 238**

Science Education (21 s.h.): must major or co-minor in one of the following Biology, Chemistry, or Physics

- **Additional required course: ED 230**

History & Social Science Education (18 s.h.): must major or co-minor in one of the following: History, American Studies, Political Science, or Economics.

Item #	Title	Credits
ED 110	PRACTICUM IN EDUCATION (C) 3	
ED 115	FOUNDATIONS OF EDUCATION3 (T)	
ED 205	CHARACTERISTICS OF EXCEPTIONALITY	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	3
ED 325	CLASSROOM AND BEHAVIOR MANAGEMENT	3
ED 350	CONTENT AREA LEARNING	3
	Additional courses for Math and Science Ed minor	3
Total credits:		18-27

Higher Education

Bachelor's/Master of Science - Higher Education

The Bachelor's/Master of Science in Higher Education allows undergraduate students to complete both a bachelor's degree and a Master of Science degree. Students must apply and be accepted to the program. Students then combine up to 18 credit hours of graduate courses with undergraduate coursework, leading to a Master of Science degree one year following completion of the

bachelor's degree. Students interested in the Bachelor's/Master of Science in Higher Education should arrange a meeting with the Higher Education department to thoroughly review all course requirements. Students can see a listing of the required graduate courses on the Master of Science - Higher Education page.

Certificate in Diversity and Inclusion in Higher Education

In light of the current socio-political climate, it is clear that Higher Education professionals must be prepared to be culturally competent and critically aware of the complexities involved in the lives of all individuals. Diversity is defined in the certificate in the most inclusive and broad sense possible. The importance of inter-disciplinary analysis is paramount in the development of a graduate certificate that is striving to teach a level of cultural competence beyond basic content knowledge. A comfort with the development of activities and dialogs that are required for both Higher Education professionals and other organizations will be an integral part of the certificate program. Program participants will be situated to collaborate and draw on additional knowledge and fields of study outside of their undergraduate programs.

Type: Certificate

Requirements for the Certificate

The certificate is 12 credit hours and includes one course currently in development:

- **HIED 6xx** (will have a global focus)

Plus the following:

Item #	Title	Credits
HIED 662	THEORY/PRACTICE LEARNING & ENGAGE	3
HIED 664	ADULT LEARNERS IN THE 21ST CENTURY	3
HIED 660	DIVERSITY INCLUSIVITY SOC JUSTICE	3
Total credits:		12

College of Visual and Performing Arts

The College of Visual and Performing Arts is dedicated to the principle, practice, expression, and understanding of embodied, envisioned, and articulated arts. Interdisciplinary in theory and practice, the College of Visual and Performing Arts emphasizes cross-training across multiple modalities, enabling a range of competencies and literacies for its students. The performing and visual arts at MBU are above all liberal arts, and thus prepare students for a diversity of fields that require critical thinking and refined communication skills.

Master of Fine Arts in Shakespeare and Performance

The Master of Fine Arts (MFA) degree is the terminal degree in theatre. Requests for permission to proceed to the MFA program should be made during the fall semester of the year in which the MLitt graduation is expected. An interview with MFA faculty is required. Acceptances granted to students in the final year of their MLitt studies are conditional on the successful completion of that degree. Upon completion of their MLitt requirements, students admitted to the 30 s.h. MFA degree. The twelve-month (early May to late April) degree is an immersive, collaborative experience during which students rotate through the program's four core competencies (teaching, acting, directing, dramaturgy) while producing and performing a repertory of plays. Course work will be modular, allowing for flexibility of scheduling and instruction. The experience culminates in a festival presentation of all of the Company's shows. In addition to fulfilling all evaluated components of the program, students will produce an assessed piece of writing, a collaborative thesis, with their fellow MFA students.

The MFA Thesis Project Consists of:

A chapter for the MFA Thesis book
An oral presentation in support of the thesis
An oral defense before an examining panel of at least one faculty member

Note: MFA students are required to be on campus to defend the thesis in person unless the S&P Director waives the requirement upon request of the student or recommendation of the thesis supervisor.

Type: MFA

Requirements for the Master of Fine Arts Degree (MFA)

Minimum GPA of 3.3;

A minimum of 70 semester hours, including those earned for the MLitt degree and these 30 s.h.;

Summer I

Item #	Title	Credits
REN 810	COMPANY DRAMATURGY	3
REN 811	COMPANY MANAGEMENT	3

Fall Term

Item #	Title	Credits
REN 812	COMPANY ACTING A	3
REN 814	COMPANY DRAMATURGY A	3

Spring Term

Item #	Title	Credits
REN 822	COMPANY ACTING B	3
REN 824	COMPANY DRAMATURGY B	3
Total credits:		18

Master of Letters in Shakespeare and Performance

The MLitt Thesis Project

All candidates for the MLitt degree must complete REN 700, the Thesis Project for the MLitt degree. MLitt students may enroll for the project after they have completed 18 s.h. of coursework. The project must be approved by the program director and regularly supervised by a member of the program faculty. For more information, see the S&P Student Handbook and MLitt Thesis Proposals and Enrollment.

The MLitt Thesis Project Consists of:

- A thesis;
- A 20-minute staged presentation in support of the thesis; and
- An oral defense before an examining panel of at least two faculty members.

Note: MLitt students are required to be on campus to defend the thesis in person unless the S&P Director waives the requirement upon request of the student or recommendation of the thesis supervisor.

Progress towards the MLitt degree normally requires an enrollment of at least nine hours per semester. However, students receiving financial aid should ensure that they maintain the minimum enrollment for aid, usually five hours per semester. Typically, students complete the MLitt degree in two years. For more information, see Continuing Enrollment, Time Limit for Completion, and Tuition and Fees.

MLitt Thesis Proposals and Enrollment

Students may enroll for their final projects after they have completed 18 s.h. of coursework towards the MLitt degree, and when their proposals have been approved by the following process: Students submit formal proposals for their thesis projects, obtain the consent of an appropriate faculty member to act as project supervisor, and a minimum of one other faculty to act with the supervisor as examiner(s). Occasionally, qualified outside examiners may form part of the examining committee. Once these steps have been taken, the program director must approve the project. Where resources, including actors, are drawn from the American Shakespeare Center, the consent of the American Shakespeare Center is also required. Details of and forms for this process are available from the program office. Only after obtaining the necessary approvals may a student enroll for the final project (REN 700). A grade is awarded for the course leading to completion of the project; the project itself is not graded but is the basis for the decision to award or withhold the degree. It is in the student's best interests to consult regularly with the project supervisor and any other faculty who may provide helpful advice during development of the thesis and planning for performances. It is also advisable to prepare for work on the thesis by taking REN 695 in May Term or an exploratory REN 590 Directed Inquiry. It is extremely unwise to leave preparation of the thesis until the student's final semester.

After the oral defense, a thesis may be accepted without revision; accepted conditionally, in which case the examiners will specify the revisions or additions needed; or rejected. In the case of rejection, a student may be required to resubmit the

thesis, or an alternative thesis, for a second and final attempt. Acceptance, and the award of the degree, requires the unanimous consent of the examining committee. Students should consult the most recent Student Handbook for details of the process, format for preparation of the thesis, the steps required for enrollment, etc.

Students staying for the MFA degree are required to complete at least 40 s.h. before matriculating into the MFA degree program, a 30-s.h. program, which, when added together, total the required 70 s.h. for both degrees.

Note: A Minimum GPA of 3.0 is required to remain in "good standing" as an MLitt student; and a minimum GPA of 3.3 is required for admission to the MFA program.

Type: MLITT

Requirements for the Master of Letters Degree (MLitt)

40 total semester hours including the required 28 s.h. of core courses:

Item #	Title	Credits
REN 500	SHAKESPEARE	3
REN 501	RESEARCH METHODS	1
REN 510	SHAKESPEARE AND TEXTUAL CULTURE	3
REN 520	TUDOR-STUART HISTORY	3
REN 530	THE LANGUAGE OF PERFORMANCE	3
REN 531	PERFORMANCE OF THE LANGUAGE	3
REN 551	SHAKESPEARE PEDAGOGY	3
REN 553	DIRECTING FOR EARLY MODERN STAGE	3
REN 670	DRAMATURGY	3
REN 700	FINAL PROJECT FOR THE M.LITT	3
	12 s.h. of elective credits to complete degree total of 40*s.h.	12
	Total credits:	40

Art

Jim Sconyers, Jr., department chair

The Department of Art and Art History offers a minor in Art History and a major and a minor in Studio Art.

Studio Art (Major)

Cheyenne Crawford, Barbara Holt, Colleen Pendry, Laura Pogoretskiy, Nancy Ross, Jessica Rublee, Martha Saunders, Jim Sconyers, Jr.

The studio art curriculum at Mary Baldwin promotes a process-oriented and creative practice of the language of visual form, where an emphasis is placed upon art making as a thoughtful exploration of ideas. Students learn the following: perceptual skills, analytical and critical competence, and technical skills related to specific media, the importance of process, creative problem solving, various means of artistic conceptualization, and the context of historical and contemporary art. Because of the importance of process and sequential learning in the visual arts, students desiring to major in studio art are encouraged to take foundation courses: ART 109, ART 110, ART 111, and one of the 100-level art history courses during their freshman year. This will put them on the optimal learning track in the major. Students who plan to qualify for a teaching license with certification in art education should complete the studio art major. Courses specific to endorsement are listed at the end of the studio art courses.

Civic Engagement Opportunities

- Annual visual arts trips to Washington D.C. and New York City, open to the community
- Regular public lectures by prominent artists, art historians, and art critics
- Professional exhibitions in the university's art gallery, open to the public
- Required or recommended internships through our academic majors
- Varied collaborative projects that involve other organizations and institutions, including student exchange exhibitions with other colleges
- Art and art history faculty lectures and service at community organizations

- Exploring civic engagement through class projects and assignments

Type: Major

Requirements for the Major in Studio Art

Students majoring in Studio Art select at least one area of emphasis. With planning it is possible to have two areas of emphasis, which is recommended for students considering graduate school. 39 semester hours are required for all areas of emphasis.

Each area of emphasis requires the following courses *in addition* to the requirements listed below:

(Note: For students selecting two areas of emphasis, the below requirements only need to be taken once.)

Item #	Title	Credits
ART 109	FUNDAMENTALS OF ART & DESIGN I (A)	3
ART 110	FUNDAMENTALS OF ART & DESIGN II (A)	3
ART 111	DRAWING I (A)	3
ARTH 101	WESTERN ART: PREHIST TO GOTHIC (A)	3
ARTH 102	WESTERN ART: RENAISS TO MODERN (A)	3
	One from 200 or 300-level ARTH	3
	One of ART or ARTH	3

Drawing Emphasis

Item #	Title	Credits
ART 112	PAINTING I (A)	3
ART 120	PRINTMAKING I (A)	3
ART 211	DRAWING II	3
ART 311	DRAWING III	3
ART 405	SENIOR PROJECT IN DRAWING (M)	3
	One of ART or ARTH	3

Painting Emphasis

Item #	Title	Credits
ART 112	PAINTING I (A)	3
ART 211	DRAWING II	3
ART 212	PAINTING II	3
ART 312	PAINTING III	3
ART 401	SENIOR PROJECT IN PAINTING (M)	3
	One of ART or ARTH	3

Photography Emphasis

Item #	Title	Credits
ART 115	PHOTOGRAPHY I (A)	3
ART 116	PINHOLE PHOTOGRAPHY (A)	3
ART 124	DIGITAL PHOTOGRAPHY/ PRINTMAKING (A)	3
ART 215	PHOTOGRAPHY II	3
ART 408	SENIOR PROJECT IN PHOTOGRAPHY (M)	3
	One of ART or ARTH	3

Printmaking Emphasis

Item #	Title	Credits
ART 115	PHOTOGRAPHY I (A)	3
ART 120	PRINTMAKING I (A)	3
ART 122	SILKSCREEN (A)	3
ART 124	DIGITAL PHOTOGRAPHY/ PRINTMAKING (A)	3
ART 406	SENIOR PROJECT PRINTMAKING (M)	3
	One of ART or ARTH	3

Extended Media Emphasis

This concentration is designed for the serious student who has a specific goal in studio art that cannot be met in the above areas of emphasis. Some possibilities include illustration, the artist's book, video, and installation art. This area of emphasis requires the approval and guidance of the full-time studio faculty.

A small sequence of courses appropriate to the medium/idea, to be approved by the full-time studio faculty.

Item #	Title	Credits
ART 407	SENIOR PROJECT EXTENDED MEDIA (M)	3
Total credits:		39

Studio Art (Minor)

Type: Minor

Requirements for the Minor in Studio Art

Item #	Title	Credits
ART 109	FUNDAMENTALS OF ART & DESIGN I (A)	3
ART 110	FUNDAMENTALS OF ART & DESIGN II (A)	3
ART 111	DRAWING I (A)	3

Three more art courses

One of the following:

Item #	Title	Credits
ARTH 101	WESTERN ART: PREHIST TO GOTHIC (A)	3
ARTH 102	WESTERN ART: RENAISS TO MODERN (A)	3
Total credits:		21

Art History

Art History (Minor)

Kerry Mills, Jenny Ramirez

The art history curriculum introduces students to historical inquiry, an understanding of the various styles and movements in art, theory of art, and the interpretation of art in the context of time, place, and purpose. Students learn terminology, research methods, develop skills in organization, critical and logical thinking, and writing, and learn that art of the past is relevant today.

Type: Minor

Requirements for the Minor in Art History

Item #	Title	Credits
ARTH 101	WESTERN ART: PREHIST TO GOTHIC (A)	3
ARTH 102	WESTERN ART: RENAISS TO MODERN (A)	3
	Four additional ARTH courses at the 200-or 300-level	12
Total credits:		18

Arts Management

Arts Management (Major)

Jim Sconyers, Jr., Art Coordinator Lise Keiter, Music Coordinator Kerry Cooke, Theatre Coordinator

The arts management major provides the student whose field of interest is art, music, or theatre with skills in management appropriate for positions in arts organizations or for graduate study in arts management.

Type: Major

Requirements for the Major in Arts Management

Senior Project in area of concentration

Required courses for area of concentration, as noted below

One course in each of the other two concentrations

Note: One or more of the following strongly recommended: Art 117, Buad 307, Buad 350, Comm 115, Comm 221, Comm 240, Comm 245, or INT 251

Note: ECON 102 is strongly recommended, especially for students planning to pursue graduate studies in business.

Note: Art emphasis students choose one of the following: COMM 100 or COMM 260.

Item #	Title	Credits
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
BUAD 208	ACCOUNTING PRINCIPLES	3
BUAD 230	MARKETING PRINCIPLES	3
COMM 100	PUBLIC SPEAKING (O)	3
COMM 260	PUBLIC RELATIONS	3
ECON 101	PRINCIPLES OF MICROECONOMICS (SQ)	3
	ARTM 287/387	3

Concentration in Art

Note: INT 150 Creating Community: Human Rights and the Arts and INT 155 Permeable Borders are encouraged but not required.

Item #	Title	Credits
ARTH 101	WESTERN ART: PREHIST TO GOTHIC (A)	3
ARTH 102	WESTERN ART: RENAISS TO MODERN (A)	3
	Two Additional ARTH Courses	6
ART 117	SOFTWARE IN THE VISUAL ARTS (A)	3
ARTM 340	MUSEUM STUDIES (R)	3
BUAD 400	STRATEGY/SUSTAIN IN BUSINESS (O)	3
BUAD 401	SENIOR SEMINAR (M)	3

Concentration in Music

At least 12 semester hours of music electives, including at least two three-credit music courses at the 200 level

Note: A music minor is recommended for this concentration.

Item #	Title	Credits
MUS 100	INTRO TO LISTENING (A)	3
MUS 111	MUSIC THEORY I (A)	4
MUS 402	SENIOR THESIS (M)	3

Concentration in Theatre

THEA 208 or approved substitution
One additional course in theatre literature or history
One course in theatre techniques
Two additional theatre courses

Item #	Title	Credits
	THEA 114 or THEA 115	3
THEA 401	SENIOR PROJECT (M)	3
	Total credits:	48-49

Dance

Dance

The Dance Minor provides students with a balance of theory and practice -- fostering creativity and imagination as well as aesthetic, cultural, historical,

and social awareness through the art of dance. The minor is open to all students, regardless of their academic major. Students who pursue the Dance Minor will take movement classes in a range of dance genres as well as in choreography and dance history. Each student will also complete a practicum focused on performance, dance instruction, or both.

Type: Minor

Requirements for the Minor in Dance

18 semester hours, broadly categorized as:

- Dance History and Cultural Understanding (3 s.h.)
- Dance Movement, Technique and Choreography (12 s.h.)
- Dance Practicum (3 s.h.)

Required Dance History Course

- DAN 103: Dance History and Cultural Understanding (3 s.h.)

Required Dance Movement, Technique and Choreography Courses

- DAN 102: Studies in Choreography from Theatre and Film (3 s.h.)

Item #	Title	Credits
DAN 144	BEGINNING BALLET (P2)	0.5
DAN 145	WORLD RHYTHMS DANCE (P2)	0.5
DAN 148	BALLROOM DANCE (P2)	0.5
DAN 156	DANCE COMPOSITION & IMPROVISATION	1

Elective Movement Courses

Item #	Title	Credits
DAN 139	TOPICS (P2)	0.5
DAN 139	TOPICS (P2)	0.5
DAN 139	TOPICS (P2)	0.5
DAN 152	HIP HOP DANCE (P2)	0.5

Required Dance Practicum Courses

May fulfill this requirement by completing 1 semester of DAN 101 and 1 semester of DAN 150 OR 3 semesters of DAN 150

Item #	Title	Credits
DAN 150	PERFORMANCE DANCE GROUP1 (P2)	
Total credits:		18

Film

Film (Major)

Department Head: Allan Moyé

Film study emphasizes cinema as an art form, media industry, and social artifact. It integrates courses from many disciplines to provide cultural, historical, and aesthetic means to think about and create visual media. Students choose one of two tracks: **Film Studies** emphasizes critical, aesthetic, theoretical and philosophical approaches, while **Film Production** emphasizes practice through courses in photography, scriptwriting, video production, and theater production, for students who want to create movies, or study photojournalism, or narrative photography, and/or use video/film as a fine art. Mary Baldwin offers a major in Performing Arts with a concentration in Film and a minor in Film. Those who wish to design an independent major in Film should discuss the possibility with their advisors and the director of the Film minor.

Type: Major

Requirements for the Major in Performing Arts with a Concentration in Film

MUS/THEA/FILM 150

THEA 401, MUS 401, MUS 402 or FILM

401: Senior Project

Item #	Title	Credits
MUS 100	INTRO TO LISTENING (A)	3
MUS 226	MUSIC AND THE THEATRE (A)	3
MUS 105	FUNDAMENTALS OF MUSIC (A)	3
MUS 111	MUSIC THEORY I (A)	4
	THEA 114 or THEA 115	3
THEA 121	ACTING I	3
THEA 111	VOICE, DICTION, & ORAL READING (O)	3
THEA 105	BASIC THEA PROD:SCENE & LIGHT (A)	3
THEA 110	BASIC PROD: COSTUME/STAGE 3 MGMT (A)	
FILM 119	INTRODUCTION TO VIDEO PRODUCTION	3
THEA 210	PRODUCTION PRACTICUM (M)	3

Concentration in Film

Fulfillment of core requirements From the core choose:

Item #	Title	Credits
FILM 119	INTRODUCTION TO VIDEO PRODUCTION	3
FILM 401	SENIOR THESIS (M)	3

Additional requirements

Item #	Title	Credits
FILM 254	FILM ANALYSIS (A)	3

Three of the following:

Item #	Title	Credits
FILM 229	ADVANCED VIDEO PRODUCTION	3
FILM 264	SCREENWRITING (W)	3
FILM 275	WOMEN IN FILM (G)	3
FILM 333	FILM THEORY AND CRITICISM	3

One of the following

or an additional film course from above.

Item #	Title	Credits
ARTH 206	HISTORY OF PHOTOGRAPHY (A)	3
ART 115	PHOTOGRAPHY I (A)	3
THEA 115	INTRO DRAMA: SCRIPT ANALYSIS (AW)	3
Total credits:		55

Film (Minor) with an Emphasis in Film Production

Civic Engagement Opportunities

Special topics in film and filmmaking include:

- Documenting special May Term projects. This may include collaboration with other courses that benefit. These have included study abroad trips as well as in-state topical projects, such as projects in conjunction with artist/activist Claudia Bernardi of the Walls of Hope organization.
- Documenting local topics of human interest.
- Required or recommended internships at area television, video production companies, radio

stations, or organizations (private or civic) needing film-oriented services.

- Videotaping campus and local events of importance.
- Opportunities to attend national and international film festivals as a student intern or participant.
- Creating Public Service Announcements for campus broadcast.
- Exploring civic engagement through class projects and group and individual assignments.

Type: Minor

Requirements for the Minor in Film with an Emphasis in Film Production

Item #	Title	Credits
FILM 254	FILM ANALYSIS (A)	3

Two of the following

Item #	Title	Credits
ART 115	PHOTOGRAPHY I (A)	3
FILM 119	INTRODUCTION TO VIDEO PRODUCTION	3
THEA 105	BASIC THEA PROD:SCENE & LIGHT (A)	3

Four of the following

or special topics in art, communication, film, or theatre where appropriate.

Item #	Title	Credits
ART 115	PHOTOGRAPHY I (A)	3
ART 215	PHOTOGRAPHY II	3
FILM 119	INTRODUCTION TO VIDEO PRODUCTION	3
FILM 229	ADVANCED VIDEO PRODUCTION	3
FILM 264	SCREENWRITING (W)	3
FILM 333	FILM THEORY AND CRITICISM	3
THEA 105	BASIC THEA PROD:SCENE & LIGHT (A)	3
THEA 323	DIRECTING METHODS	3
Total credits:		21

Film (Minor) with an Emphasis in Film Studies

Type: Minor

Requirements for the Minor in Film with an Emphasis in Film Studies

Item #	Title	Credits
FILM 254	FILM ANALYSIS (A)	3
FILM 333	FILM THEORY AND CRITICISM	3

Five of the following:

or special topics in art, communication, film, or theatre where appropriate.

Item #	Title	Credits
ANTH 220	LANGUAGE AND CULTURE (I)	3
ARTH 206	HISTORY OF PHOTOGRAPHY (A)	3
COMM 115	MASS COMMUNICATION (S)	3
FILM 275	WOMEN IN FILM (G)	3
FREN 225	FRANCOPHONE LITERATURE AND FILM(T)	3
HIST 246	EUROPE 20TH CENTURY: 1900-1939 (IR)	3
HIST 247	MODERN EUROPE, 1939-PRESENT (IR)	3
PHIL 234	PHILOSOPHY AND THE ARTS (A)	3
SPAN 215	CINE Y CONVERSACION (IO)	3
Total credits:		21

Music

Music

Lise Keiter, Department Chair

Richard Adams, Sharon Barnes, Johanna Beaver, Timothy Duncan, Pamela Fox, Andrew Gabbert, Colin Johnson, Ji Hee Kim, Lynne Mackey, Marie Masincup, Erin Murphy, Craig Robertson, Rafael Scarfullery, Lisa Stephens, Alex Ward, Anne Wick

The music department offers a Major in Music, a Minor in Music, and introductory courses and electives for more casual music enthusiasts. Mary Baldwin also offers Music Education Licensure (Vocal/Choral PreK-12). Students interested in Music Education complete the **Music Education Minor**, and students seeking Music Education Licensure complete additional requirements. (Music Education Licensure students should work closely with a Music Advisor and an Education Advisor.) Students looking for a more Interdisciplinary Major may also be interested in the **Performing Arts Major with Concentration in Music** or the **Arts Management Major with Concentration in Music**.

In all of its offerings, the department is committed to the exploration of music within the context of the liberal arts. Vocal, keyboard, and selected instrumental instruction is available to all students at beginning, intermediate, and advanced levels. The Mary Baldwin University Choir has an active schedule and is open to all students, as are other vocal and instrumental ensembles.

Music Major

The Music Major at Mary Baldwin is for students who are passionate about music and dedicated to their craft. The Music Major curriculum includes a core of music theory and music history courses, along with applied lessons and ensemble experience. Our program's flexibility also allows students to choose from an array of music history electives and develop an individualized senior project.

Students who have been accepted into the Performance Emphasis complete additional rigorous study on their major instrument or voice, along with other supporting coursework. Our two-step audition process includes an entrance audition (students may audition before they come to MBU, or in their first semester of study) and a formal audition at the end of the sophomore year. All Performance Emphasis Music Majors work closely with their Applied Teacher to improve as musicians and achieve personal goals, complete repertoire requirements, and prepare for their junior and senior recitals.

Civic Engagement Opportunities

- Performing in the community, as part of one of the music department's ensembles
- Sharing talents with the community, through the Senior Project
- Engaging with community members who attend on-campus concerts.

Type: Major

Requirements for All Music Majors:

Item #	Title	Credits
MUS 100	INTRO TO LISTENING (A)	3
MUS 111	MUSIC THEORY I (A)	4
MUS 112	MUSIC THEORY II	4
MUS 211	MUSIC THEORY III	3
MUS 212	MUSIC THEORY IV (Q)	3
MUS 315	HISTORY OF WESTERN MUSIC TO 1750 (R)	3
MUS 316	HISTORY OF WESTERN MUSIC, 1750 TO PRESENT	3
	Choose at least one Music History Elective	3
	Choose at least one Practical Music Class	3
	At least four semesters of Applied Lessons	4-8
	Pass Piano Proficiency Test	
	At least two semesters of MUS 2106	
	MUS 401* or MUS 402 Senior Recital or Senior Project	3

Performance Emphasis Areas

The Music Major with Performance Emphasis is open to all students by audition and includes additional requirements. (Students who are not completing the Performance Emphasis only need to complete the "Requirements for all Music majors," listed above. Total credits for Music Major without Performance Emphasis: 38-42.)

Students pursuing the Performance Emphasis must pass a preliminary audition (either before they arrive at MBU or at the end of their first semester of Applied Study) and a Formal Audition at the end of their sophomore year. In addition to the "Requirements for All Music Majors," listed above, Performance Emphasis students complete one of the following Emphasis Requirements:

Vocal Performance Emphasis

Students must complete all of the "Requirements for All Music Majors," above, as well as the following additional requirements, listed below. (Students are also encouraged to take Thea 121 (Acting I). Mus 301 (Junior Recital) is also strongly recommended.)

Item #	Title	Credits
MUS 141	DICTION FOR SINGERS	3
	At least one semester of foreign language	4
	Applied Voice Lessons every semester	4-8
	Music 106 every semester	4-6
	Pass the formal audition at the end of sophomore year.	
	Complete the Department's Repertoire Requirements.	
MUS 401	SENIOR RECITAL (M)	3

Piano Performance Emphasis

Students must complete all of the "Requirements for All Music Majors," above, as well as the following additional requirements, listed below. (Mus 301 (Junior Recital) is also strongly recommended.)

Item #	Title	Credits
MUS 323	PIANO LITERATURE (W)	3
	At least one semester of MUS 210	1
	Applied Piano Lessons every semester	4-8
	At least four semesters of MUS2106	
	Pass the formal audition at the end of sophomore year.	
	Complete the Department's Repertoire Requirements.	
MUS 401	SENIOR RECITAL (M)	3

Instrumental Performance Emphasis

Students must complete all of the "Requirements for All Music Majors," above, as well as the following additional requirements, listed below. (Mus 301 (Junior Recital) is also strongly recommended.)

Item #	Title	Credits
	Applied Lessons on Primary Instrument every semester	4-8
	Instrumental Ensemble every semester	8
	Pass the formal audition at the end of sophomore year.	
	Complete the Department's Repertoire Requirements.	
MUS 401	SENIOR RECITAL (M)	3

Music (Minor)

Type: Minor

Core Requirements All Music Minors

Item #	Title	Credits
MUS 100	INTRO TO LISTENING (A)	3
MUS 111	MUSIC THEORY I (A)	4
MUS 112	MUSIC THEORY II	4

General Concentration

All core requirements for the minor in music

At least two three-credit courses at the 200- or 300-level, 6 credits

A minimum of four semesters of Applied Lessons, MUS 106, and/or MUS 108, 4-8 credits

Total credits for the Music Minor (General Concentration): 21-25 credits

Performance Concentration

All core requirements for the minor in music

At least two additional three-credit courses at the 200- or 300-level, 6 credits

A formal audition by spring semester of the sophomore year.

A minimum of six credit hours of Applied Lessons, 6 credits

MUS 302, 1 credit

Total credits for the Music Minor (Performance Concentration): 24 credits

Performing Arts

Performing Arts

Film Concentration Coordinator: Allan Moye

Music Concentration Coordinator: Lise Keiter Theatre Concentration Coordinator: Kerry Cooke

The Performing Arts Major is an Interdisciplinary Major that includes coursework in Film, Music, and Theatre. Performing Arts Majors complete the Core Requirements and also choose a concentration in Film, Music, or Theatre.

Students may also be interested in the **Music Major** or the **Theatre Major**.

Type: Major

Requirements for the Major in Performing Arts

Core requirements for All Majors

Item #	Title	Credits
THEA 150	INTRODUCTION TO PERFORMING ARTS (A)	3
	MUS 100 OR MUS 226	3
	MUS 105 OR MUS 111	3-4
	THEA 114 or THEA 115	3
	Students choose ONE course from the following	3
	One PHE class that is dance, yoga, or fencing	
	Performing Arts Senior Project	3

Concentration in Film

Fulfillment of core requirements

From the core choose

Item #	Title	Credits
FILM 119	INTRODUCTION TO VIDEO PRODUCTION	3
FILM 401	SENIOR THESIS (M)	3

Additional requirements

Item #	Title	Credits
FILM 254	FILM ANALYSIS (A)	3
	Choose THREE of the following:	9
	Choose ONE of the following:	3

Concentration in Music

Fulfillment of Core Requirements.

*Music Concentration Students pursuing the **Performance Track** complete **Music 401 (Senior Recital)**. All other Music Concentration students complete **Music 402 (Senior Thesis)**.

Students in the Performance Track must pass a formal audition at the end of their sophomore year and must take applied lessons on their primary instrument or voice for a minimum of 6 semesters. (Music 301 is also recommended for Performance Track students who wish to pursue graduate study.)

From the core choose

Item #	Title	Credits
MUS 100	INTRO TO LISTENING (A)	3
MUS 111	MUSIC THEORY I (A)	4
	MUS 401* or MUS 402 Senior Recital or Senior Project	3

Additional requirements

Item #	Title	Credits
MUS 112	MUSIC THEORY II	4
MUS 211	MUSIC THEORY III	3
MUS 212	MUSIC THEORY IV (Q)	3
	At least one Music History course at the 200-level	3
	At least one Music History course at the 300-level	3
	At least two semesters of Applied Music Lessons	2-4
	At least two semesters of Music Ensemble	2

Also recommended:

At least 1 semester of foreign language

At least 2 semesters of Applied Piano (if Piano is not the student's Primary instrument) (2 s.h.)

Concentration in Theatre

Fulfillment of core requirements

From the core choose:

Item #	Title	Credits
	One THEA course from the following	3
THEA 121	ACTING I	3
THEA 114	INTRO TO THEATRE HISTORY (AW)	3
THEA 401	SENIOR PROJECT (M)	3

Additional Requirements

THEA 210 taken twice

One of the following: THEA 217, THEA 218, THEA 219, or THEA 270

THEA 395

One elective from THEA or REN (undergraduate students may take up to two graduate courses without additional fees)

Strongly recommended: THEA 105 and THEA 153 and THEA 156

Theatre

Theatre (Major)

Kerry Cooke, Department Head

Doreen Bechtol, J.P. Scheidler, Matt Davies, Brian Granger, Sarah Kennedy, Paul Menzer, Allan Moyé, Molly Seremet

Type: Major

Requirements for the Theatre Major

THEA 210 4 times with 1-3 hours variable credit

Item #	Title	Credits
	THEA 101 or THEA 208	3
THEA 114	INTRO TO THEATRE HISTORY (AW)	3
THEA 115	INTRO DRAMA: SCRIPT ANALYSIS (AW)	3
	THEA 121 or THEA 323	3
THEA 210	PRODUCTION PRACTICUM (M)	3
THEA 395	INTRO TO THEATRE HISTORY II (O)	3
THEA 401	SENIOR PROJECT (M)	3

One of the following

Item #	Title	Credits
FILM 119	INTRODUCTION TO VIDEO PRODUCTION	3
THEA 151	Scene and Light Design	3
THEA 153	Stage Management	3
THEA 156	STAGE COSTUME (R)	3

Two of the following

Item #	Title	Credits
THEA 217	CONTINENTAL RENAISSANCE DRAMA (H)	3
THEA 218	SHAKESPEAREAN DRAMA IN CONTEXT (T)	3
THEA 219	WOMEN IN THEATRE AND DRAMA (G)	3
THEA 270	AFRICAN AMERICAN THEATRE (D)	3

Areas of Emphasis (Optional)

Acting & Directing

Item #	Title	Credits
	THEA 101 or THEA 208	3
THEA 121	ACTING I	3
THEA 221	ACTING II: TECHNIQUES	3
THEA 321	ACTING III	3
THEA 323	DIRECTING METHODS	3
THEA 324	DIRECTING PRACTICUM	3

Theatre History/Literature

Item #	Title	Credits
THEA 101	PLAYS IN PERFORMANCE (AW)	3
THEA 114	INTRO TO THEATRE HISTORY (AW)	3
THEA 115	INTRO DRAMA: SCRIPT ANALYSIS (AW)	3
THEA 216	REG FOR ENG 216: SHAKESPEARE (HR)	3
	Theatre Emphasis: Two of the following	6
Total credits:		33

Theatre (Minor)

Note: At least 9 semester hours must be taken with on-campus MBU faculty.

BA in Theatre or a BA in Performing Arts with a Concentration in Theatre

Students may pursue a Bachelor of Arts and Master of Letters (3-2 program) that allows

completion of the BA in Performing Arts with a Concentration in Theatre and the MLitt in Shakespeare and Performance in five years. Students should see Kerry Cooke during their freshman year to discuss requirements.

Civic Engagement Opportunities

Theatre in the Community engages students in theatre communities beyond the university

- Theatre students work with school and community theatres through service-learning contracts or directed inquiries
- Student teachers with theatre majors are encouraged to incorporate theatre in their student teaching
- International course offerings explore the role of theatre in community and public life in London and Paris

Type: Minor

Requirements for the Minor in Theatre

Item #	Title	Credits
THEA 105	BASIC THEA PROD:SCENE & LIGHT (A)	3
THEA 151	Scene and Light Design	3
THEA 153	Stage Management	3
THEA 156	STAGE COSTUME (R)	3
THEA 114	INTRO TO THEATRE HISTORY (AW)	3
THEA 115	INTRO DRAMA: SCRIPT ANALYSIS (AW)	3
THEA 121	ACTING I	3
THEA 105	BASIC THEA PROD:SCENE & LIGHT (A)	3
THEA 151	Scene and Light Design	3
THEA 101	PLAYS IN PERFORMANCE (AW)	3
THEA 119	REG FOR FILM 119: VIDEO PRODUCTION	3
THEA 210	PRODUCTION PRACTICUM (M)	3
THEA 211	THEATRE IN THE COMMUNITY (CM)	3

One of the following

Item #	Title	Credits
THEA 217	CONTINENTAL RENAISSANCE DRAMA (H)	3
THEA 218	SHAKESPEAREAN DRAMA IN CONTEXT (T)	3
THEA 219	WOMEN IN THEATRE AND DRAMA (G)	3
THEA 270	AFRICAN AMERICAN THEATRE (D)	3
Total credits:		21

Exercise Science

Program Director: Christopher Harnish

A degree in Exercise Science prepares students to be leaders in clinical rehabilitation exercise programs and athletic performance, and job opportunities in public and private fitness centers, corporate wellness, and clinical health and rehabilitation programs. The Exercise Science major at Mary Baldwin University will prepare students to complete specialist certifications through the American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), and the International Society of Sports Nutrition (ISSN).

Students can specialize in tracks in Personal Training, Athlete Coaching and Performance, Strength and Conditioning, or Medical Fitness. Students will study human anatomy and physiology, exercise performance, and movement analysis. They will perform exercise evaluations, develop exercise prescriptions, and teach and lead exercise sessions. Students will show their professional knowledge and skills during an internship. The *Exercise Science* degree is designed to prepare students for graduate school in the exercise sciences, with only minimal additional coursework to apply for professional graduate work in Athletic Training, Physical Therapy, Occupational Therapy, Physician Assistant, or Medical School.

Requirements for the Bachelor of Arts in Exercise Science:

In addition to the courses to complete the General Education, students will complete 24 credits of core science courses and 40 credits of exercise science and Health Care Administration courses for the BA degree.

Requirements for the Bachelor of Science in Exercise Science:

In addition to the courses to complete the General Education, students will complete 28 credits of core science courses and 44 credits of course in the Exercise Science Major (EXSS) for the BS degree.

Additional course work is required for those planning to apply to **professional graduate programs in Physical Therapy or Athletic Training** typically require [General Physics I \(PHYS 201\)](#) and [General Physics II \(PHYS 202\)](#). Other courses required for application are included within the major requirement.

Exercise Science (BS)

Type: Major

Science Core

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N)	4
BIOL 111L	LAB FOR BIOL 111	0
BIOL 264	HUMAN ANATOMY AND PHYSIOLOGY I	4
BIOL 264L	LAB FOR BIOL 264	0
BIOL 265	HUMAN ANATOMY & PHYSIOLOGY II	4
BIOL 265L	LAB FOR BIOL 265	0
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 121L	LAB FOR CHEM 121	0
CHEM 122	GENERAL CHEMISTRY II (Q)	4
CHEM 122L	LAB FOR CHEM 122	0
HSCI 180	MEDICAL TERMINOLOGY	2
HSCI 321	APPLYING STAT CONCEPTS-RESEARCH (Q)	3
PSYC 111	PSYCHOLOGY AS A SOCIAL SCIENCE (S)	3

Exercise Science Core

Item #	Title	Credits
EXSS 141	THERAPEUTIC ASSESSMENT/INTERVENTION	3
EXSS 251	PERSONAL TRAINING (P1)	3
PHE 142	WEIGHT TRAINING (P2)	0.5
PHE 197	ADVANCED WEIGHT TRAINING	0.5
EXSS 245	MOTOR BEHAVIOR	3
EXSS 320	EXERCISE & SPORTS NUTRITION	3
EXSS 330	BIOMECHANICS	3
EXSS 351	EXERCISE PHYSIOLOGY (W)	4
	PSYC 235, 305, or 307	3
EXSS 450	ADVANCED EXERCISE PHYSIOLOGY	3
EXSS 387	Internship	3
	EXSS BS Track Electives	11

Elective Tracks

Choose the Clinical Exercise track or the Human Performance track.

Take EXSS 350 if you are taking the Clinical Exercise track, and take EXSS 360 if you are taking the Human Performance Track.

Item #	Title	Credits
EXSS 350	EXERCISE SPECIAL POPULATIONS (R)	3
EXSS 360	STRENGTH AND CONDITIONING	3

Electives

Choose at least 8 credits including electives and one track.

Item #	Title	Credits
EXSS 287	EXPERIENTIAL LEARNING	2
EXSS 487	INTERNSHIP IN EXERCISE SCIENCE	6
EXSS 365	CERTIFICATION IN EXERCISE SCIENCE	1

Clinical Exercise Track

Item #	Title	Credits
EXSS 442	CARDIOVASCULAR & PULMONARY DISEASE	1
EXSS 443	NEUROLOGICAL DISORDERS	1
EXSS 444	OBESITY & METABOLIC DISORDERS	1

Human Performance Track

Item #	Title	Credits
EXSS 461	AGING & PERFORMANCE	1
EXSS 455	HIGH-INTENSITY INTERVAL TRAINING	1
EXSS 459	PRIN EXERCISE TRAINING PROGRAMS	3
Total credits:		68

Exercise Science Health Fitness Specialist (BA)

Type: Major

Science Core

Item #	Title	Credits
BIOL 100	THE LIVING WORLD (NR)	3
BIOL 151	HUMAN HEALTH AND DISEASE 3 (N)	3
PHYS 100	EXPLORING THE PHYSICAL WORLD (NQ)	3
HSCI 205	INTRO TO HUMAN ANATOMY & PHYSIOLOGY	3
HSCI 180	MEDICAL TERMINOLOGY	2
HSCI 321	APPLYING STAT CONCEPTS-RESEARCH (Q)	3
PSYC 111	PSYCHOLOGY AS A SOCIAL SCIENCE (S)	3
MATH 159	COLLEGE ALGEBRA (Q)	3

Exercise Science Core

Item #	Title	Credits
EXSS 141	THERAPEUTIC ASSESSMENT/ INTERVENTION	3
EXSS 251	PERSONAL TRAINING (P1)	3
	PHE Electives	1
EXSS 245	MOTOR BEHAVIOR	3
BIOL 252	BIOLOGY OF WOMEN (G)	3
EXSS 330	BIOMECHANICS	3
EXSS 287	EXPERIENTIAL LEARNING	2
	PSYC 200-level or Higher Psychology Course	3
EXSS 416	HLT FITNESS SPECIALIST APP CAPSTONE	3
EXSS 387	Internship	3
	EXSS BA HFS Track Electives	9

EXSS BA HFS Track Electives

Choose 9 credits.

Item #	Title	Credits
HCA 125	INTRODUCTION TO PUBLIC HEALTH	3
HCA 225	PUBLIC HEALTH ISSUES	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	3
EXSS 487	INTERNSHIP IN EXERCISE SCIENCE	6
Total credits:		59

Exercise and Sports Coaching (Minor)

The minor in exercise and sports coaching is designed to prepare students to coach sports teams, or healthy individuals. The minor prepares those interested in becoming athletic coaches at any level. Students will complete an internship with a coach or coaching group.

Type: Minor

Requirements for the Exercise and Sports Coaching Minor

Item #	Title	Credits
	BIOL 111 or HSCI 205	3-4
EXSS 245	MOTOR BEHAVIOR	3
CHEM 120	FUNDAMENTALS OF NUTRITION (N)	3
EXSS 251	PERSONAL TRAINING (P1)	3
	WS 245 or Equivalent	3
BUAD 200	MANAGEMENT PRINCIPLES (W)	3
INT 387	DEPARTMENTAL INTERNSHIP	3
Total credits:		21-22

Health Sciences

Brian Miller, Program Director

The health sciences major at Mary Baldwin University provides students with an interdisciplinary, liberal arts foundation in the natural and social sciences in order to prepare them for graduate programs in healthcare. The health sciences major combines the long-standing strengths of the undergraduate liberal arts program with the health sciences expertise of faculty within the Murphy Deming College of Health Sciences. The interdisciplinary nature of this major enables students to understand human health as a complex cultural, biological, psychological, and social dynamic.

Students in this major should consult with the health sciences advisor regarding graduate program prerequisites to ensure that courses will fulfill requirements needed to be admitted to graduate programs in healthcare. Additionally, there are 3- and 4-year plans available that have been structured specifically with the required prerequisites for

students interested in physical therapy, occupational therapy, physician assistant, chiropractic, dental and medical school.

Health Science (BA)

Type: Major

Requirements for Bachelor of Arts in Health Sciences

Item #	Title	Credits
	BIOL 111 or BIOL 151	3-4
	HSCI 205 or BIOL 264 and BIOL3-8 265	
HCA 101	INTRO HEALTH CARE ADMINISTRATION	3
	HSCI 321 or INT 222 or PSYC 250 or MATH 233	3
	PSYC 101 or PSYC 111	3
HSCI 150	INTRO TO HEALTH PROFESSIONS	2
HSCI 180	MEDICAL TERMINOLOGY	2
HSCI 401	RESEARCH METHODS AND PRACTICE (R)	3
HSCI 402	SENIOR PROJECT HEALTH SCIENCE (M)	3

Elective Options

A minimum of 27 credit hours from any of the courses listed under electives. At least three credit hours from any of the courses below must be at the 300 level and an additional twelve credit hours from any of the courses listed below must be at the 200 level or above.

Electives

At least 6 hours in Biology from the following courses:

*May count for either BIOL or CHEM, but not both

***May count for either BIOL or PSYC but not both

Item #	Title	Credits
BIOL 112	DIVERSITY OF LIFE (N)	4
BIOL 191	COURSE-BASED RESEARCH EXPERIENCE(R)	4
BIOL 222	GENETICS	4
BIOL 224	CELL BIOLOGY	4
BIOL 252	BIOLOGY OF WOMEN (G)	3
BIOL 255	MICROBIOLOGY	4
HCA 261	EPIDEMIOLOGY (Q)	3
PSYC 305	BEHAVIORAL NEUROSCIENCE	3
CHEM 324	BIOCHEMISTRY I	3
CHEM 325	BIOCHEMISTRY II	4
BIOL 327	IMMUNOLOGY	3

At least 3 hours in Chemistry from the following courses

*May count for **either** BIOL or CHEM, but not both.

Item #	Title	Credits
CHEM 102	GEN, ORGANIC & BIOCHEMISTRY I (NQ)	4
CHEM 103	GEN, ORGANIC & BIOCHEMISTRY II (NQ)	4
CHEM 120	FUNDAMENTALS OF NUTRITION (N)	3
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
CHEM 221	ORGANIC CHEMISTRY I	4
CHEM 222	ORGANIC CHEMISTRY II (R)	4
CHEM 324	BIOCHEMISTRY I	3
CHEM 325	BIOCHEMISTRY II	4

At least 6 additional hours in coursework from the following courses

***May count for either BIOL or PSYC, but not both

Item #	Title	Credits
ANTH 120	CULTURAL ANTHROPOLOGY (S)	3
ANTH 208	MEDICAL ANTHROPOLOGY (I)	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
SOC 100	GENERAL SOCIOLOGY (S)	3
SOC 260	MEDICAL SOCIOLOGY	3
SOWK 124	AGING	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	3
PSYC 203	ABNORMAL PSYCHOLOGY (S)	3
PSYC 210	CHILD PSYCHOLOGY (S)	3
PSYC 211	ADOLESCENT PSYCHOLOGY (S)	3
PSYC 212	COGNITION/COGNITIVE NEUROSCIENCE(R)	3
PSYC 235	HEALTH PSYCHOLOGY	3
PSYC 305	BEHAVIORAL NEUROSCIENCE	3
PSYC 307	DRUGS AND BEHAVIOR (T)	3
PSYC 311	PSYCHOLOGY OF ADULT DEVELOPMENT	3
PSYC 313	APPLIED BEHAVIOR ANALYSIS	4

Other Major Electives

Electives that can be taken to fulfill the total elective hours, as well as the 200 or 300 level elective requirements:

Item #	Title	Credits
EXSS 101	INTRODUCTION TO EXERCISE SCIENCE	3
EXSS 245	MOTOR BEHAVIOR	3
EXSS 251	PERSONAL TRAINING (P1)	3
EXSS 350	EXERCISE SPECIAL POPULATIONS (R)	3
EXSS 351	EXERCISE PHYSIOLOGY (W)	4
HCA 125	INTRODUCTION TO PUBLIC HEALTH	3
HCA 225	PUBLIC HEALTH ISSUES	3
HCA 230	MEDICAL AND HEALTH CARE ETHICS	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	3
HCA 240	LONG TERM CARE ADMINISTRATION	3
HCA 245	HEALTH CARE POLICY, POLITICS & LAW	3
HCA 250	GLOBAL HEALTH CARE (I)	3
HSCI 220	PRINCIPLES OF HEALTH EDUCATION	3
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4
Total credits:		52-58

Health Science (BS)

Type: Major

Requirements for Bachelor of Science in Health Sciences

Item #	Title	Credits
BIOL 111	PRINCIPLES OF BIOLOGY (N)	4
BIOL 264	HUMAN ANATOMY AND PHYSIOLOGY I	4
BIOL 265	HUMAN ANATOMY & PHYSIOLOGY II	4
HCA 101	INTRO HEALTH CARE ADMINISTRATION	3
	HSCI 321 or INT 222 or PSYC 250 or MATH 233	3
	PSYC 101 or PSYC 111	3
HSCI 150	INTRO TO HEALTH PROFESSIONS	2
HSCI 180	MEDICAL TERMINOLOGY	2
HSCI 401	RESEARCH METHODS AND PRACTICE (R)	3
HSCI 402	SENIOR PROJECT HEALTH SCIENCE (M)	3

Elective Options

A minimum of 27 credit hours from any of the courses listed under Electives. At least three credit hours from any of the courses below must be at the 300 level and an additional twelve credit hours from any of the courses listed below must be at the 200 level or above.

Students who plan to complete the BS degree must take the following courses as part of their core or elective requirements within the health science major, or as additional courses:

- Two 200 or 300 level MATH courses
- CHEM 121 General Chemistry 1 and CHEM 122 General Chemistry II
- At least two 200 or 300 level lab courses from the Biology, Chemistry, or Physics course listed in the health science electives.

Item #	Title	Credits
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4

Electives

At least 6 hours in Biology from the following courses:

*May count for either BIOL or CHEM, but not both

***May count for either BIOL or PSYC but not both

Item #	Title	Credits
BIOL 112	DIVERSITY OF LIFE (N)	4
BIOL 191	COURSE-BASED RESEARCH EXPERIENCE(R)	4
BIOL 222	GENETICS	4
BIOL 224	CELL BIOLOGY	4
BIOL 252	BIOLOGY OF WOMEN (G)	3
BIOL 255	MICROBIOLOGY	4
HCA 261	EPIDEMIOLOGY (Q)	3
PSYC 305	BEHAVIORAL NEUROSCIENCE	3
CHEM 324	BIOCHEMISTRY I	3
CHEM 325	BIOCHEMISTRY II	4
BIOL 327	IMMUNOLOGY	3

At least 3 hours in Chemistry from the following courses

*May count for **either** BIOL or CHEM, but not both.

Item #	Title	Credits
CHEM 102	GEN, ORGANIC & BIOCHEMISTRY I (NQ)	4
CHEM 103	GEN, ORGANIC & BIOCHEMISTRY II (NQ)	4
CHEM 120	FUNDAMENTALS OF NUTRITION (N)	3
CHEM 121	GENERAL CHEMISTRY I (NQ)	4
CHEM 122	GENERAL CHEMISTRY II (Q)	4
CHEM 221	ORGANIC CHEMISTRY I	4
CHEM 222	ORGANIC CHEMISTRY II (R)	4
CHEM 324	BIOCHEMISTRY I	3
CHEM 325	BIOCHEMISTRY II	4

At least 6 additional hours in coursework from the following courses

***May count for either BIOL or PSYC, but not both

Item #	Title	Credits
ANTH 120	CULTURAL ANTHROPOLOGY (S)	3
ANTH 208	MEDICAL ANTHROPOLOGY (I)	3
COMM 280	INTERCULTURAL COMMUNICATION (I)	3
SOC 100	GENERAL SOCIOLOGY (S)	3
SOC 260	MEDICAL SOCIOLOGY	3
SOWK 124	AGING	3
ED 212	LIFESPAN HUMAN DEVELOPMENT (S)	3
PSYC 203	ABNORMAL PSYCHOLOGY (S)	3
PSYC 210	CHILD PSYCHOLOGY (S)	3
PSYC 211	ADOLESCENT PSYCHOLOGY (S)	3
PSYC 212	COGNITION/COGNITIVE NEUROSCIENCE(R)	3
PSYC 305	BEHAVIORAL NEUROSCIENCE	3
PSYC 307	DRUGS AND BEHAVIOR (T)	3
PSYC 311	PSYCHOLOGY OF ADULT DEVELOPMENT	3
PSYC 313	APPLIED BEHAVIOR ANALYSIS	4
PSYC 235	HEALTH PSYCHOLOGY	3

Other Major Electives

Electives that can be taken to fulfill the total elective hours, as well as the 200 or 300 level elective requirements:

Item #	Title	Credits
EXSS 101	INTRODUCTION TO EXERCISE SCIENCE	3
EXSS 245	MOTOR BEHAVIOR	3
EXSS 251	PERSONAL TRAINING (P1)	3
EXSS 350	EXERCISE SPECIAL POPULATIONS (R)	3
EXSS 351	EXERCISE PHYSIOLOGY (W)	4
HCA 125	INTRODUCTION TO PUBLIC HEALTH	3
HSCI 220	PRINCIPLES OF HEALTH EDUCATION	3
HCA 225	PUBLIC HEALTH ISSUES	3
HCA 230	MEDICAL AND HEALTH CARE ETHICS	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	3
HCA 240	LONG TERM CARE ADMINISTRATION	3
HCA 245	HEALTH CARE POLICY, POLITICS & LAW	3
HCA 250	GLOBAL HEALTH CARE (I)	3
MATH 211	INTRO CALC/ANALYTIC GEOMETRY I (Q)	4
MATH 212	INTRO CALC/ANALYTIC GEOMETRY II (Q)	4
PHYS 201	GENERAL PHYSICS I (NQ)	4
PHYS 202	GENERAL PHYSICS II	4
Total credits:		61

Healthcare Administration

Healthcare Administration (Certificate)

Type: Certificate

Requirements for the Certificate in Healthcare Management (Not for HCA students)

Item #	Title	Credits
HCA 101	INTRO HEALTH CARE ADMINISTRATION	3
INT 222	SOCIAL SCIENCE STATISTICS (Q)	3
HCA 310	HEALTH CARE STRATEGIC MGMT (O)	3
HCA 320	FINANCE OF UNITED STATES HEALTHCARE	3

Three of the following

Item #	Title	Credits
HCA 240	LONG TERM CARE ADMINISTRATION	3
HCA 245	HEALTH CARE POLICY, POLITICS & LAW	3
HCA 261	EPIDEMIOLOGY (Q)	3
HCA 315	INTRO HEALTHCARE INFO MANAGEMENT	3
Total credits:		21

Healthcare Administration (Major)

Kim Nine, Director

Faculty: Mark Erath

Healthcare is a rapidly changing field. The leadership and administration of programs and organizations in healthcare requires knowledge, skill, and a strong sense of caring for others. The major in Healthcare Administration prepares students to enter, or advance, into the management area in a variety of positions and organizations related to the healthcare field. The major can also be a springboard for graduate work in many related fields. The MBU Healthcare Administration Program is the only endowed program of its type in the United States and Canada. The program has five named scholarships for Healthcare Administration majors. The program also coordinates the Public Health minor.

Type: Major

Bachelor of Arts to Master of Healthcare Administration (BA/ MHA)

The 4+1 BA/MHA option is for students in healthcare administration whose goal is to pursue a graduate degree. Students will be more marketable in the field, as advancement in many healthcare-related administrative positions requires a master's degree.

Students, who are pursuing MBU's Master of Healthcare Administration (MHA) degree, following the guidelines for the 4+1 option, may apply up to 18 semester hours of their graduate coursework to the 120 semester hours undergraduate total hour requirement. The Bachelor of Arts in Healthcare Administration will be conferred at the completion of all BA in HCA requirements; The MHA does not need to be earned prior to the BA being conferred.

Interested students are encouraged to communicate their interest in the 4+1 option to their faculty advisor and the MHA program director early in their academic career as careful academic planning is required. Students may apply to the MHA after earning junior status. 4+1 option students must meet all MHA admissions requirements except for the earned bachelor's degree. 4+1 option students may be granted conditional admission into the MHA until the BA in HCA is conferred. MHA Admissions requirements are available in the MHA section of the Academic Catalog.

Students may take up to 6 graduate semester hours in the MHA prior to enrolling in the MHA program.

4+1 Option Course Substitutions:

In place of HCA 310, HC Strategic Management, the student can take MHA 501, Organizational and

Systems Leadership

In place of HCA 320, Economics and Finance of HC, the student can take MHA 502, The Business of Healthcare

In place of HCA 300, HC Research Methods, the student can take MHA 503, Foundations of Research Methods in Administration

In place of 1 HCA elective, the student can take MHA 504, Policy, Ethics, and Legal Perspectives In place of BUAD 302, Managing Human Resources, the student can take MHA 506 Health

Analytics and Decision Support

In place of HCA 315, Introduction to Healthcare Information Management, students can take MHA 508, Healthcare as a Socio-Technical System

Requirements for the Major in Healthcare Administration

Item #	Title	Credits
HCA 101	INTRO HEALTH CARE ADMINISTRATION	3
	HSCI 321 or INT 222	3
HCA 243	INT HEALTHCARE QLTY RISK MANAGEMENT	3
	HCA 245 or POLS 245	3
HCA 250	GLOBAL HEALTH CARE (I)	3
HCA 300	HEALTH CARE RESEARCH METHODS (R)	3
HCA 310	HEALTH CARE STRATEGIC MGMT (O)	3
HCA 315	INTRO HEALTHCARE INFO MANAGEMENT	3
HCA 320	FINANCE OF UNITED STATES HEALTHCARE	3
	HCA 385 or HCA 387	3
HCA 401	SENIOR SEMINAR (M)	3
BUAD 230	MARKETING PRINCIPLES	3
BUAD 302	MANAGING HUMAN CAPITAL	3
	SOC 260 or ANTH 208	3
ECON 101	PRINCIPLES OF MICROECONOMICS (SQ)	3

HCA Elective (two of the following)

Item #	Title	Credits
HCA 125	INTRODUCTION TO PUBLIC HEALTH	3
HCA 225	PUBLIC HEALTH ISSUES	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	3
HCA 240	LONG TERM CARE ADMINISTRATION	3
HCA 261	EPIDEMIOLOGY (Q)	3

Requirements for Major in Healthcare Administration with Public Health Emphasis

Students seeking a BA in Healthcare Administration with a Public Health emphasis must fulfill all of the requirements for the BA, plus the following

Item #	Title	Credits
HCA 101	INTRO HEALTH CARE ADMINISTRATION	3
HCA 125	INTRODUCTION TO PUBLIC HEALTH	3
HCA 225	PUBLIC HEALTH ISSUES	3
HCA 250	GLOBAL HEALTH CARE (I)	3
HCA 261	EPIDEMIOLOGY (Q)	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	3

Master of Healthcare Administration & Master of Business Administration Dual Degree

Overview

The 54-credit hour MHA/MBA dual degree curriculum is designed for those who wish to expand their career potential in business management and healthcare administration. With core business courses that focus on the healthcare market and business industry, and healthcare administration courses that are deeply rooted in healthcare management, this program provides the student with the knowledge, skills, and abilities necessary to forge a career in high-level healthcare leadership.

Program Policies of the MHA apply to the MHA/MBA

Admission Requirements/Process for the Master of Healthcare Administration & Master of Business Administration (MHA/MBA) Dual Degree

Application deadline for fall: July 31

Application deadline for spring: November 30

Murphy Deming College of Health Sciences will admit new MHA students each August and January.

- College Transcripts: A bachelor's degree from an MBU approved, regionally accredited university is required prior to enrollment. Your

official transcripts from your degree-granting institution must be sent to Murphy Deming College of Health Sciences/Mary Baldwin University, 100 Baldwin Blvd., Fishersville, VA 22939 or mdchsadmit@marybaldwin.edu.

Unofficial transcripts are allowable for initial review of an application, however, you will not be able to enroll in our program until your official transcript has been received verifying completion of the bachelor's degree and that you still meet the minimum GPA required.

- Students without a background in business, accounting, or an approved business-related field will be required to take an exam to evaluate his or her level of business knowledge. Based on exam results, applicants may be required to take one or more pre-MBA module courses offered at MBU.
- Application: Applications are available online.
- Test Scores: No entrance exam is required, however, applicants may submit GMAT or GRE scores if they believe the scores will strengthen their application.
- If English is not your native language, you will be required to submit TOEFL or IELTS scores. Mary Baldwin University's TOEFL institution code is 5397. You do not need to submit scores if you:
 - Earned an undergraduate or graduate degree at a U.S. college or university
 - Conducted your total education in English in a native English-speaking country
 - Prerequisite Courses:
 1. Statistics (3 cr)
 2. Research (3 cr)
- Students may apply prior to completion of the prerequisite courses, as long as a plan for completion is in place.
- GPA: A minimum of 3.0 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, prerequisite courses must be completed with a "C" or better.
- References: One professional reference is required. The online application will provide a link to your recommender.
- Essay: The personal statement should describe your reason for applying to the MHA/MBA dual degree program and how admission to the program relates to your professional goals.

- Conditional Admission: may be considered for students who do not fully meet all of the requirements for regular admission, but allows them to begin program coursework. If Conditional Admission is granted, the student must earn at least a 3.0 GPA during the first nine credits taken in the program.

PREREQUISITE COURSES

Pre-MBA Module: Students without an undergraduate business or related degree will be required to take an internal exam to determine their level of business knowledge. Based on the exam results, students may need to take one or more of the competency-based pre-MBA modules. These will be online and self-paced. Areas included in these core competencies are accounting, business finance, business law, management, and marketing.

Meeting Admissions Criteria Does Not Guarantee Admission to the program.

Type: MBA

MHA/MBA COURSE REQUIREMENTS - Total Hours: 54

Students must complete the MHA/MBA Core Requirements plus the individual MHA **and** MBA requirements in order to earn both degrees as part of the MHA/MBA Dual Degree program. Students who are interested in the standalone MHA or MBA degree are referred to the MHA and/ or MBA sections of the Academic Catalog for information about those program requirements.

MHA/MBA Core Requirements

Item #	Title	Credits
MHA 701	APEX PROJECT	6
MHA 501	ORGANIZATIONAL & SYSTEMS LEADERSHIP	3
MHA 502	THE BUSINESS OF HEALTHCARE	3
BUAD 563	MARKETING & BRANDING HEALTHCARE	3
BUAD 564	HUMAN CAPITAL MGMT IN HEALTHCARE	3

MHA REQUIREMENTS

MHA/MBA Core (18 s.h.)

Item #	Title	Credits
MHA 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
MHA 506	HEALTH ANALYTICS & DECISION SUPPORT	3
MHA 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
MHA 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
MHA 611	ACCOUNTABILITY AND PUBLIC POLICY	3
MHA 600	HR MANAGEMENT AND HEALTHCARE TEAMS	3
	MHA Elective	3

MBA REQUIREMENTS

The MBA program will offer a certificate in Healthcare Business at the completion of the 18 semester hours of the BUAD courses in this dual degree program.

MHA/MBA Core (18 s.h.)

Item #	Title	Credits
BUAD 560	MANAGERIAL ACCOUNTING & FINANCE	3
BUAD 561	LEADERSHIP & STRATEGIES HEALTHCARE	3
BUAD 562	MEDICAL INNOVATION & PROJECT MGMT	3
BUAD 660	STRATEGIC PLAN & PROCESS IMPROVEMNT	3
Total credits:		54

Master of Healthcare Administration

Program Director: Kim L. Nine

Overview

The Master of Healthcare Administration (MHA) has been developed to meet the call for fundamental changes in the healthcare delivery system. The MHA program will offer a certificate in *Healthcare Administration* at the completion of the core courses

(18 s.h.). Students may then select from two different tracks, either *Master of Healthcare Administration in Quality and Systems Safety* (21 s.h.) or the *Master of Healthcare Administration in Health Systems Leadership* (21 s.h.). Stackable certificates are earned in either Quality and Systems Safety or Health Systems Leadership prior to completing the capstone course. The MHA will be delivered in an all- online format to meet the needs of working professionals with varying shift schedules. Advising and technical support will be available to students virtually. Both the *Health Systems Leadership* and *Quality and Systems Safety* tracks were designed to fill a significant regional and national void. Employment of medical and health care managers nationally is expected to grow 23% from 2012 to 2022, faster than the average for all occupations. Virginia employment data shows employer demand has increased 115% for these types of positions, most notably in the area of quality and patient safety.

Courses are offered year round in 8 week sessions with matriculation in spring or fall.

Mission of the Master of Healthcare Administration Program

To prepare individuals to grow as leaders in health systems administration and quality and system safety by providing practical, progressive, and innovative education in the knowledge, skills and abilities needed to help systems improve health and health care value.

Admission Requirements/Process for the Master of Healthcare Administration (MHA) Program

Application deadline for fall start: July 31 Application deadline for spring start: November 30

Murphy Deming College of Health Sciences will admit new MHA students each August and January.

- College Transcripts: A bachelor's degree from an MBU approved, regionally accredited institution is required prior to enrollment. Your official transcripts from your degree-granting institution must be sent to Murphy Deming College of Health Sciences/Mary Baldwin University, 100 Baldwin Blvd., Fishersville, VA 22939 or mdchsadmit@marybaldwin.edu. Unofficial transcripts are allowable for initial review of an application, however, you will not

be able to enroll in our program until your official transcript has been received verifying completion of the bachelor's degree and that you still meet the minimum GPA required.

- Application: Applications are available online.
- Test Scores: No entrance exam is required; however, applicants may submit GMAT or GRE scores if they believe the scores will strengthen their application. If English is not your native language, you will be required to submit TOEFL or IELTS scores. Mary Baldwin University's TOEFL institution code is 5397. You do not need to submit scores if you:
 - Earned an undergraduate or graduate degree at an MBU approved, regionally accredited U.S. college or university
 - Conducted your total education in English in a native English-speaking country
- Prerequisite Course: Statistics or Research Methods (3 cr.)
- GPA: A minimum of 2.8 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, prerequisite course must be completed with a "C" or better.
- References: One professional reference is required. The online application will provide a link to your recommender.
- Essay: The personal statement should describe your reason for applying to the MHA program and how admission to the program relates to your professional goals.
- Conditional Admission: Conditional Admission may be considered for students who do not fully meet all of the requirements for regular admission, but allows them to begin program course work. If Conditional Admission is granted, the student must earn at least a 3.0 GPA during the first nine credits taken in the program.

MEETING ADMISSIONS CRITERIA DOES NOT GUARANTEE ADMISSION TO THE PROGRAM.

PROGRAM POLICIES

Grading, Student Standing, and Academic Probation for MHA Program

The MHA graduate program, offered in an online format, provides flexibility in scheduling courses and offered on a part-time or full-time basis.

Students must maintain an overall GPA of 3.0 or better to graduate. Students falling below a GPA of 3.0 in any given semester will be placed on academic probation. If placed on probation, the student will be notified in writing of the criteria necessary to be removed from probation. Students on academic probation should communicate with their faculty advisor and course instructors on a regular basis. An Academic Plan will be developed to facilitate their academic progress.

Program Matriculation and Completion— MHA Program

At the end of each semester faculty review the academic performance of all students. Any course in which the student has earned a grade below a "C" will not be counted toward completion of a graduate degree requirement. A student receiving a grade of "D" or "F" in any course must repeat the course. Students are allowed to repeat an MHA course for a total of two attempts. Students must maintain an overall 3.0 GPA to continue in the program and graduate. Students falling below a GPA of 3.0 in any given semester will be placed on academic probation. A student may remain on academic probation for one additional semester in order to reach a 3.0 GPA. An academic plan will be initiated with the student advisor to ensure successful completion of the program.

Type: MHA

Healthcare Administration Graduate Certificate

Item #	Title	Credits
MHA 501	ORGANIZATIONAL & SYSTEMS LEADERSHIP	3
MHA 502	THE BUSINESS OF HEALTHCARE	3
MHA 503	RESEARCH METHODS IN ADMIN (R)	3
MHA 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
MHA 506	HEALTH ANALYTICS & DECISION SUPPORT	3
MHA 508	HEALTHCARE SOCIO-TECHNICAL SYSTEM	3

Master of Healthcare Administration in Health Systems Leadership Track

Item #	Title	Credits
MHA 600	HR MANAGEMENT AND HEALTHCARE TEAMS	3
MHA 601	QUANTITATIVE & QUALITATIVE METHODS	3
MHA 602	COMMUNITY, PUBLIC, POPULATION HLTH	3
MHA 603	HEALTHCARE MGMT AND INFO SYSTEMS	3
MHA 604	HEALTH PLANNING PROGRAM EVALUATION	3
MHA 605	HEALTHCARE MARKETING & PUB RELATION	3
MHA 620	COMPREHENSIVE CASE STUDY ANALYSIS	3

Master of Healthcare Administration in Quality and Systems Safety Track

Item #	Title	Credits
MHA 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
MHA 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
MHA 611	ACCOUNTABILITY AND PUBLIC POLICY	3
MHA 613	LEADING TEAMS & CHANGE MANAGEMENT	3
MHA 614	CARE AND DISASTER MANAGEMENT	3
MHA 615	PATIENT & FAMILY ENGAGEMENT	3
MHA 620	COMPREHENSIVE CASE STUDY ANALYSIS	3

Healthcare Administration (Minor)

Type: Minor

Requirements for the Minor in Healthcare Administration

Item #	Title	Credits
HCA 101	INTRO HEALTH CARE ADMINISTRATION	3
HCA 245	HEALTH CARE POLICY, POLITICS & LAW	3
HCA 261	EPIDEMIOLOGY (Q)	3

Three additional HCA courses

Total credits: 18

Public Health

Director: Kim Nine

Public health involves the study of population health, including protection and improvement of community health at local, national, and global levels. The public health minor introduces students to the wide variety of public health fields including administration and policy, community health and education, epidemiology and biostatistics, and medical and public health research.

Type: Minor

Requirements for the Minor in Public Health

Item #	Title	Credits
HCA 101	INTRO HEALTH CARE ADMINISTRATION	3
HCA 125	INTRODUCTION TO PUBLIC HEALTH	3
HCA 225	PUBLIC HEALTH ISSUES	3
HCA 250	GLOBAL HEALTH CARE (I)	3
HCA 261	EPIDEMIOLOGY (Q)	3
HCA 235	WOMEN'S HEALTH CARE ISSUES (GW)	3
Total credits:		18

Nursing

Doctor of Nursing Practice

The Doctor of Nursing Practice Degree is designed to prepare graduates to practice nursing from an evidence-based perspective through effective use and collaborative production of clinically-based scholarship. There are two options of entry to the DNP which include a post-MSN-DNP program or a BSN-DNP option that consist of specialty nurse practitioner tracks in Family Practice and Adult-Gerontology Acute Care. Graduates of the program are able to practice in a culturally and ethnically diverse global society and are qualified to apply for national certification examinations.

DNP Program Goals

The goals of the DNP program are based on *The Essentials: Core Competencies for Professional Nursing Education* developed by the American Association of Colleges of Nursing (2021).

- Integrate nursing science and theory, knowledge from other healthcare disciplines, and nursing research to develop innovative practice approaches that improve health and reduce health disparities for individuals and populations.
- Utilize leadership skills and interprofessional collaborations/partnerships to influence health policy, advocate for social justice, and promote ethical, equitable, safe, and quality health care for individuals and diverse populations.

- Implement ethical, cost effective, and evidence-based changes within complex care systems that produce improved health outcomes and advance the discipline of nursing.
- Engage in the scholarship of nursing, utilize communication and technological systems, and practice ongoing professional development to improve health outcomes and build strong, informed nurse leaders.
- Provide leadership at the highest level to design, direct, and evaluate innovative, evidence-based approaches to care delivery that achieve safe, quality, culturally competent person-centered care.

ADMISSION REQUIREMENTS/PROCESS FOR THE DOCTOR OF NURSING PRACTICE PROGRAM

Application deadline: April 1 (in NursingCAS)

Admissions Criteria

Criteria for all DNP applicants:

- Current unrestricted RN license in the Commonwealth of Virginia or state participating in the National Council for State Authorization Reciprocity Agreements (NC-SARA)
- Curriculum Vitae
- Personal statement
- Official transcripts
- Completion of undergraduate or graduate Statistics course with a grade of "C" or higher
- 3 Letters of recommendation

Track-Specific Requirements

FNP

- Earned BSN from an accredited CCNE or ACEN School of Nursing with a GPA of 3.0 or above on a 4.0 scale
- Minimum of one year (2,080 hours) of full-time nursing experience, preferably acute care
- Current BLS certification

AG-ACNP

- Earned BSN from an accredited CCNE or ACEN School of Nursing with a GPA of 3.0 or above on a 4.0 scale
- Minimum of one year (2,080 hours) of full-time critical care nursing experience

- Board certification as a Critical Care Registered Nurse (CCRN) preferred
- Completion of critical care checklist with clinical supervisor signature
- Current ACLS, BLS, and PALS certification

Post-MSN (APRN)

- Earned MSN from an accredited CCNE or ACEN School of Nursing with a GPA of 3.0 or above on a 4.0 scale
- Current Advanced Practice Registered Nurse (APRN) certification from a US National Certifying Board as a CNP, CRNA, CNS, or CNM with a minimum of one year (2,080 hours) of full-time experience as an APRN
- Current BLS certification

Post-MSN (non-APRN)

- Earned MSN from an accredited CCNE or ACEN School of Nursing with a GPA of 3.0 or above on a 4.0 scale
- Minimum of one year (2,080 hours) of full-time nursing experience
- Current BLS certification

Type: DNP

Family Nurse Practitioner Track

Program Director: Natalie Murphy

This hybrid BSN to DNP-FNP program is a full-time plan of study offered over 8 semesters. Coursework integrates advanced practice nursing with a focus on care of the family, interprofessional collaboration, evidence-based practice, and systems-level thinking.

Requirements for the BSN-DNP: Family Nurse Practitioner (FNP)

Item #	Title	Credits
NUR 700	ADV. PHYSIOLOGY & PATHOPHYSIOLOGY	4
NUR 704	ADV PHARMACOLOGY & THERAPEUTICS	4
NUR 705	Advanced Physiology and Pathophysiology II	4
NUR 706	ADVANCED HEALTH ASSESSMENT	3
NUR 708	FOUNDATIONS OF SCHOLARLY WRITING	2
NUR 710	HEALTHCARE POLICY, ECON & FINANCIAL	3
NUR 712	HLT INFO SYSTEMS & TECH IMPROVEMENT	3
NUR 800	FOUND & METHODS OF EVIDENCE- BASED	3
NUR 802	BIostatISTICS & EPIDEMIOLOGY	3
NUR 804	ORG & SYS LEADERSHIP QUALITY IMPROV	3
NUR 808	COLLAB POPULATION HLTH & IMPROVING	3
NUR 820	CLINICAL DIAGNOSTICS & REASONING	3
NUR 822	FNP COMPETENCY LAB	1
NUR 823	HEALTH PROMOTION & MAINTENANCE	3
NUR 824	ADV PRACTICE NURSING I: PEDIATRIC	4
NUR 825	ADV PRACTICE NURSING: CLINICAL I	1
NUR 826	ADV PRACTICE NURSING: CLINICAL II	2
NUR 828	ADV PRAC NURSE ADULT PRIMARY CARE I	4
NUR 830	ADV PRACTICE NURSING: CLINICAL III	2

NUR 832	ADV PRAC NURSE ADULT PRIM CARE II	4
NUR 834	HEALTH MANAGEMENT III: FNP2 CLINICAL	
NUR 836	ADV PRACTICE NURSING: CLINICAL V	3
NUR 900	DNP SYST THINK PROJECT I: DEVEVELOP	2
NUR 902	DNP SYST THINK PROJECT II: PROPOSAL	3
NUR 904	DNP SYS THINK PROJECT III- IMPLEMENT	3
NUR 906	DNP SYST THINK PROJECT IV: ANALYSIS	3

Adult-Gerontology Acute Care Nurse Practitioner

Program Director: Casie Brim

This hybrid BSN to DNP-AGACNP program is a full-time plan of study offered over 8 semesters. Coursework integrates advanced practice nursing with a focus on care of the adult-geriatric population in acute care settings, interprofessional collaboration, evidence-based practice, and systems-level thinking.

Requirements for the BSN-DNP: Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP)

Item #	Title	Credits
NUR 700	ADV. PHYSIOLOGY & PATHOPHYSIOLOGY	4
NUR 704	ADV PHARMACOLOGY & THERAPEUTICS	4
NUR 705	Advanced Physiology and Pathophysiology II	4
NUR 706	ADVANCED HEALTH ASSESSMENT	3
NUR 708	FOUNDATIONS OF SCHOLARLY 2 WRITING	
NUR 710	HEALTHCARE POLICY, ECON & FINANCIAL	3
NUR 712	HLT INFO SYSTEMS & TECH IMPROVEMENT	3
NUR 800	FOUND & METHODS OF EVIDENCE- BASED	3
NUR 802	BIostatISTICS & EPIDEMIOLOGY	3
NUR 804	ORG & SYS LEADERSHIP QUALITY IMPROV	3
NUR 808	COLLAB POPULATION HLTH & IMPROVING	3
NUR 820	CLINICAL DIAGNOSTICS & REASONING	3
NUR 821	DIAGNOSIS & MANAGEMENT II: AG-ACNP	3
NUR 842	AG-ACNP ADVANCED SKILLS LAB	1
NUR 844	HEALTH MANAGEMENT I: AG-ACNP DIDACT	3
NUR 845	ADV PRACT NURSING PRACTICUM AG-ACNP	2
NUR 846	HEALTH MANAGEMENT I: AG-ACNP CLINIC	3

NUR 848	ADV PRACTICE NURSING: AG-ACNP II	4
NUR 850	HLTH MANAGEMENT II: AG-ACNP CLINICA	4
NUR 852	ADV PRACTICE NURSING: AG-ACNP III	4
NUR 854	HLTH MANAGEMENT III: AG-ACNP CLINIC	5
NUR 856	ADV PRACTICE NURSING: AG-ACNP IV	4
NUR 900	DNP SYST THINK PROJECT I: DEVEVELOP	2
NUR 902	DNP SYST THINK PROJECT II: PROPOSAL	3
NUR 904	DNP SYS THINK PROJECT III-IMPLEMENT	3
NUR 906	DNP SYST THINK PROJECT IV: ANALYSIS	3

Post-MSN Doctor of Nursing Practice

Program Director: Natalie Murphy

The Post-MSN-DNP program is a 31-credit hour program that is offered over 6 semesters in a part-time plan of study. This Post-Master's DNP completion program places an emphasis on enhancing skills in leadership, health policy, patient advocacy, evidenced-based practice, and systems-level thinking.

Requirements for the Post-MSN DNP

Item #	Title	Credits
NUR 708	FOUNDATIONS OF SCHOLARLY 2 WRITING	
NUR 710	HEALTHCARE POLICY, ECON & 3 FINANCIAL	
NUR 712	HLT INFO SYSTEMS & TECH 3 IMPROVEMENT	
NUR 800	FOUND & METHODS OF 3 EVIDENCE- BASED	
NUR 802	BIostatISTICS & 3 EPIDEMIOLOGY	
NUR 804	ORG & SYS LEADERSHIP 3 QUALITY IMPROV	
NUR 808	COLLAB POPULATION HLTH & 3 IMPROVING	
NUR 900	DNP SYST THINK PROJECT I: 2 DEVELOP	
NUR 902	DNP SYST THINK PROJECT II: 3 PROPOSAL	
NUR 904	DNP SYS THINK PROJECT III- 3 IMPLEMENT	
NUR 906	DNP SYST THINK PROJECT IV: 3 ANALYSIS	

Registered Nurse to Bachelor of Science in Nursing

Program Director: Pamela Dressler

ACCREDITATION

The most current accreditation information can be found on the website: <https://marybaldwin.edu/health-sciences/school-of-nursing/accreditation-outcomes/>

CCNE

The baccalaureate degree program in nursing at Mary Baldwin University is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).

Process for Filing Complaints with CCNE

The process for filing complaints is outlined in the CCNE Procedures for Accreditation of Baccalaureate and Graduate Nursing Programs, Amended: May 31, 2019, pp. 30-31:

<https://www.aacnnursing.org/Portals/42/CCNE/PDF/Procedures.pdf>

Overview

The RN-BSN Program is a post-licensure program that will lead to a Bachelor of Science in Nursing (BSN) degree. Prospective students must meet the following admission requirements prior to matriculation into the program.

Admission Requirements/Process for the RN-BSN Program

Application deadline for spring: Dec 1

Application deadline for fall: Aug 1

Murphy Deming College of Health Sciences admits new RN-BSN students each August and January.

- Associate Degree or Diploma in Nursing required prior to enrolling in nursing course work.
- Official transcripts reflecting a cumulative GPA on all college work attempted of 2.5 or better on a 4-point scale. All transferring course work must reflect a "C" or better.
- Current unrestricted RN license (students may begin general studies while waiting to take the licensing examination).
- Employment as a RN for a minimum of 6 months OR plans to practice concurrently with course work.
- Ability to meet the Nursing Department's Technical Standards for nursing practice.

Application Checklist

- College transcripts: An Associate Degree or Diploma in Nursing from an MBU approved, regionally accredited institution is required prior to enrolling in nursing course work. All transferring course work must reflect a "C" or better.
- Application: Applications will be accepted online through the Nursing Centralized Application Service (NursingCAS) once the application cycle has begun.
- Licensure: You will need to submit a copy of your current, unrestricted RN license prior to enrollment into any of the RN to BSN course work. You may begin general studies while waiting to take the licensing examination.

Requirements for the Bachelor of Science in Nursing, RN-BSN

To graduate from Mary Baldwin University with a Bachelor of Science in Nursing, RN-BSN students must complete 120 semester hours. A minimum of 30 semester hours must be earned from Mary Baldwin University. The RN to BSN curriculum consists of 30 credits. Most of the remaining 90 hours can be met with transfer credits or prior learning credits. Students may apply for prior learning credits using a portfolio application process. The total number of transfer and prior learning credits applied to the 120 total credit hour graduation requirement cannot exceed 90 credit hours.

MBU accepts the Associate Degree in Nursing fulfillment of general education coursework.

Type: Major

RN-BSN Curriculum

Sample Course Schedule

(Based on full time, two courses per 8 week session model.)

Spring and fall semesters consist of two 8-week sessions and the summer semester consists of one 8-week session. All classes may not be offered each session or semester.

Semester 1, Session 1

Item #	Title	Credits
NUR 302	PROF NURSING LEADERSHIP & 3 MGMT (O)	
NUR 303	NURSING INFORMATICS (Q)	3

Semester 1, Session 2

Item #	Title	Credits
NUR 304	CONTEMP ISSUES PROF NURS 3 PRACT (W)	
NUR 305	RESEARCH IN NURSING (R)	3

Semester 2, Session 1

Item #	Title	Credits
NUR 403	COMMUNITY HEALTH PRACTICUM (C)	1
NUR 413	COMM HLT-EMERGENCY PREPAREDNESS (D)	5

Semester 2, Session 2

Item #	Title	Credits
NUR 404	NURSING ACROSS THE LIFESPAN	3
NUR 405	PATHOPHYSIOLOGY	3

Semester 3, Session 1

Item #	Title	Credits
NUR 407	CULTURAL NURSING: UNITING 3 WORLD (I)	
NUR 408	USING EVID BASED PRACTICE 3 NURS (M)	

HSCI 321 Applying Statistical Concepts in Health Sciences Research (Or other approved statistics course 200-level or above) – can be taken at any time during the RN-BSN program or transferred in.

Item #	Title	Credits
HSCI 321	APPLYING STAT CONCEPTS- RESEARCH (Q)	3
Total credits:		30

Master of Science in Nursing

Program Director: Natalie Murphy

ACCREDITATION

The most current accreditation information can be found on the website: <https://marybaldwin.edu/health-sciences/school-of-nursing/accreditation-outcomes/>

CCNE

The Master's degree program in nursing at Mary Baldwin University is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).

Process for Filing Complaints with CCNE

The process for filing complaints is outlined in the CCNE Procedures for Accreditation of Baccalaureate and Graduate Nursing Programs, Amended: May 31, 2019, pp. 30-31:

<https://www.aacnnursing.org/Portals/42/CCNE/PDF/Procedures.pdf>

This program is being taught out. No new students are being admitted to the MSN.

Admission Requirements/Process for the Master of Science in Nursing Program

Application deadline for spring: December 1
Application deadline for fall: August 1

Murphy Deming College of Health Sciences will admit new MSN students each August and January.

- College Transcripts: A bachelor's degree in nursing is required from an MBU approved, regionally accredited university prior to enrollment.
- Application: Applications will be accepted online through the Nursing Centralized

Application Service (NursingCAS) once the application cycle has begun.

- Test Scores: No entrance exam is required, however, applicants may submit GMAT or GRE scores if they believe the scores will strengthen their application.
- If English is not your native language, you will be required to submit TOEFL or IELTS scores. Mary Baldwin University's TOEFL institution code is 5397. You do not need to submit scores if you:

- Earned an undergraduate or graduate degree at a U.S. college or university

Required Credit

Courses	Hours	Comments
Statistics	3	Can be from biology, mathematics, social sciences, business, health sciences or nursing.
Research	3	

Conducted your total education in English in a native English-speaking country Prerequisite Courses:

Students may apply prior to completion of the prerequisite courses as long as a plan for completion is in place.

• GPA: A minimum of 3.0 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, prerequisite courses must be completed with a "C" or better. You may qualify for conditional acceptance if your GPA does not meet minimum requirements. See below.

- RN License: Current unrestricted RN license in the Commonwealth of Virginia or state participating in the National Council for State Authorization Reciprocity Agreements (NC-SARA). A copy of the licensure document is required.
- Current resume or curriculum vitae.
- Essay: The personal statement should describe your reason for applying to the MSN program and how admission to the program relates to your professional goals.
- Conditional Admission: may be considered for students who do not fully meet all of the requirements for regular admission but allows them to begin program course work. If Conditional Admission is granted, the student must earn at least a 3.0 GPA during the first nine credits taken in the program.

ADDITIONAL ADMISSION REQUIREMENTS FOR MSN/MBA:

Students without a background in business, accounting, or an approved business-related field

will be required to take an exam to evaluate his or her level of business knowledge. Based on exam results, applicants may be required to take one or more pre-MBA module courses offered at MBU.

PREREQUISITE COURSES

Pre-MBA Module:

Students without an undergraduate business or related degree will be required to take an internal exam to determine their level of business knowledge. Based on the exam results, students may need to take one or more of the competency-based pre-MBA modules. These will be online and self-paced. Areas included in these core competencies are accounting, business finance, business law, management, and marketing.

MEETING ADMISSIONS CRITERIA DOES NOT GUARANTEE ADMISSION TO THE PROGRAM.

Type: MSN

MSN in Patient Safety and Healthcare Quality

The MSN in Patient Safety and Healthcare Quality degree is designed to prepare registered nurses to implement evidence-based practices for measuring and improving quality patient outcomes and managing risks in a dynamic healthcare environment. The innovative curriculum provides graduates with the leadership skills necessary to advance in the healthcare industry as it moves towards reimbursement models directly linked to quality and safety. Upon completion of the MSN in Patient Safety and Healthcare Quality degree program, graduates will be prepared to employ research-based methods to lead positive change and advance health.

The MHA program will offer a Certificate in Quality and Systems Safety at the completion of the first 18 semester hours of MHA course work.

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	3
MHA 501	ORGANIZATIONAL & SYSTEMS LEADERSHIP	3
NUR 502	THEORETICAL FOUND FOR ADV NURSING	3
NUR 503	MANAGING OUTCOMES - INFORMATICS (Q)	3
NUR 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
NUR 505	POPULATION HEALTH & COLLABORATION	3
NUR 602	QUALITY IMPROVEMENT PRACTICUM	3
NUR 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
NUR 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
MHA 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
NUR 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
MHA 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
NUR 612	TRANSLATIONAL NURSING IN PRACTICE	3
MHA 611	ACCOUNTABILITY AND PUBLIC POLICY	3

MHA 613	LEADING TEAMS & CHANGE MANAGEMENT	3
MHA 615	PATIENT & FAMILY ENGAGEMENT	3

SAMPLE COURSE SCHEDULE

(Based on a full time, two courses per 8-week session model).

SEMESTER 1, SESSION 1

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	3
MHA 501	ORGANIZATIONAL & SYSTEMS LEADERSHIP	3
MHA 613	LEADING TEAMS & CHANGE MANAGEMENT	3

SEMESTER 1, SESSION 2

Item #	Title	Credits
NUR 502	THEORETICAL FOUND FOR ADV NURSING	3
NUR 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
MHA 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3

SEMESTER 2, SESSION 1

Item #	Title	Credits
NUR 503	MANAGING OUTCOMES - INFORMATICS (Q)	3
MHA 611	ACCOUNTABILITY AND PUBLIC POLICY	3

SEMESTER 3, SESSION 1

Item #	Title	Credits
NUR 505	POPULATION HEALTH & COLLABORATION	3
NUR 602	QUALITY IMPROVEMENT PRACTICUM	3

SEMESTER 3, SESSION 2

Item #	Title	Credits
NUR 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
MHA 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
NUR 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
MHA 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3

SEMESTER 4, SESSION 1

Spring and fall semesters consist of two 8-week sessions and the summer semester consists of one 8-week session. All classes may not be offered each session or semester.

Item #	Title	Credits
MHA 615	PATIENT & FAMILY ENGAGEMENT	3
NUR 612	TRANSLATIONAL NURSING IN PRACTICE	3

Master of Science in Nursing & Master of Healthcare Administration (MSN/MHA) Dual Degree

The MSN/MHA dual degree curriculum is designed to prepare nurse leaders with a unique blend of interprofessional skills in both nursing education and health care administration. This program provides graduates with the knowledge, skills and abilities to make critical decisions in health care organizations. Earning the MSN/MHA dual degree combined with experience as an RN will prepare graduates to be an effective nursing administrator in a variety of healthcare settings.

Spring and fall semesters consist of two 8-week sessions and the summer semester consists of one 8-week session. All classes may not be offered each session or semester.

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	3
MHA 501	ORGANIZATIONAL & SYSTEMS LEADERSHIP	3
NUR 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
MHA 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
NUR 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
MHA 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
NUR 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
MHA 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3

MSN REQUIREMENTS

Item #	Title	Credits
NUR 502	THEORETICAL FOUND FOR ADV NURSING	3
NUR 503	MANAGING OUTCOMES - INFORMATICS (Q)	3
NUR 505	POPULATION HEALTH & COLLABORATION	3
NUR 600	PRACT/ROLE OF NURSE ADMINISTRATOR	3
NUR 612	TRANSLATIONAL NURSING IN PRACTICE	3

MHA REQUIREMENTS

The MHA program will offer a certificate in Health Systems Leadership at the completion of the first 18 semester hours of MHA course work

Item #	Title	Credits
MHA 502	THE BUSINESS OF HEALTHCARE	3
MHA 506	HEALTH ANALYTICS & DECISION SUPPORT	3
MHA 508	HEALTHCARE SOCIO-TECHNICAL SYSTEM	3
MHA 600	HR MANAGEMENT AND HEALTHCARE TEAMS	3
MHA 601	QUANTITATIVE & QUALITATIVE METHODS	3
MHA 605	HEALTHCARE MARKETING & PUB RELATION	3
MHA 611	ACCOUNTABILITY AND PUBLIC POLICY	3

SAMPLE COURSE SCHEDULE

(Based on a full time, two courses per 8-week session model).

SEMESTER 1, SESSION 1

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	3
MHA 501	ORGANIZATIONAL & SYSTEMS LEADERSHIP	3
MHA 506	HEALTH ANALYTICS & DECISION SUPPORT	3

SEMESTER 1, SESSION 2

Item #	Title	Credits
NUR 502	THEORETICAL FOUND FOR ADV NURSING	3
NUR 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
MHA 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3

SEMESTER 2, SESSION 1

Item #	Title	Credits
NUR 503	MANAGING OUTCOMES - INFORMATICS (Q)	3
MHA 611	ACCOUNTABILITY AND PUBLIC POLICY	3

SEMESTER 3, SESSION 1

Item #	Title	Credits
NUR 505	POPULATION HEALTH & COLLABORATION	3
MHA 502	THE BUSINESS OF HEALTHCARE	3

SEMESTER 3, SESSION 2

Item #	Title	Credits
NUR 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
MHA 606	EPIDEMIOLOGY, VULNERABLE POPULATION	3
NUR 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
MHA 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3

SEMESTER 4, SESSION 1

Item #	Title	Credits
NUR 600	PRACT/ROLE OF NURSE ADMINISTRATOR	3
MHA 508	HEALTHCARE SOCIO-TECHNICAL SYSTEM	3

SEMESTER 4, SESSION 2

Item #	Title	Credits
MHA 600	HR MANAGEMENT AND HEALTHCARE TEAMS	3
MHA 601	QUANTITATIVE & QUALITATIVE METHODS	3

SEMESTER 5, SESSION 1

Item #	Title	Credits
MHA 605	HEALTHCARE MARKETING & PUB RELATION	3
NUR 612	TRANSLATIONAL NURSING IN PRACTICE	3

Master of Science in Nursing & Master of Business Administration (MSN/MBA) Dual Degree

The MSN/MBA dual degree curriculum is designed for nurses pursuing a leadership position at the executive level. This program provides graduates with an advanced skill set in business management and healthcare leadership. The innovative curriculum will provide the nurse leader with a higher-level perspective on operations and effective business strategies. Earning the MSN/MBA dual degree will prepare graduates to make the critical decisions to ensure quality and safe care delivery to individuals, populations or communities in a variety of healthcare delivery systems.

The MBA program will offer a certificate in Healthcare Business at the completion of the first 18 semester hours of the BUAD courses in this dual degree program.

CROSS-LISTED COURSES BETWEEN THE MSN AND MBA TRACKS

Item #	Title	Credits
NUR 701	APEX PROJECT	6

MSN REQUIREMENTS

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	3
MHA 501	ORGANIZATIONAL & SYSTEMS LEADERSHIP	3
NUR 502	THEORETICAL FOUND FOR ADV NURSING	3
NUR 503	MANAGING OUTCOMES - INFORMATICS (Q)	3
NUR 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
MHA 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
NUR 505	POPULATION HEALTH & COLLABORATION	3
NUR 601	PRACT/ROLE OF NURSE EXECUTIVE	3
NUR 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
MHA 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3

MBA REQUIREMENTS

Item #	Title	Credits
MHA 502	THE BUSINESS OF HEALTHCARE	3
BUAD 560	MANAGERIAL ACCOUNTING & FINANCE	3
BUAD 561	LEADERSHIP & STRATEGIES HEALTHCARE	3
BUAD 562	MEDICAL INNOVATION & PROJECT MGMT	3
BUAD 563	MARKETING & BRANDING HEALTHCARE	3
BUAD 564	HUMAN CAPITAL MGMT IN HEALTHCARE	3
BUAD 660	STRATEGIC PLAN & PROCESS IMPROVEMNT	3

SAMPLE COURSE SCHEDULE

(Based on a full-time, two courses per 8-week session model).

Spring and fall semesters consist of two 8-week sessions and the summer semester consists of one 8-week session. All classes may not be offered each session or semester.

SEMESTER 1, SESSION 1

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	3
MHA 501	ORGANIZATIONAL & SYSTEMS LEADERSHIP	3
BUAD 560	MANAGERIAL ACCOUNTING & FINANCE	3

SEMESTER 1, SESSION 2

Item #	Title	Credits
NUR 502	THEORETICAL FOUND FOR ADV NURSING	3
NUR 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3
MHA 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3

SEMESTER 2, SESSION 1

Item #	Title	Credits
NUR 503	MANAGING OUTCOMES - INFORMATICS (Q)	3
BUAD 562	MEDICAL INNOVATION & PROJECT MGMT	3

SEMESTER 3, SESSION 1

Item #	Title	Credits
NUR 505	POPULATION HEALTH & COLLABORATION	3
BUAD 563	MARKETING & BRANDING HEALTHCARE	3

SEMESTER 3, SESSION 2

Item #	Title	Credits
NUR 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
MHA 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
BUAD 564	HUMAN CAPITAL MGMT IN HEALTHCARE	3

SEMESTER 4, SESSION 1

Item #	Title	Credits
NUR 601	PRACT/ROLE OF NURSE EXECUTIVE	3
BUAD 660	STRATEGIC PLAN & PROCESS IMPROVEMNT	3

SEMESTER 4, SESSION 2

Item #	Title	Credits
BUAD 561	LEADERSHIP & STRATEGIES HEALTHCARE	3
MHA 502	THE BUSINESS OF HEALTHCARE	3

SEMESTER 5, SESSION 1

Item #	Title	Credits
NUR 701	APEX PROJECT	6

Registered Nurse to Bachelor of Science in Nursing to Master of Science in Nursing

The accelerated RN-BSN-MSN program is for registered nurses seeking to ultimately earn a

Master of Science in nursing. Students are able to complete their BSN degree while enrolled in an MSN program by enrolling in dual-credit courses, reducing the overall credit requirement for an MSN degree by six credits. Depending on the MSN concentration (MSN in Patient Safety and Healthcare Quality; MSN/ Master's in Healthcare Administration dual degree; MSN/Master's in Business Administration dual degree) chosen, students on this track may complete the program in as few as 7 or 8 semesters. Alternatively, students may take up to 7 years working at their own pace.

Overview of RN-BSN-MSN Curriculum

Accelerated Options

Students who are pursuing the Master of Science in Nursing program using the RN-BSN-MSN option, may apply up to six credit hours of graduate coursework to Bachelor of Science in Nursing degree requirements. The BSN degree will be conferred at the completion of all BSN requirements; the MSN degree does not need to be earned prior to the BSN being conferred.

MBU accepts the Associate Degree in Nursing fulfillment of general education coursework.

Type: MSN

Sample Course Schedule

(Based on a full time, two courses per 8-week session model.)

Spring and fall semesters consist of two 8-week sessions and the summer semester consists of one 8-week session. All classes may not be offered each session or semester.

Semester 1, Session 1

Item #	Title	Credits
NUR 407	CULTURAL NURSING: UNITING 3 WORLD (I)	3
	General Education course (as indicated)	

Semester 1, Session 2

Item #	Title	Credits
NUR 304	CONTEMP ISSUES PROF NURS 3 PRACT (W)	3
NUR 305	RESEARCH IN NURSING (R)	3

Semester 2, Session 1

Item #	Title	Credits
NUR 403	COMMUNITY HEALTH PRACTICUM (C)	1
NUR 413	COMM HLT-EMERGENCY PREPAREDNESS (D)	5

Semester 3, Session 1

Item #	Title	Credits
NUR 501	ORGANIZATION/SYSTEMS LEADERSHIP (O)	3
	General Education course (as indicated)	

Semester 3, Session 2

Item #	Title	Credits
NUR 404	NURSING ACROSS THE LIFESPAN	3
NUR 405	PATHOPHYSIOLOGY	3

Semester 4, Session 1

Item #	Title	Credits
NUR 408	USING EVID BASED PRACTICE NURS (M)	3
NUR 503	MANAGING OUTCOMES - INFORMATICS (Q)	3

Semester 5, Session 1

Item #	Title	Credits
	MSN Specialty Track	
	MSN Specialty Track	

Semester 5, Session 2

Item #	Title	Credits
NUR 502	THEORETICAL FOUND FOR ADV NURSING	3
NUR 504	POLICY, ETHICS, LEGAL PERSPECTIVES	3

Semester 6, Session 1

Item #	Title	Credits
	MSN Specialty Track	
	MSN Specialty Track	

Semester 6, Session 2

Item #	Title	Credits
NUR 505	POPULATION HEALTH & COLLABORATION	3
	MSN Specialty Track	

Semester 7, Session 1

Item #	Title	Credits
NUR 610	QUALITY IMPROVEMENT, PATIENT SAFETY	3
	MSN Specialty Track	

Semester 8, Session 1

Item #	Title	Credits
	MSN Specialty Track (As applicable)	
	MSN Specialty Track (As applicable)	

Semester 8, Session 2

Item #	Title	Credits
	MSN Specialty Track (As applicable)	
	MSN Specialty Track (As applicable)	

HSCI 321 Applying Statistical Concepts in Health Sciences Research (Or other approved statistics course 200-level or above) – can be taken at any time during the RN-BSN program or transferred in.

Item #	Title	Credits
HSCI 321	APPLYING STAT CONCEPTS- RESEARCH (Q)	3
Total credits:		45

Occupational Therapy

Entry-Level Occupational Therapy Doctorate

Program Director: Allison Ellington
Director of Clinical Education: Emily Budd

Capstone Coordinator: Elizabeth Richardson
Faculty: Lisa Burns, Greg Hansen, Pamela Stephenson, Sarah McCadden

Overview

The Entry-Level Occupational Therapy Doctorate (OTD) is a post-baccalaureate, professional doctoral degree that will prepare the student for work in any practice setting following graduation and license acquisition. The curriculum integrates the occupational therapy profession's foundational knowledge requirements, its basic theoretical tenets and perspectives, and a strong didactic and fieldwork education focus to support students in achieving competencies in screening, evaluation, and delivery of evidence-based plans of care. The curriculum is deliberately intended to incorporate the contexts associated with occupational therapy service delivery and will have an emphasis on interprofessional education in class and lab settings. Interprofessional activities will extend to opportunities for service to the local and regional community.

Prior to progressing, the OTD student must successfully complete each didactic year prior to progress to the fieldwork education course that follows. The total length of the program will be 109 credit hours, 3.0 years (nine semesters) at the completion of the curricular process. The curriculum will include two, 12-week fieldwork experiences and one, 14-week Capstone Experience. Successful completion of the Level 2 fieldwork and capstone experiences and evidence of meeting the competencies for entry-level occupational therapy practice must be met in order to graduate.

OTD Program Vision Statement

The Occupational Therapy Doctorate program at Murphy Deming College of Health Sciences at Mary Baldwin University will provide dynamic and innovative, student-centered teaching and learning that develops practitioners who pioneer, practice, teach, and lead in a globally linked inter-disciplinary healthcare environment. The program will be a model for the Occupational Therapy profession. The graduates and faculty are committed to lifelong learning and demonstrate high levels of competence for and in the profession. The program, students, and faculty will be nationally and internationally recognized through its contributions to the

profession and other entities, as well as be recognized regionally as an authority and primary source for occupational therapy information, education, and services related to occupation, health, and wellness.

Mission Statement

The mission of the Murphy Deming OTD program is to prepare compassionate graduates who will provide client-centered, occupation-focused, and evidence-based practice. Our graduates will work collaboratively on interprofessional teams and provide supportive leadership at every opportunity. Through ethical decision-making and with high standards of care, they will enhance engagement in meaningful, productive, and satisfying occupations for individuals and communities.

Program Philosophy

The MDCHS OT program is committed to student-centered teaching and learning experiences that innovatively address current and future occupational therapy practice needs for an ever-changing global environment. Students learn the process of occupational therapy by exploring and applying principles of 1) client-centered and evidence-based occupational therapy practice that is based upon occupation and recognizes the influence and importance of culture, 2) teaching and learning theory, and 3) interprofessional practice. The program seeks to develop graduates who will become lifelong learners, continually strive for excellence, and make substantial contributions to the improvement of the human condition. The MDCHS OT Philosophy statement is divided into beliefs about the human experience, health, occupational therapy, education and learning.

ACCREDITATION

The information below is current as of printing, however, our most current accreditation information can be found on our website:

<https://marybaldwin.edu/health-sciences/school-of-health-human-performance/doctor-of-occupational-therapy/accreditation-outcomes>

ACOTE

Accredited Doctoral Degree Level Occupational Therapy Program

The Entry-Level Occupational Therapy Doctoral Degree Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20825-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Process for Filing Complaints with ACOTE

The process for filing complaints has been established by ACOTE. The process is outlined in the Accreditation Council for Occupational Therapy Education Policy for Complaints Against Educational Program, Revised August 2016. Link to this information: <http://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/Policies/Procedures/VB%20Complaints.pdf>

Admission Requirements/Process for the Entry-Level Occupational Therapy Doctorate (OTD) Program

Application cycle begins: July 18 (in OTCAS)

Application deadline: January 15

- College Transcripts: A bachelor's degree from an MBU approved, regionally accredited institution is required prior to enrollment.
- Application: Applications will be accepted online through the Occupational Therapy

Centralized Application Service (OTCAS) once the application cycle has begun.

- Application Fee: In addition to the OTCAS fee, a non-refundable supplemental fee of \$45 is required.

- GRE: GRE must have been taken within five years of application to our program.
- Prerequisite Courses:

Required Courses	Credit Hours	Comments
Introduction to Biology	3-4	Lab recommended
Human or Vertebrate	3-4	Lab recommended
Anatomy Human or Vertebrate	3-4	Lab recommended
Physiology		
Physics	3-4	Recommended but not required
Introduction to Psychology	3	
Abnormal Psychology	3	
Introduction to Sociology	3	
or Anthropology		
Lifespan Human	3	Birth to Death
Development		
Introduction to Research	2	Qualitative or Quantitative Research, Statistics, or Research
Methods		Methods
		A medical terminology certificate could be used to fulfill the
Medical Terminology	1-2	prerequisite requirement for this course work

*Can be combined A/P for 8 credits.

Prerequisite course work may be completed during the admission cycle. Please add planned courses in OTCAS transcript section. Course work must be completed by May.

- GPA: A minimum of 3.0 overall GPA required. We expect most accepted students will surpass this minimum. In addition, all prerequisite courses must reflect a "C" or better.
- References: Three references are required (submitted via OTCAS). At least one reference must be from an occupational therapist. Reference from a college professor who can attest to your ability to enter a competitive professional program is recommended but not required.

- OT Observation Hours: 40 hours are required to explore occupational therapy as a career in at least two different settings. Information on how to provide this information can be found on the OTCAS application form.
- Essay: The OTCAS application form will require a brief personal essay.
- Interview: The Admissions Committee will send invitations to selected candidates to interview. Not all applicants will be invited to interview. An interview does not guarantee acceptance into the program.

Before registering for classes, students must provide:

- Criminal background checks (federal requirement for all persons working with vulnerable
- populations) at student expense.
- Signed Technical Standards document.
- Written verification of immunizations at student expense.
- Written verification of health insurance at student expense.
- Basic Life Support (BLS) for Health Care Providers certification from the American Heart Association at student expense.

After classes start, and in preparation for clinical placements, students must also provide:

- Any additional requirements as stated by specific health care agencies (such as drug screening, additional criminal background checks, etc.) at student expense.

PROGRAM POLICIES

Grading, Student Standing, and Academic Probation for the PT, and Entry-Level OT Graduate Programs

The health sciences Entry-Level OT and PT graduate programs are full-time programs. Students will not be permitted to reduce the course load in a semester as the professional programs are sequential and require the student to complete them in a specific period of time. Any special circumstances related to course work for students

will be addressed on a case-by- case basis with the Accessibility Services Program Coordinator, the program director, and the faculty.

Courses will be taken in semesters and assigned appropriate credit hours for contact time for lecture, lab, and clinical activities as appropriate. A course may be offered as a pass/fail grading option; however, students may not choose to take a regular, graded course for pass/fail.

Graduate courses in the school must be passed with a grade of "C" or better. A student receiving a grade of "D" or "F" in any course will be dismissed from the program in which they are enrolled. Students must maintain an overall GPA of 3.0 or better to continue in the program and graduate. Students falling below a GPA of 3.0 in any given semester will be placed on academic probation. A student may remain on academic probation for one additional semester in order to reach a 3.0 overall GPA. If the 3.0 GPA is not met at that time the student will be dismissed from the program.

For students in the Entry-Level OT or PT Programs:

A student on probation at the completion of the first spring semester academic year may be permitted to proceed to Clinical Education 1 or Fieldwork Level 1 in Mental Health if the student has completed all course work with no grade lower than a "C," has successfully passed all practical examinations, and has demonstrated appropriate professional behaviors in class and clinical settings. Faculty will meet to discuss the student's performance and determine the student's readiness to proceed to the full-time clinical experience.

If a student is permitted to proceed to Clinical Education 1 or Fieldwork Level 1 in Mental Health and successfully completes it, the student will then have one full- time semester (11 credit hours or more) in which to improve their GPA to a 3.0 or better.

Students must be at a 3.0 GPA or better at the completion of the second spring academic semester in order to proceed to Clinical Education 2 or Fieldwork Level 2 experiences.

Students must also be at a 3.0 or better in order to proceed to the terminal clinical internship experiences for the third year and must maintain the 3.0 GPA in order to graduate.

Students on academic probation should meet with their faculty advisor and course instructors on a regular basis to facilitate their academic improvement.

Students on academic probation are not eligible for academic and programmatic awards.

For more information, please see the previous section, "Murphy Deming College of Health Sciences Graduate Academic Policies."

Program Matriculation and Completion: DPT and Entry-Level OTD Programs

At the end of each semester, faculty review the academic performance of all students. In order to progress to the next semester, students must successfully complete all courses in a particular semester with a grade of "C" or better and maintain a 3.0 GPA. All practical testing during that semester must be passed. The student must demonstrate appropriate professional behaviors as expected in all courses. The student will be permitted to progress to the second year and beyond only if all course work and full-time clinical experiences have been successfully completed.

A comprehensive examination is required for entry-level OT students. The exam must be successfully completed at the end of the Level 2 full-time clinical experiences to progress to the Capstone Experience.

PT students are enrolled in PTH 835 during the third summer of the program. This course prepares students to complete the Practice Examination (PEAT) of the Federation of State Boards of Physical Therapy as the written examination. This written examination must be completed at a satisfactory level, as determined by class performance and faculty assessment, to progress to the final terminal clinical experiences that begin in fall of the third year.

Successful completion and meeting of entry-level competencies is required in the full-time terminal

clinical internship experiences in order to graduate as scheduled. If a student fails a clinical internship experience, he/she may be offered the opportunity to repeat the clinical internship.

The MDCHS timeframe for completion of all program requirements is specified as five years from the date of initial enrollment.

Specific procedures are further outlined in the Clinical Education and Fieldwork Education Manuals, which will be provided prior to clinical placement.

Type: OTD

Entry-Level Occupational Therapy Doctorate (OTD) Curriculum

SUMMER SEMESTER, YEAR 1:

Item #	Title	Credits
OTH 700	HUMAN ANATOMY	5
OTH 705	INTRO TO OCCUPATIONAL THERAPY	1
OTH 711	TEACHING AND LEARNING 1	1

FALL SEMESTER, YEAR 1

Item #	Title	Credits
OTH 701	KINESIOLOGY	3
OTH 702	INTRODUCTION TO NEUROSCIENCE	1
OTH 706	FOUNDATIONS OF OCCUPATIONAL THERAPY	3
OTH 712	PSYCHOSOCIAL ASPECTS OF CARE	3
OTH 714	OT PRACTICE CONTEXTS	2
OTH 721	RESEARCH AND CRITICAL INQUIRY	3
OTH 726	OCCUPATIONAL PATTERNS LIFE & CULTRE	3

SPRING SEMESTER, YEAR 1

Item #	Title	Credits
OTH 704	NEUROANATOMY	2
OTH 713	TOPICS IN HEALTH CARE	2
OTH 727	OCCUPATION THERAPY IN MENTAL HEALTH	3
OTH 728	HLTH PROMOTION & COMMUNITY PRACTICE	3
OTH 729	MOTOR LEARNING & MOVEMENT ANALYSIS	3
OTH 730	CLINICAL SEMINAR 1	1
OTH 751	OCCUPATIONAL THERAPY PROCESS 1	1

SUMMER SEMESTER, YEAR 2

Item #	Title	Credits
OTH 715	PROFESSIONAL ENGAGEMENT LEADERSHIP	1
OTH 717	APPLIED THEORY & OCCUPATION SCIENCE	1
OTH 734	INTRO TO ASSISTIVE TECHNOLOGY	1
OTH 737	CLINICAL FIELDWORK LEVEL 1 IN MENTAL HEALTH	1
OTH 752	OCCUPATIONAL THERAPY PROCESS 2	1
OTH 802	CONDITIONS OCCUPATIONAL THERAPY 1	1
OTH 811	TEACHING AND LEARNING 2	1
OTH 825	OT ADULT MUSCULOSKELETAL CONDITIONS	4
OTH 832	TECHNOLOGY & ENVIRONMENTAL ADAPT	2

FALL SEMESTER, YEAR 2

Item #	Title	Credits
OTH 753	OCCUPATIONAL THERAPY PROCESS 3	1
OTH 803	CONDITIONS OCCUPATIONAL THERAPY 2	1
OTH 812	COMMUNITY PRACTICUM	2
OTH 813	TEACHING AND LEARNING 3	2
OTH 821	RESEARCH & CRITICAL INQUIRY 2	1
OTH 822	CAPSTONE PREPARATION I	1
OTH 828	OT AND ADULT NEUROLOGIC COND	3
OTH 830	CLINICAL SEMINAR 2	1
OTH 831	SELECT TOPICS IN OT PRACTICE	3
OTH 841	RESEARCH & CRITICAL INQUIRY 3	1
OTH 842	CLINICAL FIELDWORK LEVEL 1 ADULT PHYSICAL DISABILITIES	1

SPRING SEMESTER YEAR 2

Item #	Title	Credits
OTH 754	OCCUPATIONAL THERAPY PROCESS 4	1
OTH 759	FIELDWORK PREPARATION	1
OTH 812	COMMUNITY PRACTICUM	2
OTH 814	ORGANIZATION & MGMT OF PRACTICE	3
OTH 815	LEADERSHIP, POLICY, AND ADVOCACY	3
OTH 823	CAPSTONE PREPARATION 2	2
OTH 829	PEDIATRIC PRACTICE IN OCCUP THERAPY	4
OTH 840	CLINICAL SEMINAR 3	1

SUMMER SEMESTER, YEAR 3

Item #	Title	Credits
OTH 843	CLINICAL FIELDWORK LEVEL 1 IN PEDIATRICS	1
OTH 845	CLINICAL FIELDWORK 2A (12 WEEKS)	6

FALL SEMESTER, YEAR 3

Item #	Title	Credits
OTH 835	PROFESSIONAL COMPETENCY	1
OTH 855	CLINICAL FIELDWORK 2B (12 WEEKS)	6
OTH 921	CAPSTONE PREPARATION 3	1

SPRING SEMESTER, YEAR 3

Item #	Title	Credits
OTH 865	CAPSTONE EXPERIENCE	7
OTH 922	CAPSTONE PROJECT	2
Total credits:		109

Post-Professional Occupational Therapy Doctoral Program

Program Director: Allison Ellington
aculty: Sheri Montgomery

The Post-Professional Occupational Therapy Doctoral (PPOTD) program is an avenue for licensed occupational therapists to earn the clinical Occupational Therapy Doctorate (OTD) degree. The PPOTD program emphasizes areas including evidence-based practice and knowledge translation as well as leadership, advocacy, program development, program assessment, and teaching skills. Each student will create a customized knowledge translation process with the support of a faculty advisor. Each course allows students to customize assignments and learning to apply new learning to their current occupational therapy practice or prepare for future practice transitions. The 10-course, 30-credit curriculum includes two interprofessional elective courses.

Mission Statement

The mission of the Mary Baldwin University Post-Professional Doctor of Occupational Therapy Program is to provide practitioner-students an enriched learning community to expand their knowledge and empower them to realize greater potentials in leadership, teaching-learning, scholarship, and interprofessional collaboration that will positively impact those they serve in the occupational therapy profession.

Program Vision

The Mary Baldwin University Post-Professional Doctorate of Occupational Therapy will be the program of choice for occupational therapists who wish to tailor their educational experience to most effectively advance their careers and become leaders in their current or desired area of practice.

Program Core Values

- Interprofessional education that influences and promotes interprofessional practice
- Excellence in teaching and learning (clinical, academic, and leadership contexts)
- Innovative and best practice delivery of online occupational therapy education
- A learning model focused on dual application within practice and classroom
- Translation of knowledge into evidence-informed practice
- Professional engagement including scholarly contributions and advocacy initiatives
- Leadership building (formal and informal contexts and roles)
- Advocacy for individuals, communities, populations, and the profession across varied settings and contexts including organizational, emerging/underserved practice, policy, and legislative.

Program

Murphy Deming College of Health Sciences admits new PPOTD students twice a year. Application Deadline – spring: December 15

Application Deadline– fall: August 15

Admissions Requirements

- Master's degree from an MBU approved, regionally accredited institution.
- Official transcript from most recent degree reflecting a minimum of GPA of 3.0.
- Active status license in occupational therapy
- Resume or curriculum vitae and a professional statement
- Application: Applications are available online.
- College transcripts: An official transcript demonstrating completion of a master's degree from an MBU approved, regionally accredited institution is required prior to enrolling in coursework. Your official transcripts from your degree-granting institution(s) must be sent to Murphy Deming College of Health Sciences. Unofficial transcripts are allowable for initial review of an application; however, you will not be able to enroll in our program until your official transcript has been received verifying completion of the master's degree and that you still meet the minimum GPA as required.
- Licensure: You will need to submit a copy of your current OT license prior to enrollment.

- Registration Fee: You will need to submit a one-time, non-refundable registration fee of

\$50 once you are accepted into the program.

Conditional Admission

Conditional Admission is used in cases where applicants do not meet all of the requirements for regular program admission but allows them to begin program course work, i.e., OTH 870 and the 12-credit pre-requisite B-OT to PPOTD transition phase. Conditionally admitted students must earn at least a 3.0 GPA on a 4.0 scale during the first nine credits taken and earn a grade of B or better for each course.

Full Program Admission

Upon successful completion of the pre-requisite B-OT to post-professional OTD transition phase, students will be fully admitted into the PPOTD program.

Type: PPOTD

The B-OT to Post-Professional OTD Transition Option

Baccalaureate-trained occupational therapist who have not earned a graduate degree but meet all other admissions requirements will be conditionally admitted into the MBU Post- Professional Occupational Therapy Doctorate (PPOTD) program through the B-OT to post- professional OTD transition option. Students conditionally admitted to the PPOTD program under this option will take OTH 870: Doctoral Orientation and Professional Advancement (3 credits) as their first course. Successful completion of OTH 870 will serve to satisfy one of the core course requirements for the PPOTD curriculum and also move students on to the 12 credit pre-requisite B-OT to post-professional OTD transition phase which includes the following four courses:

Program Policies

Program Matriculation and Completion

At the end of each didactic semester faculty review the academic performance of all students.

In order to progress to the next semester students must successfully complete all courses in a particular semester with a grade of "B" or better and maintain a 3.0 GPA. The student must demonstrate appropriate professional behaviors as expected in all courses.

Item #	Title	Credits
OTH 770	ACADEMIC AND PROFESSIONAL WRITING	3
OTH 775	THEORY, OCCUPATION, AND PRACTICE	3
OTH 780	FOUNDATIONS IN RESEARCH AND EBP	3
OTH 790	CONTEMPORARY LEADERSHIP	3

Post-Professional Occupational Therapy Doctoral Curriculum

B-OT to PPOTD Transition Option

Item #	Title	Credits
OTH 770	ACADEMIC AND PROFESSIONAL WRITING	3
OTH 775	THEORY, OCCUPATION, AND PRACTICE	3
OTH 780	FOUNDATIONS IN RESEARCH AND EBP	3
OTH 790	CONTEMPORARY LEADERSHIP	3

Core Courses

Item #	Title	Credits
OTH 870	DOCTORAL ORIENTATION	3
OTH 880	EVIDENCE INQUIRY AND APPRAISAL	3
OTH 881	EXAMINATION OF RESEARCH METHODS	3
OTH 885	HEALTH PROMOTION PROGRAMMING	3
OTH 886	ADV TEACHING & LEARNING IN3 OT	3
OTH 940	PROJECT DEVELOPMENT & DESIGN	3
OTH 950	PROJECT IMPLEMENTATION	3
OTH 960	OUTCOMES AND DISSEMINATION	3

Interprofessional Educational Elective Options (Choose two courses)

Item #	Title	Credits
OTH 890	OCCUPATIONAL THERAPY IN EDUCATION	3
HIED 660	DIVERSITY INCLUSIVITY SOC JUSTICE	3
HIED 663	INNOVATION/CHANGE HIGH ED LEADRSHP	3
HIED 664	ADULT LEARNERS IN THE 21ST CENTURY	3
MHA 501	ORGANIZATIONAL & SYSTEMS LEADERSHIP	3
MHA 502	THE BUSINESS OF HEALTHCARE	3
MHA 613	LEADING TEAMS & CHANGE MANAGEMENT	3
Total credits:		69

Physical Therapy

Doctor of Physical Therapy Program

Program Director: Deborah Diaz
Director of Clinical Education: Gail Tarleton
Assistant Director of Clinical Education: Corey Woldenberg
Faculty: Jennifer Hancock, Marty Fontenot, Carolyn Moore, Lisa Shoaf, Julie Skrzat, Ann Tuzson

Overview

The Doctor of Physical Therapy (DPT) program will prepare the student as an entry-level physical therapist who can work in any practice setting upon graduation and licensure. The DPT program will focus on developing the important skills of critical thinking, and application of evidence-based practice, for optimizing patient outcomes within the context of compassionate care delivery. Murphy Deming College of Health Sciences will have an emphasis on interprofessional education. Students from various health professions will work collaboratively in class and lab settings. Interprofessional activities will also extend to opportunities for service to local and regional communities.

The DPT is a post-baccalaureate, entry-level, professional doctoral degree. Applicants must have completed a bachelor's degree prior to matriculation into the program. Students will be required to complete a full-time curriculum over nine semesters. The DPT student must successfully complete each didactic year prior to matriculation to the clinical education course that follows. Students will complete two shorter full-time clinical experiences during the program at the completion of the first and second years of didactic course work to help integrate course content into the clinical setting. Two longer clinical experiences of 16 weeks each will be completed during the final year of the program leading to achievement of entry-level practice skills. Students will complete clinical experiences in outpatient orthopedics and in a setting treating medically ill and complex patients. There will be opportunities for specialty rotations such as pediatrics, sports medicine, manual therapy practice, neuro rehab, and aquatics. Successful completion of the terminal clinical practicum sequence and

evidence of meeting the competencies for entry-level physical therapy practice must be met in order to graduate.

Mission of the Physical Therapy Program The mission of the doctor of physical therapy program is to prepare individuals to be compassionate and ethical entry-level physical therapists who optimize movement by utilizing critical thinking skills and evidence-based knowledge for decision making. Students, graduates, and faculty demonstrate strong interprofessional collaboration for patient centered care that enhances function and promotes a healthy society. Graduates will be lifelong learners that utilize contemporary practice models in a variety of practice settings across the lifespan.

In realizing its mission, the Doctor of Physical Therapy program at Murphy Deming College of Health Sciences is committed to serving the Commonwealth of Virginia, the nation, and beyond by:

- Preparing health professionals who demonstrate the ability to respond effectively to an ever-changing global environment;
- Conducting engaged scholarship through exploration and discovery of knowledge meaningful to teaching and health;
- Providing a dynamic and student-centered teaching and learning environment that fosters interprofessional collaboration and the development of compassionate and ethical health professionals; and
- Striving for excellence among students and faculty through community service, life-long learning, advocacy, and leadership with a focus on enhancing the well-being of the individual and society.

ACCREDITATION

The information below is current as of printing, however, our most current accreditation information can be found on our website:

<https://marybaldwin.edu/health-sciences/school-of-health-human-performance/doctor-of-physical-therapy/accreditation-outcomes/>

CAPTE

The Doctor of Physical Therapy program at Mary Baldwin University/Murphy Deming College of Health Sciences is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave, Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org;

Website: <http://www.capteonline.org>.

If needing to contact the program/institution directly, please call 540-887-4087 or e-mail

ddiaz@marybaldwin.edu.

How to file a complaint with CAPTE

Complaints about the Program or University related to compliance with accreditation standards must be submitted in writing to the Commission on Accreditation in Physical Therapy Education (CAPTE). These complaints should be addressed as follows:

Director of Accreditation
Commission on Accreditation in Physical Therapy Education
3030 Potomac Ave., Suite 100
Alexandria, Virginia 22305-3085
Email: Accreditation@apta.org
Phone: (800) 999-2782

Admission Requirements/Process for the Doctor of Physical Therapy Program

Application cycle begins: July 5 (in PTCAS) Application deadline: December 1

- College Transcripts: A bachelor's degree from an MBU approved regionally accredited institution is required prior to enrollment.
- Application: Applications will be accepted online through the Physical Therapy Centralized Application Service (PTCAS) once the application cycle has begun.
- Application Fee: In addition to the PTCAS fee, a non-refundable supplemental fee of \$45 is required.
- GRE: GRE must have been taken within five years of application to our program.
- Language Proficiency: English proficiency is considered essential to providing quality patient care. Students for whom English is not their

primary language, regardless of US citizenship, are required to submit their TOEFL (Test of English as a Foreign Language) score with their application. The MBU school code is 5397. A minimum score is 570 (paper-based) or 88 (internet-based). A student may be exempted if they have graduated with a bachelors or graduate degree from a 4-year accredited US university.

• Prerequisite Courses:

Required Courses	Credit Hours	Comments
Human or Vertebrate Anatomy Human or	4*	Lab recommended
Vertebrate Physiology	4*	Lab recommended
Biology	3	At least on course; Upper level biology such as cell biology or histology are recommended, but not required
Chemistry	8	Must include labs
Physics	8	General physics, must include labs
Psychology	6	1 intro and 1 upper or 2 upper level psychology courses; abnormal and developmental psychology are preferred. Can be from biology, mathematics, psychology, or business; NOTE: if a
Statistics	3	psychology course is used to meet this requirement it cannot also be used for the psychology requirement

**Can be combined A/P for 8 credits.*

Prerequisite course work may be completed during the admission cycle. Please add planned courses in PTCAS transcript section. Course work must be completed by May.

- GPA: A minimum of 3.0 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, all prerequisite courses must reflect a "C" or better.
- References: Two references are required. At least one reference must be from a physical therapist. The online application will provide a form for you to send to your references.
- PT Observation Hours: 40 hours are required in at least two different settings, such as hospital inpatient, outpatient, pediatrics, long-term care,

etc. Instructions on how to provide this information can be found on the online application form.

- Essay: The PTCAS application form will require a brief personal essay.

Before registering for classes, students must provide:

- Criminal background checks (federal requirement for all persons working with vulnerable populations) at student expense.
- Signed Technical Standards document.
- Written verification of immunizations at student expense.
- Written verification of health insurance at student expense.
- Basic Life Support (BLS) for Health Care Providers certification from the American Heart Association at student expense.

After classes start, and in preparation for clinical placements, students must also provide:

- Any additional requirements as stated by specific health care agencies (such as drug screening, criminal background check, etc.) at student expense.

Grading, Student Standing, and Academic Probation for the PT, and Entry-Level OT Graduate Programs

The health sciences Entry-Level OT and PT graduate programs are full-time programs. Students will not be permitted to reduce the course load in a semester as the professional programs are sequential and require the student to complete them in a specific period of time. Any special circumstances related to course work for students will be addressed on a case-by-case basis with the Accessibility Services Program Coordinator, the program director, and the faculty.

Courses will be taken in semesters and assigned appropriate credit hours for contact time for lecture, lab, and clinical activities as appropriate. A course may be offered as a pass/fail grading option; however, students may not choose to take a regular, graded course for pass/fail.

Graduate courses in the school must be passed with a grade of "C" or better. A student receiving a grade

of "D" or "F" in any course will be dismissed from the program in which they are enrolled. Students must maintain an overall GPA of 3.0 or better to continue in the program and graduate. Students falling below a GPA of 3.0 in any given semester will be placed on academic probation. A student may remain on academic probation for one additional semester in order to reach a 3.0 overall GPA. If the 3.0 GPA is not met at that time the student will be dismissed from the program.

For students in the Entry-Level OT or PT Programs:

A student on probation at the completion of the first spring semester academic year may be permitted to proceed to Clinical Education 1 or Fieldwork 1B if the student has completed all course work with no grade lower than a "C," has successfully passed all practical examinations, and has demonstrated appropriate professional behaviors in class and clinical settings. Faculty will meet to discuss the student's performance and determine the student's readiness to proceed to the full-time clinical experience.

If a student is permitted to proceed to Clinical Education 1 or Fieldwork 1B and successfully completes it, the student will then have one full-time semester (11 credit hours or more) in which to improve their GPA to a 3.0 or better.

Students must be at a 3.0 GPA or better at the completion of the second spring academic semester in order to proceed to Clinical Education 2 or Fieldwork Level 2 experiences. Students must also be at a 3.0 or better in order to proceed to the terminal clinical internship experiences for the third year and must maintain the 3.0 GPA in order to graduate.

Students on academic probation should meet with their faculty advisor and course instructors on a regular basis to facilitate their academic improvement.

Students on academic probation are not eligible for academic and programmatic awards.

For more information, please see the previous section, "Murphy Deming College of Health Sciences Graduate Academic Policies."

Program Matriculation and Completion: DPT and Entry-Level OTD Programs

At the end of each semester, faculty review the academic performance of all students. In order to progress to the next semester, students must successfully complete all courses in a particular semester with a grade of "C" or better and maintain a 3.0 GPA. All practical testing during that semester must be passed. The student must demonstrate appropriate professional behaviors as expected in all courses. The student will be permitted to progress to the second year and beyond only if all course work and full-time clinical experiences have been successfully completed.

A comprehensive examination is required for entry-level OT students. The exam must be successfully completed at the end of the Level 2 full-time clinical experiences to progress to the Capstone Experience.

PT students are enrolled in PTH 835 during the third summer of the program. This course prepares students to complete the Practice Examination (PEAT) of the Federation of State Boards of Physical Therapy as the written examination. This written examination must be completed at a satisfactory level, as determined by class performance and faculty assessment, to progress to the final terminal clinical experiences that begin in fall of the third year.

Successful completion and meeting of entry-level competencies is required in the full-time terminal clinical internship experiences in order to graduate as scheduled. If a student fails a clinical internship experience, he/she may be offered the opportunity to repeat the clinical internship.

The MDCHS timeframe for completion of all program requirements is specified as five years from the date of initial enrollment.

Specific procedures are further outlined in the Clinical Education and Fieldwork Education Manuals, which will be provided prior to clinical placement.

Pre-Requisites – Because the curriculum is a full time, pre-set program of study with no ability to re-arrange course sequencing students must have successfully completed all prior academic and

clinical coursework in the professional PT program in order to enroll in subsequent courses in the curriculum.

Type: DPT

Doctor of Physical Therapy Curriculum

SUMMER SEMESTER, TERM II, YEAR 1

Item #	Title	Credits
PTH 700	HUMAN ANATOMY	5
PTH 711	PRINCIPLES OF TEACHING AND1 LEARN 1	
PTH 714	PROFESSIONAL ISSUES 1	1

FALL SEMESTER, YEAR 1

Item #	Title	Credits
PTH 701	KINESIOLOGY	3
PTH 702	PHYSIOLOGY	4
PTH 705	FOUNDATIONS OF PT PRACTICE	3
PTH 706	FOUNDATIONS OF CLINICAL EXERCISE	3
PTH 712	PSYCHOSOCIAL ASPECTS OF CARE	3
PTH 721	RESEARCH AND CRITICAL INQUIRY	3

SPRING SEMESTER, YEAR 1

Item #	Title	Credits
PTH 703	PATHOPHYSIOLOGY	3
PTH 704	NEUROANATOMY	2
PTH 707	BIOMECHANICS	3
PTH 713	TOPICS IN HEALTH CARE	2
PTH 726	MUSCULOSKELETAL MANAGEMENT I	4
PTH 727	THERAPEUTIC AGENTS	2
PTH 730	CLINICAL SEMINAR 1	1

SUMMER SEMESTER, TERM I, YEAR 1

Item #	Title	Credits
PTH 740	CLINICAL EDUCATION 1	3

SUMMER SEMESTER, TERM II, YEAR 2

Item #	Title	Credits
PTH 801	PHARMACOLOGY	2
PTH 802	CLINICAL IMAGING	1
PTH 804	FOUND OF MOTOR CONTROL & LEARNING	2
PTH 811	PRINCIPLES OF TEACHING & LEARNING 2	1
PTH 826	MUSCULOSKELETAL MANAGEMENT 2	4

FALL SEMESTER, YEAR 2

Item #	Title	Credits
PTH 805	HUMAN DEV ACROSS THE LIFESPAN	2
PTH 812	COMMUNITY PRACTICUM	2
PTH 813	PROFESSIONAL ISSUES 2	1
PTH 821	RESEARCH & CRITICAL INQUIRY 2	1
PTH 822	DOCTORAL PROJECT 1	1
PTH 825	SPECIAL TOPICS & SPECIAL ADULT POP	4
PTH 828	NEUROMUSCULAR MANAGEMENT 1 ADULT	4
PTH 830	CLINICAL SEMINAR 2	1

SPRING SEMESTER, YEAR 2

Item #	Title	Credits
PTH 823	DOCTORAL PROJECT 2	1
PTH 829	NEUROMUSCULAR MGMT II PEDIATRICS	4
PTH 831	CARDIOVASCULAR & PULMONARY MGMT	3
PTH 832	INTEGUMENTARY MANAGEMENT	3
PTH 833	HEALTH PROMOTION AND WELLNESS	2
PTH 834	NEUROMUSCULAR MGMT 3 - ADULTS	3
PTH 840	CLINICAL SEMINAR 3	1

SUMMER SEMESTER, TERM I, YEAR 2

Item #	Title	Credits
PTH 845	CLINICAL EDUCATION 2	3

SUMMER SEMESTER, TERM II, YEAR 3

Item #	Title	Credits
PTH 814	ADMIN. & ORGANIZATION OF PRACTICE	2
PTH 815	PROFESSIONAL ISSUES 3	2
PTH 835	COMPREHENSIVE OUTCOMES	1

FALL SEMESTER, YEAR 3:

Item #	Title	Credits
PTH 855	CLINICAL EDUCATION 3	13
PTH 921	DOCTORAL PROJECT 3	1

SPRING SEMESTER, YEAR 3:

Item #	Title	Credits
PTH 865	CLINICAL EDUCATION 4	13
PTH 922	DOCTORAL PROJECT 4	1
Total credits:		125

Physician Assistant

Master of Science in Physician Assistant Program

Program Director: B. Kent Diduch

Medical Director: Ben Farley

Director of Clinical Education: Sarah "Whit" Worman

Director of Academic Education: Jennifer Hunt

Faculty: Megan Ady, Emily Greene, Caitlyn Powers

Overview

The Master of Science in Physician Assistant Program embraces the team-based, collaborative and interprofessional approach to patient care. Students work together in course work, special interprofessional case study groups, research and clinical skills scenarios. Collaboration extends, but is not limited to, students from occupational therapy, physical therapy, medicine, nursing, and social work. Our PA program's curriculum best prepares our graduates to practice the highest quality patient care in a rapidly changing health care environment.

Mission of the Physician Assistant Program

The mission of the MSPA Program at Mary Baldwin University is to academically and clinically prepare students for PA practice as compassionate, effective, qualified clinicians able to serve in a variety of

medical specialty areas and settings in collaboration with licensed physicians. This is accomplished in an environment promoting diversity along with respect for self and others. The MSPA Program is committed to leadership, interprofessional education, and collaborative practice. The program's mission is realized in a dynamic and holistic learning environment dedicated to critical reasoning, engaged learning and scholarship, and innovative teaching with a strong commitment to service, especially for those in underserved or disadvantaged areas. Veritably, the program holds that the primary goal of medical training is service to humanity.

MSPA Program Goals

Within the design of the curriculum and clinical experiences, the goals of the MDCHS PA Program are to:

- Each cohort will achieve a PANCE passage rate above the national average.
- At least seventy-five percent of the graduates will achieve employment as a PA or will be enrolled in a PA residency or other post-graduate program within six months of graduation.
 - Educate PAs to work and collaborate in an interprofessional environment to foster a patient-centered care approach to health care delivery. At least 80% of exit survey respondents will rate interprofessional preparedness as a 4 or 5 on a 5-point Likert scale.

ACCREDITATION

The information below is current as of printing, however, our most current accreditation information can be found on our website:
<https://marybaldwin.edu/health-sciences/school-of-health-human-performance/master-of-science-physician-assistant/accreditation-outcomes/>

ARC-PA

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the Mary Baldwin University/Murphy Deming College of Health Sciences Physician Assistant Program sponsored by Mary Baldwin University. Accreditation-Continued is

an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2030. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Admission Requirements/Process for the Master of Science in Physician Assistant Program

Application cycle begins: April 26 (in CASPA)
 Application deadline: October 1

- College Transcripts: A bachelor's degree is required from an MBU approved regionally accredited university prior to enrollment. Your official transcript(s) from your degree-granting institution(s) must be sent to the Centralized Application Service for Physician Assistant (CASPA). Transcripts available after CASPA applications are verified can be sent to us at: Murphy Deming College of Health Sciences/ Mary Baldwin University, Office of Admissions, 100 Baldwin Blvd., Fishersville, VA 22939. Bachelor's degree and all prerequisite course work must be earned/completed by September 1 (with the exception of Medical Terminology which can be completed as a certificate program).
- Application: Applications will be online through the Centralized Application Service for

Physician Assistants (CASPA), once the application cycle has begun.

- Application Fee: In addition to the CASPA fee, in order to process your application, you will also need to submit a non-refundable supplemental fee of \$45.
- GRE: GRE must have been taken within 5 years of application to our program.

Required	Credit	
Courses	Hours	Comments

Biology	3-4	Any biology course in addition to Anatomy, Physiology, Microbiology; must include lab
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Prerequisite Courses:

Human or Vertebrate Anatomy	3-4*	Must include lab
Human or Vertebrate Physiology	3-4*	Must include lab
Microbiology	3-4	Must include lab
Chemistry	3-4	Must include lab
Organic Chemistry	3-4	Lab preferred
OR Biochemistry		
Psychology	6	1 intro and 1 upper OR 2 upper level psychology courses; abnormal and developmental psychology are preferred Can be from biology, mathematics, psychology, or business. NOTE: if a psychology course is used to meet this requirement, it cannot also be used for the psychology requirement.
Statistics	3	A medical terminology certificate could be used to fulfill the prerequisite requirement for this course work.
Medical Terminology	1-2	

*Can be combined A/P for 8 credits, but must include labs

- GPA: A minimum of 3.0 overall GPA required. We expect that most accepted students will surpass this minimum. In addition, all prerequisite courses must reflect a "C" or better.
- References: Three references are required (submitted via CASPA).
- Observation Hours: Health care observation hours or actual health care experiences are recommended but not required. Shadowing experiences with a PA encouraged.
- Essay: The CASPA application form requires a brief personal essay.
- Interview: The Admissions Committee will send invitations to selected candidates to interview. Not all applicants will be invited to interview. An interview does not guarantee acceptance into the program. All travel expenses are the responsibility of the candidate.

Before registering for classes, students must provide:

- Criminal background checks (federal requirement for all persons working with vulnerable populations) at student expense
- Signed Technical Standards document
- Written verification of immunizations at student expense
- Written verification of health insurance at student expense
- Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association (AHA) at student expense

After classes start, and in preparation for clinical placements, students must also provide:

- Any additional requirements as stated by specific health care agencies (such as drug screening, criminal background checks, etc.) at student expense

Program Policies

Grading, Student Standing, and Academic Probation

The PA program is a full-time program. Students will not be permitted to reduce the course

load in a semester as the professional programs are sequential and require the student to

complete them in a specific sequence and timing. Any special circumstances related to course work for students will be addressed on a case-by-case basis with the Accessibility Services Program Coordinator, the Program Director, and the faculty. The minimum passing grade for courses in the MSPA Program is **70% out of 100%.**

90-100%	A	4.0 points per semester hour
80-89%	B	3.0 points per semester hour
70-79%	C	2.0 points per semester hour
60-69%	D*	1.0 points per semester hour
<60%	F*	0.0 points per semester hour
	I	Incomplete (used for extenuating circumstances)
	W	Withdrawal
	P**	Passing (used only in pass/fail grading status)

* Does not count toward graduate degree requirement; does count on grade point average.

****Does count toward graduate degree: does not count on grade point average.**

Courses will be taken in semesters and assigned appropriate credit hours for contact time for lecture, lab, and clinical activities as appropriate. A course may be offered as a pass/fail grading option; however, students may not choose to take a regular, graded course for pass/fail.

All graduate courses must be passed with a grade of "C" or better. A student receiving a grade of "D" or "F" in any course will be dismissed from the program in which they are enrolled.

Students must maintain an overall GPA of 3.0 or better to continue in the program and graduate. During the didactic phase, students falling below a GPA of 3.0 in any given semester will be placed on academic probation. A student may remain on academic probation for one additional semester in order to reach a 3.0 overall GPA. If the 3.0 GPA is not met at that time the student will be dismissed from the program.

Students who fail to maintain a minimum GPA of 3.0 at the conclusion of the final didactic semester will be subject to academic review by the Academic Progress Committee. The student may face consequences which could include remediation, inability to progress to the clinical phase, or dismissal from the program. Academic probation during the clinical phase of the program is addressed more completely in the PA Clinical Education Manual.

A student on probation at the completion of the last didactic semester may be allowed to progress to the clinical phase provided the student completed all remediation successfully, has no course work with a grade lower than a "C", successfully passed all practical examinations, and demonstrated appropriate professional behaviors in class and clinical settings. The Academic Progress Committee will meet to discuss the student's readiness to proceed to the full-time clinical experience. Students on probation are ineligible for academic or programmatic awards.

Students on academic probation will follow the individual guidelines established by the

Academic Progress Committee to facilitate their academic improvement.

Program Matriculation and Completion – PA Program

At the end of each semester, faculty review the academic performance of all students. In order to progress to the next semester students must successfully complete all courses in a particular semester with a grade of "C" or better and maintain a 3.0 GPA. All practical testing during that semester must be successfully completed. The student must demonstrate appropriate professional behaviors. To enter the clinical phase, a student must successfully complete all didactic courses, successfully complete the didactic formative examinations and objective standardized clinical examinations (OSCE) given following completion of the didactic phase of the program, as well as maintain standards of professional behavior. In addition to successful completion of the didactic year, the student must be certified in basic life support for health care providers (BLS) and advanced cardiac life support (ACLS). Students must maintain CPR/ACLS certification for the entire clinical year of the program. In the event the student's certification in CPR/ACLS expires before graduation, the student must recertify.

The PA timeline for completion of all program requirements is specified as four years from the initial date of enrollment.

Transfer Credit

The PA program will consider requests for up to 6 (or equivalent) semester hours of transfer credit into the curriculum.

PROCEDURE:

These courses must have been successfully completed within the past three years with a minimum grade of "B" or better in a graduate-level program at a regionally-accredited institution of higher learning. Courses must be directly applicable to the established PA program curriculum, as determined by the faculty after thorough review of all appropriate documents (application, transcripts, recommendations and personal request letter).

Competency on the subject material will be assessed in accordance with the course requirements prior to acceptance of transfer credit. If the request for transfer of credits is from another PA educational program, it must be from another accredited program in which the student is in good standing, and with the specific recommendation of the program director, dean or other appropriate official. The faculty will determine satisfaction of program course prerequisites for transfer students from other PA programs on a case-by-case basis. Transfer candidates must fulfill the Murphy Deming College of Health Sciences prerequisites prior to matriculation.

Type: MSPA

MSPA Curriculum

SPRING (1) SEMESTER YEAR 1

Item #	Title	Credits
PAS 500	HUMAN ANATOMY	5
PAS 501	MICROBIOLOGY AND IMMUNOLOGY	1
PAS 502	PATHOPHYSIOLOGY	5
PAS 511	PROF ISSUES & THE PA PROFESSION	1
PAS 513	HISTORY AND PHYSICAL DIAGNOSIS I	4
PAS 530	CLINICAL SEMINAR I	1

SUMMER SEMESTER YEAR 1

Item #	Title	Credits
PAS 503	PHARMACOLOGY I	4
PAS 526	CLINICAL MEDICINE I	5
PAS 527	CLINICAL MEDICINE I CASEWORK	1
PAS 528	LABORATORY & DIAGNOSTIC STUDIES	4
PAS 529	HISTORY & PHYSICAL DIAGNOSIS II	4

FALL SEMESTER YEAR 1

Item #	Title	Credits
PAS 504	PHARMACOLOGY II	4
PAS 525	CRIT INQ, RESEARCH & EPIDEMIOLOGY	3
PAS 531	HISTORY & PHYSICAL DIAGNOSIS III	4
PAS 532	CLINICAL MEDICINE II	6
PAS 533	CLINICAL MEDICINE II CASEWORK	1
PAS 540	CLINICAL SEMINAR II	1

SPRING (2) SEMESTER YEAR 2

Item #	Title	Credits
PAS 612	COMMUNITY PRACTICUM	2
PAS 620	POLICY, ETHICS & POPULATIONS	3
PAS 625	CLINICAL MEDICINE III	5
PAS 626	CLINICAL REASONING	4
PAS 627	CLINICAL SKILLS & PROCEDURES	4

SUMMER SEMESTER YEAR 2

Item #	Title	Credits
PAS 622	PRE-CLINICAL COMP ASSESSMENT	1

Core Clinical Rotations

Item #	Title	Credits
PAS 641	BEHAVIORAL AND MENTAL HEALTH CARE	6
PAS 642	EMERGENCY MEDICINE	6
PAS 643	FAMILY MEDICINE	6
PAS 644	INTERNAL MEDICINE	6
PAS 645	PEDIATRICS	6
PAS 646	SURGERY	6
PAS 647	WOMEN'S HEALTH	6

Additional Clinical Preparation

Item #	Title	Credits
PAS 648	CLINICAL ELECTIVE	6
PAS 623	ADV COMPREHENSIVE ASSESSMENT	1

Course

Descriptions

Anthropology

ANTH 120: CULTURAL ANTHROPOLOGY (S)

An introduction to the study of humans as culture-bearing beings. Through readings, films, lectures and discussions students come to an understanding of the extent of human cultural diversity. Using societies from around the world as examples, students will study cultural practices and beliefs regarding marriage, kinship, family life, uses of technology, religion, political organization and social stratification.

Credits: 3

ANTH 121: HUMAN ORIGINS AND ARCHAEOLOGY (S)

An introduction to the physical history of the human species by studying our closest living primate relatives and analyzing fossil remains of early hominids. Students then study the evolution of human culture from the origins of humankind to the beginnings of the first literate civilizations in the Old and New Worlds. The course concludes by looking at physical variation, including the concept of race, in contemporary human populations.

Credits: 3

ANTH 202: WOMEN, GENDER, AND CULTURE (G)

Explores the relationship between gender, culture, and women's status in communities around the world. Students will examine the relationship between "sex" and "gender," evaluate cross-cultural variations of women's roles and status, be exposed to differing constructions of gender and sexuality, and gain a greater appreciation of the influence of systems of power, such as race and colonialism, on women's lives.

Credits: 3

ANTH 208: MEDICAL ANTHROPOLOGY (I)

Explores the ways in which culture influences the definition and treatment of diseases in communities around the world. Students will be exposed to such topics as the difference between disease and illness, the influence of disease on human populations throughout history, ethnomedicine, the relationship between culture and Western biomedicine, culture-bound syndromes, social suffering, and stigma.

Credits: 3

ANTH 212: INDIGENOUS PEOPLE NORTH AMERIC (DS)

An introduction to the cultural diversity of North American indigenous peoples and the relationship between U.S. tribal communities and the federal government. Through readings that tie specific tribal communities to larger issues, we will explore the effects of federal policies on indigenous communities, sovereignty and land rights, Indian activism, and contemporary issues such as language revitalization, identity, and reservation poverty.

Credits: 3

ANTH 215: NATIVE PEOPLES & MUSEUM INTERPR (C)

This course is a variation of ANTH 212 that includes a civic engagement component. In addition to an ethnographic and historical survey of Native North America, we will actively apply course content at the Frontier Culture Museum of Virginia, particularly the museum's Native American (Late Woodlands) site, Ganatastwi. As a course which counts for Community Involvement (C) core curriculum credit, students will be expected to conduct 15 volunteer hours.

Credits: 3

ANTH 220: LANGUAGE AND CULTURE (I)

Explores language, a uniquely human capability that makes us different from primates and other animals. Besides introducing students to the basic definitions of language, this course also examines the complex relations between language and other aspects of human behavior and thought. Students will explore the relationship of language to human evolution, culture, social context, identity, power, status, and gender.

Credits: 3

ANTH 227: HUMAN GEOGRAPHY (T)

Combines perspectives from two closely related fields, human geography and cultural anthropology, to focus specifically on the relationships between people and the environments in which they live. The course will be organized around four learning nodes — people, places, flows, and maps — that each include more specific learning objectives. We will study how people — including culture, technology, settlement patterns, religion, and language — have been affected by, and continue to affect in turn, the places that we live. We will also study the flows of people, money, cultures, information, and objects across space and time. In order to make sense of these global flows and spatial relationships, we will learn how to use and interpret maps.

Credits: 3

ANTH 244: MAGIC, RITUAL, AND RELIGION (R)

Explores religious belief and practice as a cultural phenomenon in a global context, paying particular attention to the relationships between religious institutions and their historical, social, and cultural contexts. Students will examine the intersection of religion with subsistence strategies, economic systems, political systems, and gender structures. Topics include magic, witchcraft, sorcery, ritual, symbolism, possession, identity, and health.

Credits: 3

ANTH 277: COLLOQUIUM

Credits: 3

ANTH 287: EXPL LEARNING

Credits: 3

ANTH 300: SOCIAL THEORY (W)

This course is designed to acquaint students with the general development of sociological theory from its earliest foundations to the modern era. The nature of theories and the historical context of the writers will be explored in detail by focusing upon abstract concepts, propositions, major events and individual biographies. Some of the theories and theorists include Marx, Durkheim, Weber, Structural-Functionalism, Symbolic Interactionism, Feminism, and W.E.B. Du Bois. Furthermore, students will write one standard sociological research paper on a special topic in sociology using one or more of the theories covered in class to explain the issue or problem. Cross-listed as SOC 300 Social Theory.

Credits: 3

Prerequisites:

SOC 100 or 112 and ANTH 120.

ANTH 380: TEACHING ASSISTANT FOR

Credits: 3

ANTH 387: INTERNSHIP

Credits: 0

**ANTH 400: SENIOR SEMINAR
ANTHROPOLOGY (M)**

Students research a theme or issue of their choice, approved by their thesis supervisor. Students meet for one hour a week of class for directed research and thesis critique. The work culminates in one oral presentation and a finely written research paper, presented to all members of their thesis committee. A required course for the Anthropology/Sociology major.

Credits: 3

Prerequisites:

SOC 320

Biology

Paul Callo, Department Chair
Kadrin Anderson, Paul Deeble,
Mary Jane Epps, Rebecca
Haberman, Eileen Hinks

In the Biology Department we believe that the best way to learn science is by doing it — by involvement in thoughtfully designed laboratory work which includes self-designed experiments and by exposure to current methods and questions in the field. We believe that this is important even for non-biology majors, because of both the understanding of science that comes from it and the teamwork and analytical skills which are developed—skills which are valuable in any setting.

Students who major in Biology integrate technique and theory. Whether they are contributing to faculty research or working on a self-designed project, Biology majors have access to equipment and the opportunity to conduct hypothesis-driven research at a

high level intended to make an impression in graduate school and beyond. It is expected that this research will incorporate sophisticated techniques and instrumentation and skill in using the primary research literature; this culminates in an original and substantial senior research project and the presentation and defense of a thesis.

Biology is available as a major (BS or BA) and minor. Within the Biology major, there are optional emphases in Biomedical Science or Science Education.

**BIOL 100: THE LIVING WORLD
(NR)**

This is a course for non-majors. Students will seek answers to several questions: What should I eat? Why do we run? What do our genes do? How does what we do impact other species? This course will examine these themes through readings, videos, discussions, and oral presentations.

Credits: 3

**BIOL 111: PRINCIPLES OF
BIOLOGY (N)**

Lecture and lab. The biological sciences as a process of inquiry, with emphasis on general principles including the structure and function of major biological molecules such as DNA, RNA, protein, lipids, and carbohydrates. This course emphasizes basic cell biology, fundamental biochemical pathways, and introductory genetics. This course provides the foundation for all other biology courses and is the first course in a two part sequence with BIOL 112. Fall. Lab fee.

Credits: 4

BIOL 111L: LAB FOR BIOL 111

Credits: 0

**BIOL 112: DIVERSITY OF LIFE
(N)**

Lecture and lab. This course is intended to give students an introduction to the great diversity of life on Earth, with emphasis on the body plans, ecology, and evolutionary relationships among organisms. This is the second course in the introductory biology sequence which began with BIOL 111. Spring. Lab fee.

Credits: 4

BIOL 112L: LAB FOR BIOL 112

Lab for BIOL 112.

Credits: 0

**BIOL 120: NUTRITION FOR
HEALTH AND SPORT (N)**

This course introduces students to the most interesting and practical aspects of medicine from a nutritional and perspective at the interface of two basic disciplines—biology and chemistry. Among the topics to be discussed: nutrients and nutritional processes within the body; energy metabolism, intake and expenditure; metabolic disorders (obesity, diabetes, alcoholism, vitamin deficiencies); nutrition and the contemporary diseases of our civilization (atherosclerosis, cancer, AIDS); interactions of drugs with nutrients, etc. This course is appropriate for students interested in the health professions, especially nursing. Chemistry 110 or strong high school preparation in chemistry/biology is recommended.

Credits: 3

BIOL 131: THE SCIENCE OF KNOWLEDGE (O)

Understanding the concept of Scientific Knowledge requires an examination of the "simple" questions of "What do we know?" and "How do we know it?" The answers to these two questions have long histories and are very interesting and important. In contemporary times the answers are of greater consequence than ever before. This course explores how we've come to develop the facts that we can depend on today. In doing so it will take students on a trip around the globe and to key points in science history.

Credits: 3

BIOL 141: FIELD BIOLOGY (N)

Field Biology is a course in observation, and you will be expected to use your powers of observation to the fullest as we explore various habitats across western Virginia. In the field we will encounter many different organisms—from mosses, wildflowers, and trees to insects, birds, and salamanders—and take a glimpse into the lives of each. In this course you will have the opportunity to explore various elements of ecology, botany, entomology, and other fields, while practicing some associated collecting and identification techniques hands on.

Credits: 4

BIOL 142: BOTANY IN THE FIELD (N)

Field course. A detailed study of the plant species growing in local habitats, focusing on how elevation, soils, microclimate, and ecological succession affect vegetation patterns of the region. Students who take this course should like to hike. Offered Summer Week as needed.

Credits: 4

BIOL 145: FRESHWATER CHEM AND BIOL (N)

Field and lab course. Two local streams will be studied as part of a long term project linking their chemistry with changes in their plant and animal communities. The emphasis will be on the collection and analysis of water quality data. May Term.

Credits: 4

BIOL 148: ENVIRONMENTAL ISSUES (N)

The goals of the course are to introduce students to the basic principles of ecology that underlie the major environmental issues of today. This course is particularly appropriate for students interested in the environment that are majoring in business administration, communication, education, and the social sciences. Requires BIOL 149 in order to count toward a Biology major.

Credits: 3

BIOL 149: ENVIRONMENTAL ISSUES LAB (N)

Lab course. Students work on a variety of projects dealing with population biology, community structure, and the monitoring of environmental pollution. Lab fee.

Credits: 1

BIOL 150: FIELD ORNITHOLOGY (N)

Field course. Students study the biology, ecology, and behavior of wild birds, learn to identify birds (by sight and sound) and participate in a bird-banding research project. The plight of neotropical migratory birds is emphasized. Alternate years, May Term.

Credits: 4

BIOL 151: HUMAN HEALTH AND DISEASE (N)

A study of the structure and function of the human body in order to understand how disease impacts the living world. The effects of disease on society are considered from the primary perspective of the biological sciences with context offered within health care management, the media, ethics, and economics. This course does not count for teacher licensure.

Credits: 3

BIOL 177: COLLOQUIUM

Credits: 3

BIOL 191: COURSE-BASED RESEARCH EXPERIENCE(R)

During this Course-based Undergraduate Research Experience (CURE), students will learn the importance of discovery, collaboration, and iteration in the research process. The goal of the four-week course is to involve students in active research guided by their collaborative inquiries, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions. Depending on the research topic as well as students' and instructor interests and needs, team(s) (e.g., pairs, small group, whole class) will be formed to complete research tasks. The course incorporates the following elements: (a) meaningful collaboration with peers, (b) an open-ended driving question, (c) sustained inquiry, (d) authenticity, (e) students' voice, choice, and ownership of their project (f) critique, reflection, and revision, (g) chances to fail and try again, and (h) an opportunity to communicate findings to the public. CURE was developed for a range of undergraduate students, such as first-year students with little to no research experience, non-majors, or for students farther in their program with research experience.

Credits: 4**BIOL 211: EVOLUTION**

Evolution, the great unifying theory behind modern biology, is introduced with an emphasis on experimental evidence bearing on the modern synthesis of evolutionary theory and its bearing on topics such as disease, aging, and social behavior.

Credits: 3**Prerequisites:**

BIOL 111. Alternate years.

BIOL 222: GENETICS

Lecture and lab. The study of genetic principles, including Mendelian inheritance and gene regulation, in a variety of different organisms. The ethical and practical implications of genetic research and the genetic basis of disease are focal points of the course. Students develop problem-solving ability and conduct genetic experiments using classical and molecular methods.

Credits: 4**Prerequisites:**

BIOL 111. Spring. Lab fee.

BIOL 222L: LAB FOR BIOL 222

Lab for BIOL 222.

Credits: 0**BIOL 224: CELL BIOLOGY**

Lecture and lab. Cell structure and function including cell physiology, cell-cell signaling and the role of cells in development and cancer are presented along with basic biochemical concepts. The laboratory introduces the main techniques of cytochemistry, histology, enzymology, and tissue culture. Spring.

Credits: 4**Prerequisites:**

BIOL 111. Recommended: CHEM 121. Lab fee.

Recommended:

CHEM 121.

BIOL 224L: LAB FOR BIOL 224

Lab for BIOL 224.

Credits: 0**BIOL 230: STUDIES IN BIOLOGY**

These colloquia will focus on topics not included in regularly scheduled biology courses. Interests of the students and faculty will determine the subject.

Credits: 3**BIOL 230L: LAB FOR BIOL 230**

Lab for BIOL 230.

Credits: 0

BIOL 241: FIELD BIOLOGY

Field Biology is a course in observation, and you will be expected to use your powers of observation to the fullest as we explore various habitats across western Virginia. In the field we will encounter many different organisms—from mosses, wildflowers, and trees to insects, birds, and salamanders— and take a glimpse into the lives of each. In this course you will have the opportunity to explore various elements of ecology, botany, entomology, and other fields, while practicing some associated collecting and identification techniques hands on. This 200-level version of Field Biology is intended for Biology or Environmental Biology majors.

Credits: 4

BIOL 245: ECOLOGY (Q)

Lecture, lab and field course. Students study the interrelationships of living organisms with each other and their environments at the population, community, and ecosystem levels. The course includes a research weekend at the Duke University Marine Laboratory.

Credits: 4

Prerequisites:

BIOL 112. Fall. Lab fee.

BIOL 245L: LAB FOR BIOL 245

Credits: 0

BIOL 248: CONSERVATION BIOLOGY

Conservation biology is the study of the diversity of life and its preservation. Students taking this course will explore how evolutionary processes result in the biological diversity we see today, examine current threats to biological diversity, and engage in critical discussion of conservation ethics and economic tradeoffs. The course will cover the theoretical underpinnings of conservation as well as practical strategies that conservationists apply to maintain biological diversity in the field.

Credits: 3

Prerequisites:

BIOL 245 or permission of instructor. Alternate years.

BIOL 250: NEOTROPICAL ORNITHOLOGY (I)

Study abroad. Neotropical ornithology introduces the diversity of birds, their scientific study, and conservation in both tropical and temperate settings. We visit the tropics during spring break and study migratory species in Virginia during a week of May Term. Differences between resident and migratory tropical birds introduce the concept of bias in our perception. Students achieve a solid foundation in bird biology, ecology, and behavior. Alternate years, May Term.

Credits: 4

BIOL 252: BIOLOGY OF WOMEN (G)

This course examines female biology from the evolution of sex to reproduction to individual health. This course emphasizes female life stages and basic biological concepts relating to cells and heredity. Cross listed as WS/BIOL 252. Suggested background: BIOL 111 or 151.

Credits: 3

Recommended:

BIOL 111 or 151.

BIOL 253: ZOOLOGY

Lecture and lab. Introduction to the evolution of form and function of the major animal phyla with emphasis on observing ecological adaptations and unraveling evolutionary history through the use of contemporary taxonomic methods. The laboratory involves substantial dissection.

Credits: 4

Prerequisites:

BIOL 112. Alternate years, Spring. Lab fee.

BIOL 253L: LAB FOR BIOL 253

Credits: 0

BIOL 255: MICROBIOLOGY

Lecture and lab. The basic biology of bacteria and other microbes, with emphasis on metabolic diversity, the disease process, and microbial ecology. The laboratory introduces methods for microbial culture and identification through student-designed experiments. This course is required for students in the clinical laboratory science or master of science in nursing programs.

Credits: 4

Prerequisites:

BIOL 111, Recommended: CHEM 121. Fall. Lab fee.

Recommended:

CHEM 121.

BIOL 255L: LAB FOR BIOL 255

Credits: 0

BIOL 257: BOTANY

Lecture and lab. A study of how different groups of plants have solved common environmental challenges including support, transport, defenses, reproductive strategies, and modes of speciation. Laboratory work includes plant physiology experiments, preserved material, and field identification of local species and families.

Credits: 4

Prerequisites:

BIOL 112. Alternate years. Lab fee.

BIOL 257L: LAB FOR BIOL 257

Credits: 0

BIOL 261: EPIDEMIOLOGY (Q)

The fundamentals of distribution and determinants of health and disease in populations.

Epidemiology is applied to formulation/assessment of health care and public health management decisions since it is the basic science of public health and it utilizes principles of the scientific method. Epidemiology includes applications to: morbidity and mortality, and disease prevention and wellness, as well as, disease transmission, diagnostic and screening tests, population studies and study design, and determination of causation. Includes evaluation of peer-reviewed journal articles for study design and proper conclusions and recognition of study limitations and potential biases. Cross listed as HCA 261. Alternate years.

Credits: 3

BIOL 264: HUMAN ANATOMY AND PHYSIOLOGY I

Lecture and lab. This is the first course in a two-course sequence that will introduce students to the structure and function of the human body. This course will begin with the study of cellular structure and processes. This will then be related to the structure and function of the different tissue types throughout the human body. The body systems that will be studied in this course will include the musculoskeletal, nervous and endocrine systems. In the lab, students will use human models, human skeletons, histological slides and cat dissection to observe the structure of cells, tissues and body systems. Also, physiology laboratory skills used in both research and clinical settings will be introduced.

Credits: 4

Prerequisites:

BIOL 111. Offered every fall. Lab fee.

BIOL 264L: LAB FOR BIOL 264

Credits: 0

BIOL 265: HUMAN ANATOMY & PHYSIOLOGY II

Lecture and lab. This is the second course in a two-course sequence that will introduce students to the structure and function of the human body. This course will build off of the material learned in Human Anatomy and Physiology I. The body systems that will be studied in this course will include the immune, lymphatic, cardiovascular, respiratory, digestive, urinary and reproductive systems. Human development and pregnancy will also be studied. In the lab, students will use human models, human skeletons, histological slides and cat dissection to observe the structure of cells, tissues and body systems. Also, physiology laboratory skills used in both research and clinical settings will be introduced.

Credits: 4

Prerequisites:

BIOL 264. Offered every spring. Lab fee.

BIOL 265L: LAB FOR BIOL 265

Lab for BIOL 265.

Credits: 0

BIOL 277: COLL:

Credits: 3

BIOL 287: DEPARTMENTAL EXTERNSHIP

Credits: 3

BIOL 305: PHYSIOLOGICAL PSYCHOLOGY

Current concepts regarding the relationship between brain function and behavior. Includes the gross anatomical characteristics of the nervous system, functional characteristics of neurons, research techniques used in neurophysiology, and the functional role of the nervous system with respect to arousal, pain, sensory processes, sleep, sexual behavior, brain disorders, emotion, learning, and motivation. Cross listed as PSYC 305.

Credits: 3

Prerequisites:

PSYC 101 and three semester hours in biology or permission of the instructor. Alternate years.

BIOL 322: CANCER BIOLOGY

This course is designed to provide students with an in depth knowledge of cancer biology, by examining molecular and cellular mechanisms that contribute to tumor development and progression. Topics include the nature of cancer, tumor viruses, cellular oncogenes, and tumor suppressors. As well as mechanisms of tumorigenesis, angiogenesis, metastasis, and immune evasion. This course will involve the use of primary literature articles as a valuable source of current cancer research topics and therapeutics.

Credits: 3

Prerequisites:

BIOL224 or BIOL222 or instructor permission.

BIOL 324: REG FOR CHEM 324: BIOCHEMISTRY I

Studies of the major classes of biomolecules; proteins, carbohydrates, lipids, and nucleic acids, provide a structural and functional basis for the understanding of enzyme kinetics, bioenergetics and metabolism. Recommended background: BIOL 222 and CHEM 222. *Prerequisite: BIOL 224 and CHEM 221, or permission of instructor. Alternate years.

Credits: 3

BIOL 325: BIOCHEMISTRY II

For course description, see Chemistry 325 in the Chemistry listing.

Credits: 4

BIOL 325L: LAB FOR BIOL 325

Credits: 0

BIOL 327: IMMUNOLOGY

The physiology, cell biology, genetics, and health implications of the immune system, with emphasis on the experimental evidence and reasoning behind our current understanding. This course is required of students seeking to enter the clinical laboratory science program.

Credits: 3

Prerequisites:

BIOL 224 or permission of instructor. Alternate years.

BIOL 328: BIOTECHNOLOGY

Techniques of molecular biology are used to study topics ranging from cell-cell signaling to evolution and ecology; this course is taught as a journal club in which students select, present and discuss a variety of current research papers using these techniques.

Credits: 3

Prerequisites:

BIOL 222. Alternate years.

BIOL 329: BIOLOGICAL IMAGING

Laboratory course. The study of the theory and methodology of multiple types of imaging to include light and fluorescence microscopy, Scanning Electron Microscopy (SEM), and gel imaging for DNA and protein analysis .

Credits: 4

Prerequisites:

BIOL 111 or BIOL 112. Alternate years, May Term. Lab fee.

BIOL 348: CONSERVATION BIOLOGY (T)

Conservation biology is the study of the diversity of life and its preservation. Students taking this course will explore how evolutionary processes result in the biological diversity we see today, examine current threats to biological diversity, and engage in critical discussion of conservation ethics and economic tradeoffs. The course will cover the theoretical underpinnings of conservation as well as practical strategies that conservationists apply to maintain biological diversity in the field.

Credits: 3

Prerequisites:

BIOL 245 or permission of instructor. Alternate years.

BIOL 351: EXERCISE PHYSIOLOGY (W)

Lecture and lab. An in depth study of Exercise Physiology as it relates to normal physiology, fitness, performance and health. Topics include the history of exercise physiology, neuromuscular, metabolic, cardiovascular, pulmonary, and endocrine responses to exercise, research methods for improving exercise performance and special considerations relating to environmental impacts on exercise training. This course will highlight the human adaptive response to exercise in the context of the normal physiology of the systems studies. The laboratory portion will allow students to perform high level metabolic analyses and propose original research questions to extend studies they select from the primary literature. Lab fee.

Credits: 4

BIOL 351L: LAB FOR BIOL 351

Lab for BIOL 351, Exercise Physiology.

Credits: 0

BIOL 352: DEVELOPMENTAL BIOLOGY

This course deals with the question: how does a single fertilized egg cell develop into the many specialized and organized cells of an adult organism? The main stages of development are studied in a variety of organisms, each one chosen for its ease of manipulation at that stage. Much of the reading in the later portions of the course is from the research literature. The laboratory portion of the course introduces a selection of the main experimental approaches to development, and the student selects and carries out several experimental projects during the semester. (Offered every other year.)

Credits: 4

Prerequisites:

Biology 111

BIOL 354: COMPARATIVE PHYSIOLOGY (W)

Lecture and lab. An examination of the common cellular mechanisms underlying many physiological processes using a comparative approach emphasizing functional strategies for solving physiological problems. The laboratory allows students to perform self-directed experiments, based in the primary literature, on a variety of organisms.

Credits: 4

Prerequisites:

BIOL 111. Alternate years.

BIOL 354L: LAB FOR BIOL 354

Credits: 0

BIOL 355: COMPARATIVE VERTEBRATE ANATOMY

A study of the origin and relationship among the vertebrates, using the shark and rabbit as types of dissection. The course involves three hours of lecture per week during which students become acquainted with the basic vertebrate body plan and organ systems, begin to understand the functional implications of vertebrate structure, and explore evolutionary modifications by comparing vertebrate classes. Readings are assigned to parallel the lecture topics and are discussed during the lecture period. Grade evaluation is based on two lecture exams and a final exam. Biology 111 is recommended as background for the course.

Credits: 4

BIOL 356: Biology of Insects

This course explores the biology of insects. Students will learn about topics ranging from insect physiology to ecology and the relation of insects to humans. We will also explore the evolution and diversity of major insect groups and some of their surprising adaptations, and investigate some of the major topics in insect conservation (such as pollinator decline). A mixture of hands-on learning and lecture, students will develop the skills to collect and prepare insects for scientific study and learn the basics of insect identification.

Credits: 3

BIOL 361: ANIMAL BEHAVIOR (W)

Lecture, project, discussion, and lab. The comparative study of animal behavior from ecological and evolutionary points of view. Topics include innate and learned behavior as two poles of the entire spectrum of behavior, evolution of behavior patterns, social organization, sexual selection and female choice, and applications of ethology to human behavior.

Credits: 4

Prerequisites:

BIOL 112. Alternate years. Lab fee.

BIOL 361L: LAB FOR BIOL 361

Credits: 0

BIOL 377: COLLOQUIUM

Credits: 3

BIOL 380: TEACHING ASSISTANT FOR

Credits: 3

BIOL 381: JUNIOR SEMINAR (R)

This seminar focuses on experimental design, scientific writing, data analysis, and development of a senior research topic. Students write a research proposal for review by midterm. Required of all junior year biology majors.

Credits: 3

Prerequisites:

at least two of the biology core courses (BIOL 222, 224, 245, and 253 or 257) completed with a grade of "C" or better and overall GPA in biology of 2.0 or higher OR permission of the department. Spring.

BIOL 383: ADVANCED STUDIES IN BIOLOGY

Topics of mutual interest to a group of students and a professor are considered.

Credits: 2

BIOL 387: DEPARTMENTAL EXTERNSHIP

Provides practical experience in a biology related career setting by working with professionals in a chosen career specialty area. Students work closely with a faculty member and negotiate the terms of internship with the on-site supervisor. Credit is awarded on the basis of one semester hour per 50 hours of internship. Must be taken P/NC, and does not count as a 300-level elective towards the major.

Credits: 0

BIOL 400: SENIOR SEMINAR (M)

Students complete planning for the project designed during BIOL 381. Students refine the research/review plan and then participate in journal article presentations on relevant papers. Students meet in small groups to report progress on experiments and data acquisition or on writing of a critical review of the research literature.

Credits: 1

Prerequisites:

BIOL 381. Fall.

BIOL 401: SENIOR RESEARCH (M)

This research seminar includes the experimental portion of the senior research project developed during BIOL 381 and 400, combined with a lab meeting format in which to present results, including formal oral presentations of the project. The student prepares a written thesis and conducts an oral defense of it, and takes the Major Field Achievement Test in Biology.

Credits: 2

Prerequisites:

BIOL 400. Spring.

BIOL 402: SENIOR COLLOQUIUM (M)

This colloquium includes the completion of a critical review of the research literature focused on the topic developed during BIOL 381 and 400, combined with small group meetings to discuss progress on a comprehensive critical review paper, including formal oral presentations of the topic. The student prepares a critical review paper and conducts a summary oral presentation of it, and takes the Major Field Achievement Test in Biology.

Credits: 2

Prerequisites:

BIOL 400. Spring.

BIOL 487: DEPARTMENTAL EXTERNSHIP

Credits: 0

Chemistry

Maria Craig, Nadine Gergel-Hackett, Peter Ruiz-Haas, Annmarie Trost

Mary Baldwin University offers majors in Chemistry (BA, or BS with two Washington and Lee courses) and Biochemistry (BS) and a minor in Chemistry. Both independent and profoundly collaborative, chemistry is central to science and a major or minor in Chemistry or Biochemistry prepares students for rewarding careers in industry, academia, and the public sector (government). These majors also provide a strong background for pursuing advanced work in medicine, business, and law. Students receive personalized attention and real laboratory experience on meaningful research projects.

A student pursuing the BS chemistry major is required to have a cumulative GPA of at least 3.3 and have an average GPA for at least 3 chemistry courses taken at Mary Baldwin of at least 3.5 prior to registering for any courses at W&L. The student is also expected to provide her/his own transportation to W&L.

CHEM 100: EXPLORING THE PHYSICAL WORLD (N)

This is a course for students who like to learn by doing; each class includes an experiment. The objectives of the course are: (1) to give an appreciation of the process and content of physical science; (2) to teach the writing of scientific reports; and (3) to provide experience in learning by the inquiry method. Topics are selected based on general interest and appropriateness for early and middle education. Cross-listed as CHEM 100.

Credits: 3

CHEM 101: FORENSIC CHEMISTRY (NQ)

This course, intended for non-science majors, will examine selected topics in forensic science. Most of the analysis needed in forensic examinations requires the use of chemical analysis and we will learn about the tools and theories that are used in solving crimes. Topics may include toxicology, fingerprint analysis, fiber identification, blood typing and analysis, drug identification, and DNA profiling.

Credits: 3

CHEM 102: GEN, ORGANIC & BIOCHEMISTRY I (NQ)

This course is a study of the fundamental principles of chemistry, including atomic and molecular structure, common substances and reactions, and introduction to organic chemistry and biochemistry. This is the first semester of a 2-semester series. The series is terminal, designed for students who do not intend to take additional chemistry courses or a prerequisite course for students who need General Chemistry (121-122) but had no chemistry in high school. It is usually transferable only to specific programs in the Health Sciences field.

Credits: 4

CHEM 102L: LAB FOR CHEM 102
LAB FOR CHEM 102.

Credits: 0

CHEM 103: GEN, ORGANIC & BIOCHEMISTRY II (NQ)

This course is a study of the fundamental principles of chemistry, including atomic and molecular structure, common substances and reactions, and introduction to organic chemistry and biochemistry. This is the second course of the two-semester series. The series is terminal, designed for students who do not intend to take additional chemistry courses or a prerequisite course for students who need General Chemistry (121-122) but had no chemistry in high school. It is usually transferable only to specific programs in the Health Sciences field.

Credits: 4

CHEM 103L: LAB FOR CHEM 103
LAB FOR CHEM 103

Credits: 0

CHEM 120: FUNDAMENTALS OF NUTRITION (N)

This course discusses both macro- and micro-nutrition and their effect on human health. Topics include metabolism of nutrients, the relationship between energy intake and expenditure, metabolic disorders, nutrition and disease and supplements. Students will be able to evaluate their own energy intake and assess its effectiveness with their daily energy expenditure. Cross listed as BIOL 120, EXSS 120, and HSCI 120."

Credits: 3

CHEM 121: GENERAL CHEMISTRY I (NQ)

The first of a two-course survey of the principles of chemistry appropriate for science majors. Topics include stoichiometry, the main classes of reactions, atomic and molecular structure, thermochemistry, and phase behavior. The associated lab elaborates on the material discussed in class and introduces laboratory techniques including the use of modern instrumentation. Algebra and high school chemistry are strongly recommended as background. Fall.

Credits: 4

Prerequisites:

MSAT 510 or MACT 20, or CHEM 102, or permission of instructor. Lab fee.

CHEM 121L: LAB FOR CHEM 121
LAB FOR CHEM 121.

Credits: 0

CHEM 122: GENERAL CHEMISTRY II (Q)

A continuation of General Chemistry I. Topics include ionic equilibria, chemical thermodynamics, chemical kinetics, electrochemistry, materials chemistry, the chemistry of main group elements and an introduction to biochemistry. The associated lab elaborates on the material discussed in class and introduces laboratory techniques and the use of modern chemical instrumentation.

Credits: 4

Prerequisites:

CHEM 121 Spring. Lab fee.

CHEM 122L: LAB FOR CHEM 122
LAB FOR CHEM 122

Credits: 0

CHEM 145: FRESHWATER CHEMISTRY & BIOLOGY (NQ)

Field and lab course. Local streams will be studied as part of a long term project linking their chemistry with land use and seasonal changes, and monitoring of plant and animal communities. The emphasis will be on the collection and analysis of water quality data. May Term. Cross-listed as BIOL 145.

Credits: 4

CHEM 191: COURSE-BASED RESEARCH EXPERIENCE(R)

During this Course-based Undergraduate Research Experience (CURE), students will learn the importance of discovery, collaboration, and iteration in the research process. The goal of the four-week course is to involve students in active research guided by their collaborative inquiries, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions. Depending on the research topic as well as students' and instructor interests and needs, team(s) (e.g., pairs, small group, whole class) will be formed to complete research tasks. The course incorporates the following elements: (a) meaningful collaboration with peers, (b) an open-ended driving question, (c) sustained inquiry, (d) authenticity, (e) students' voice, choice, and ownership of their project (f) critique, reflection, and revision, (g) chances to fail and try again, and (h) an opportunity to communicate findings to the public. CURE was developed for a range of undergraduate students, such as first-year students with little to no research experience, non-majors, or for students farther in their program with research experience.

Credits: 4

CHEM 221: ORGANIC CHEMISTRY I

A survey of organic chemistry, using the functional group approach, emphasizing the properties, stereochemistry, preparative methods, and reaction mechanisms of the following principal classes of organic compounds: alkanes, alkenes, alkynes, alkyl halides, and arenes. In the associated lab, students develop competence in organic synthetic work, and in analysis of their products using modern spectroscopic instrumentation.

Credits: 4

Prerequisites:

CHEM 122. Fall.

CHEM 221L: LAB FOR CHEM 221
LAB FOR CHEM 221

Credits: 0

CHEM 222: ORGANIC CHEMISTRY II (R)

This course continues the survey of organic chemistry started by Chem 221 using a similar approach, and covering the alcohols, ethers, phenols, aldehydes, ketones, carboxylic acids, amines, proteins, lipids, and carbohydrates. Covers a broad spectrum of modern methods of organic synthesis and characterization. Student work is individualized and the design and execution of experiments is stressed. The course exposes the students to a wide variety of laboratory techniques and develops their judgment in choosing experimental methods.

Credits: 4

Prerequisites:

CHEM 221 Spring.

CHEM 222L: LAB FOR CHEM 222
LAB FOR CHEM 222

Credits: 0

CHEM 230: ENVIRONMENTAL CHEMISTRY I (W)

An introduction to the study of the environment and modern environmental problems in terms of chemical structures and reactions. Chemical principles of equilibrium, kinetics, and thermodynamics are used to help understand our changing environment. Topics include toxicological chemistry, aquatic chemistry, atmospheric chemistry, and green chemistry.

Credits: 3

Prerequisites:

CHEM 122. Alternate years.

CHEM 260: INTRO TO MATERIALS SCIENCE (R)

This course integrates the physics and chemistry of materials with an emphasis on the state-of-the-art in nanomaterials and nanotechnologies. Topics include: crystalline structure, bonding in solids, band theory, defects, electrical and thermal properties of materials, and a project researching nanomaterials and/or nanotechnologies in the current scientific literature. Cross listed as PHYS 260.

Credits: 3

Prerequisites:

PHYS 202 and CHEM 122, which may be taken concurrently. Spring alternate years.

CHEM 270: UNDERGRADUATE RESEARCH

Students do original research in accordance with ability and background under the guidance of a member of the faculty. Students are expected to devote 4 hours per week to the project for every credit hour. A written report will be submitted to the department each semester of enrollment. Cannot be used to meet elective course requirements for a major or minor in chemistry. May be repeated for credit. Total research credit to be used toward an undergraduate degree not to exceed 6 hours. Prerequisites; CHEM 122, consent of instructor, and submission of a research contract to the department.

Credits: 3

CHEM 311: ANALYTICAL CHEMISTRY (W)

Principles, techniques, and instruments used in quantitative chemical analysis. Principles of chemical equilibria, spectrophotometry, electrochemistry, and chromatography. Applications to gravimetric, titrimetric, spectrophotometric, chromatographic, and electrochemical analyses.

Credits: 4

Prerequisites:

CHEM 122. Alternate Years.

CHEM 311L: LAB FOR CHEM 311
LAB FOR CHEM 311

Credits: 0

CHEM 321: PHYSICAL CHEMISTRY I

Physical chemistry is the branch of chemistry that establishes and develops the theoretical foundations of chemistry. This course begins with an essentially macroscopic perspective then describes the approach used to connect molecular properties to macroscopic phenomena. Cross listed as PHYS 321.

Credits: 3

Prerequisites:

CHEM 122, MATH 212, PHYS 202. Alternate years.

CHEM 324: BIOCHEMISTRY I

Studies of the major classes of biomolecules - proteins, carbohydrates, lipids, and nucleic acids - provide a structural and functional basis for the understanding of metabolism, energy production, and transfer of genetic information. Recommended background: BIOL 222 and CHEM 222. Alternate years.

Credits: 3

Prerequisites:

BIOL 224 and CHEM 221 or permission of instructor.

CHEM 325: BIOCHEMISTRY II

A continuation of the topics introduced in CHEM 324, including oxidative phosphorylation, fatty acid metabolism, advanced enzyme kinetics, and genetic information pathways. The associated lab introduces students to techniques of protein purification, enzyme assays, and kinetics. Alternate years.

Credits: 4

Prerequisites:

CHEM 324 or permission of instructor.

CHEM 325L: LAB FOR CHEM 325

Credits: 0

CHEM 370: UNDERGRADUATE RESEARCH

Students do original research in accordance with ability and background under the guidance of a member of the faculty. Students are expected to devote 4 hours per week to the project for every credit hour. A written report will be submitted to the department each semester of enrollment. Cannot be used to meet elective course requirements for a major or minor in chemistry. May be repeated for credit. Total research credit to be used toward an undergraduate degree not to exceed 6 hours.

Credits: 3

Prerequisites:

CHEM 121, 122, 221, 222, consent of instructor and submission of a research contract to the department.

CHEM 380: TEACHING ASSISTANT FOR

Credits: 3

CHEM 400: SENIOR RESEARCH (M)

Seminar and independent research leading to the completion of a thesis, required of chemistry majors in the senior year. The student, under supervision of staff members, experiences research as it is carried out in practical situations and presents findings orally and in writing. Satisfactory completion of the research project and the oral defense of the thesis fulfill the senior requirement for chemistry majors.

Credits: 2

CHEM 401: SENIOR RESEARCH (M)

Seminar and independent research leading to the completion of a thesis, required of chemistry majors in the senior year. The student, under supervision of staff members, experiences research as it is carried out in practical situations and presents findings orally and in writing. Satisfactory completion of the research project and the oral defense of the thesis fulfill the senior requirement for chemistry majors.

Credits: 2

Civic Engagement

MBU Civic Engagement courses include an experiential learning component to deepen understanding of course topics through hands-on learning, offering students an opportunity to connect course content to current social issues. As part of a CE course, students complete a community-based experience related to the course topic; the community experience becomes one of the class "texts," enriching student learning with insights gleaned through firsthand experience. In class, through guided reflection activities and discussion, as well as through assigned readings and papers, faculty members intentionally integrate the community experience into the course, facilitating critical reflection that deepens student understanding of both community processes and course content. All CE courses are designated as "C" (Community Involvement) credit,

so successful completion of a CE course fulfills the "C" graduation requirement.

CE 102: REFLECTIVE SELF IN COMMUNITY (C)

Faculty members intentionally link this 1 credit class with a 3 credit disciplinary course to enrich course content through the inclusion of a 20 hour community engagement project in the course requirements. Classroom activities and assignments that facilitate critical reflection about personal agency in light of pressing social issues will help students integrate their experiential data with the course materials and facilitate learning. Various methods of reflection will be utilized.

Credits: 1

CE 255: FOOD INSECURITY AND PUBLIC ED (C)

Students complete a 20 hour service-learning placement at a local food bank, educational farm, school cafeteria or food pantry to gain firsthand experience with programs that attempt to address food insecurity in the community. Reflection, class discussion and papers help students critically analyze current issues related to food insecurity locally and nationally, especially for youth in the context of K-12 education and readiness to learn.

Credits: 3

CE 281: CIV ENGAGE/SOC ENTREPRENEURISM (C)

By developing leadership and business skills, as well as nurturing compassion and a willingness to work for social, economic and environmental justice, this course empowers students with a few of the tools to manage organizations that serve others, provide jobs, build local wealth, and contribute broadly to economic and community development.

Credits: 3

CE 287: DEPARTMENTAL EXTERNSHIP (C)

Students completing a Civic Engagement internship are challenged to consider, reflect and share insights about complex community issues. Depending on the internship placement, students will be acting and reflecting on such problems as environmental degradation, social injustice, poverty, or race and gender inequities. Students will develop an increased sense of responsibility for the larger community, empathy with members of a specific population, community-based research skills, greater understanding of public policy, and/or the ability to connect a major or minor with community needs and development of public policy.

Credits: 1

CE 387: DEPARTMENTAL EXTERNSHIP

Credits: 3

Clinical Laboratory Science (BA)

CLS 386: CLINICAL LABORATORY TRAINING I

First semester of a two-semester sequence in the senior year. The clinical year is a 12-month training period typically beginning in July, but varying among programs. Upon acceptance into a clinical training program, the student registers at Mary Baldwin University for CLS 386 (fall semester, 15 semester hours) and CLS 387 (spring semester, 18 semester hours). The clinical training program is conducted by an affiliated hospital; grading is only pass/no credit, and hospital officials are the sole arbiters of these grades.

Credits: 15

CLS 387: CLINICAL LABORATORY TRAINING II (M)

Second semester of a two-semester sequence. The clinical year is a 12-month training period typically beginning in July, but varying among programs. Upon acceptance into a clinical training program, the student registers at Mary Baldwin University for CLS 386 (fall semester, 15 semester hours) and CLS 387 (spring semester, 18 semester hours). The clinical training program is conducted by an affiliated hospital; grading is only pass/no credit, and hospital officials are the sole arbiters of these grades.

Credits: 18

Economics

ECON 101: PRINCIPLES OF MICROECONOMICS (SQ)

Economics is the study of scarcity and choice in response to incentives. Students learn how economists analyze choices, how markets determine prices and quantities exchanged, and how individuals and businesses make optimal decisions. Students gain skills in cost-benefit analysis, the process of logical thought behind basic economic models, using graphs as analytical tools, and interpreting articles on markets and decision-making.

Credits: 3

ECON 102: PRIN INTERN'L & MACROECONOMICS (I)

Students learn how economists measure economic performance, how national economies function and how to analyze national and international economic government policies. Students learn basic economic theories of international trade and finance and explore controversies surrounding exchange rates. Students learn the advantages and disadvantages of specialization and discuss how trade policy can be seen as beneficial or harmful to development.

Credits: 3

Prerequisites:

ECON 101.

ECON 112: ECONOMIC GEOGRAPHY (S)

What brings resources and people together to create an opportunity for exchange? What are the physical, economic, and political influences that affect this decision-making process? This course includes a review of methodologies used in economics and economic geography to analyze the spatial distribution of firms, consumers and cities and patterns of exchange between these groups. Theories and models of firm and consumer behavior will be examined and compared to actual patterns and clusters of economic activity.

Credits: 3

ECON 150: EXPERIMENTAL ECONOMICS (S)

Through highly interactive games and experiments, students participate in market decision-making, bargaining, and auctions, analyze experimental results, and determine whether models predict actual behavior. Students learn models of supply and demand, market structure, public goods, and basic techniques of game theory.

Credits: 3

ECON 180: WOMEN AND ECONOMICS (GW)

Explores the sexual division of labor, the value of women's work, and the economics of gender and race through anthropological, economic, and historical studies on women's status in other cultures. For the US, the course examines theories and data on the career/family tradeoff, and recent changes in labor force participation, fertility rates, marital status, poverty rates, and gender differentials in income. Cross-listed as WS 180.

Credits: 3

ECON 210: FOOD POPULATION & TECHNOLOGY (TR)

An honors colloquium that explores how societies' wealth, well-being, and culture are interwoven with population density and food production and distribution. Students read historical, anthropological, and economic studies to examine stages of development in agricultural production, cross-cultural comparisons of food consumption, factory-farming versus organic farming, solutions to world hunger. Research papers and field trips complement seminar discussions on food and population policies.

Credits: 3

Prerequisites:

Global Honor Scholar status.

ECON 215: POVERTY AND INEQUALITY IN U.S. (D)

This course focuses on methods of defining and examining the extent of income inequality and poverty in the United States and engages in the public policy debates surrounding such issues as welfare reform, discrimination and labor market difficulties of low-skilled workers. Students gain the critical thinking skills necessary to assess poverty programs and policies.

Credits: 3

ECON 220: REG FOR HCA 220

Credits: 3

ECON 221: REGISTER FOR HIST 221

Credits: 3

ECON 222: SOCIAL SCIENCE STATISTICS (Q)

Students learn how to correctly interpret data tables, download data from online databases, manipulate the data in a spreadsheet, and analyze social science and business data with Excel, SPSS, and Systat statistical software. Through an understanding of sampling, distributions, and summary statistics, students acquire the means to understand and evaluate quantitative reasoning in corporate, government, and news reports. Cross listed as BUAD/ECON/HCA/POLS/SOC 222.

Credits: 3

Prerequisites:

Sophomore standing

ECON 230: COLLOQUIUM: ECONOMICS

Credits: 3

ECON 232: TOPICS IN ECONOMIC DEVELOPMENT (I)

This seminar critically examines the goals of economic development, measurements and indicators of progress and growth for less developed countries, and policies directed toward development (including the concept of sustainable development). We discuss progress in achieving the Millennium Development Goals and policy options for agriculture, education, women's rights, health care, and international trade.

Credits: 3

Prerequisites:

ECON 101 and ECON 102.

ECON 250: ECON, SCIENCE & LIT OF SEAS RHYTHMS

An honors colloquium that explores yearly seasonal rhythms of nature and commerce through a variety of means: designing sundials, studying calendars of different cultures, and reading ancient texts, scientific reports, and literature. Students should be receptive to the blending of scientific observation, geometry, quantitative reasoning, and humanist sensitivity that the course intends to cultivate.

Credits: 3

Prerequisites:

Math 150 or higher-level math and Honor Scholar status.

ECON 253: INTERNATIONAL TRADE (IW)

This course examines the importance of, the size of, and the directions in foreign trade within the world economy. Gains from trade, trade theory and policy, and barriers to trade will be studied. Class discussions focus on current issues in world trade. Students complete a series of research papers on the international exchange of one particular commodity. Writing emphasis.

Credits: 3

Prerequisites:

ECON 101 and ECON 102. ECON 102 may be taken concurrently.

ECON 270: BUSINESS AND GOVERNMENT

This course examines economic theory that defines the role of government intervention in business, the history of government intervention, the role of innovation. Students study a series of antitrust cases. The course focuses on U.S. government policy, an assessment of policy, the behavior of firms, and the response of individuals and society within a global context. Cross listed as BUAD 270.

Credits: 3

Prerequisites:

ECON 101.

ECON 272: ENVIRONMENTAL POLICY (R)

Environmental issues are at the forefront of many policy discussions around the world. Economic theory provides useful and important tools for analyzing and comparing public policy options to global warming, resource use in developing countries, and allocation of scarce water resources. Students learn the tools to recognize and analyze environmental externalities, learn and evaluate the use and effectiveness of cost-benefit analysis and discuss current and potential policy alternatives in both developed and developing countries.

Credits: 3

Prerequisites:

Econ 101.

ECON 277: COLLOQUIUM

This course provides the opportunity for the extensive study of a special topic in which students have expressed particular interest. The topic will change each time the course is offered. In recent years, topics have included social science research on the Internet; economic transition from socialism to capitalism; and environmental policy.

Credits: 3

ECON 287: EXPL LEARNING

Credits: 3

ECON 301: ADVANCED DATA ANALYSIS (Q)

Applied statistics builds on social science statistics. Students use data, theoretical models, and statistical techniques to explore relationships between variables, use computer graphics and exploratory data analysis to examine economic, social, and financial data. Technical topics include index numbers, forecasting, time series analysis, regression, correlation. Research projects involve data collection, statistical analysis, and interpretation of results. Cross listed as POLS 301.

Credits: 3

Prerequisites:

INT 222.

ECON 303: INTERMEDIATE MICROECONOMIC THEORY

This course presents the analytical methods of consumer choice theory and the theory of the firm, including the use of indifference curves and budget constraints, welfare analysis of perfectly competitive markets, cost minimization, applications of game theory, implications of market structure for profit and output, and the impact of government policies on decisions of consumers and businesses.

Credits: 3

Prerequisites:

ECON 101.

ECON 304: INTERMEDIATE MACROECONOMIC THEORY

This course examines the phenomena of unemployment, inflation, economic growth and the business cycle. In each case, measurement, trends, patterns, forecasts, and theories will be studied. The course develops the foundations of classical and Keynesian economic theory and then applies these theories to government policy.

Credits: 3

Prerequisites:

ECON 101 and ECON 102.

ECON 310: GLOBAL LABOR ECONOMICS (IR)

This course addresses the concerns of workers on a global scale: how changes in international trade, business practices and national economic policies affect employment, wages, unionization, child labor, and immigration. Students discuss the determinants of labor demand and supply, the benefits and costs of education and job training, and the impact of low wages in developing economies on developed country wages. Cross listed as BUAD 247.

Credits: 3

Prerequisites:

ECON 101 and ECON 102.

ECON 314: INTERNATIONAL FINANCE (I)

This course examines the finance of international trade and investment and the channels and institutions of world capital flows. Focus will be on models of exchange rate systems, open economy macroeconomic theory, international policy coordination, the roles of the IMF and the World Bank, and the management of international debt. Students follow international macroeconomic and financial events and discuss current policy issues.

Credits: 3

Prerequisites:

ECON 101 and ECON 102.

ECON 320: ECON & FINANCE OF HEALTH CARE SYST

Investigation of the factors and forces at work in setting health care costs and impacts of those costs. Analysis of demand and supply concerns, reimbursement systems, insurance, Medicare, Medicaid, governmental regulations, legal issues, accessibility, budgeting processes and planning, and human resources concerns. Health care financial management tools and techniques are presented and used. Cross listed as ECON 320.

Credits: 3

Prerequisites:

ECON 101 and BUAD 208.

Alternate years.

ECON 325: ECONOMIC POLICY SEMINAR

Students analyze issues and policies most in the news, focusing on five or six areas of critical economic policy debate. Recent topics: antitrust, environmental economics, economics of crime prevention, professional sports, low-income housing, inflation policy, social security reform, and NAFTA. Policy applications of economic principles are examined and critiqued through class discussions, journal writing, and a series of essays.

Credits: 3

Prerequisites:

ECON 101, ECON 102, and one additional ECON course.

ECON 380: TEACHING ASSISTANT FOR

Credits: 3

ECON 387: DEPARTMENTAL EXTERNSHIP

Credits: 0

ECON 395: TOPICS IN ECONOMIC THEORY

Topics in Economic Theory allows advanced Economics students to engage in discussions of important discoveries, controversies and analysis of interest to professional economists. Students will read academic journal articles and books that have in recent years led to significant developments in economic theory. Students will be responsible for leading class discussions of the readings.

Credits: 2

ECON 396: TOPICS IN ECONOMIC THEORY II

Credits: 2

ECON 401: SENIOR PROJECT (M)

The Senior Project requires the economics major to design and implement a major independent research project on a topic of interest to the student. The project draws on a student's mastery of economic theory and quantitative reasoning and results in two written and oral presentations. The student is expected to discuss an appropriate research topic with economics faculty before the beginning of the course.

Credits: 3

Prerequisites:

INT 222 and ECON 254 or ECON 303.

English

ENG 102: COLLEGE ENGLISH

Required for graduation.

Designed to improve writing, critical thinking and ability to read carefully. Classes are devoted to discussing student essays and texts by professional writers, with particular attention to the writing process, especially revision. Class will culminate in the production of a 1500-2000 word research paper.

Credits: 3

ENG 103: ENGLISH AS A SECOND LANGUAGE

Prepares ESL students for academic writing, with emphasis on analytical reading and on writing short essays that meet standards of organization, logical development, sentence structure, grammar, spelling, and punctuation. Emphasis on extensive composition and revision. Students taking 103 in fall should expect to take ENG 102 in spring. This course is offered on a pass/fail basis.

Credits: 3

ENG 111: INTRODUCTION TO LITERATURE (HW)

Provides an introduction to close reading of poetry, fiction, and drama. Through class discussion and regular writing assignments students will gain an understanding and appreciation of literary genre. The course will also involve discussion and writing about how the elements of each genre — including setting, plot, imagery, sound, and rhythm — contribute to the meaning and effect of a literary work.

Credits: 3

Prerequisites:
ENG 102

ENG 204: CHILDREN'S/YOUNG ADULT LIT (WH)

An overview of the literary and historical development of literature for children and young adults through selected authors and genres, both classic and contemporary. Students analyze literary elements, discuss cultural and educational issues within the genre, and consider the development of the concept of childhood and literacy in a variety of contexts.

Credits: 3

Prerequisites:
ENG 102

ENG 208: BRITISH LITERATURE BEFORE 1780 (HW)

Works of major British writers from the Anglo-Saxons to 1780. Students will learn about genre, contexts, and critical approaches to literary texts; they will also consider how the English language has evolved over time. Classroom discussion will develop oral presentation skills, and the term papers (which students are encouraged to revise) will develop writing skills.

Credits: 3

Prerequisites:
ENG 102

ENG 209: BRITISH LITERATURE AFTER 1780 (HW)

Continuation of ENG 208. Study works of major British writers, both men and women, from 1780 to the late 20th century.

Credits: 3

Prerequisites:
ENG 102

ENG 216: INTRODUCTION TO SHAKESPEARE (HR)

Discussion/performance course focusing on examples of comedy, history, and tragedy, each considered from the dramatic, poetic, and theatrical perspectives, with some attention given to historical background and characteristics and development of Shakespeare's art. Cross-listed as THEA 216.

Credits: 3

Prerequisites:
ENG 102

ENG 220: AMERICAN LIT: COLONIAL TO ROM (HW)

Study of representative selections, including writers such as Bradstreet, Poe, Hawthorne, Emerson, Melville, Stowe, and Douglass. Students will develop close reading skills through writing and discussion, and they will learn to analyze and compare literary works. Literary texts are also discussed in relation to their cultural and historical contexts, and students will develop an understanding of different genres.

Credits: 3

Prerequisites:
ENG 102.

ENG 221: AMERICAN LIT:REALISM TO PRESENT(HW)

A continuation of ENG 220. Representative selections from late 19th and 20th centuries are studied, including works by Twain, James, Chopin, Cather, Faulkner, Eliot, and Hughes. Students will develop close reading skills through writing and discussion, and they will learn to analyze and compare literary works. Literary texts are also discussed in relation to their cultural and historical contexts, and students will develop an understanding of different genres.

Credits: 3

Prerequisites:
ENG 102.

ENG 235: WOMEN'S WRITING (GW)

Students will read works by women from across the English-speaking world, from the seventeenth century to the present day, in a variety of genres. Analysis will be grounded in feminist and gender theory and will consider the historical contexts of texts as well as their significance for later readers.

Credits: 3

Prerequisites:
ENG 102.

ENG 241: AMERICAN WOMEN'S AUTOBIOGRAPHY (G)

An introduction to the genre of autobiography ("life-writing") and some of the particular challenges, both cultural and literary, faced by American women writers in shaping their individual life stories. Full-length autobiographies read and discussed will include a slave narrative and works by first-generation American women.

Credits: 3

Prerequisites:
ENG 102.

ENG 245: INTRODUCTION CREATIVE WRITING (W)

Introduction to Creative Writing provides exercises in the basic elements of poetry and fiction writing, including meter, metaphor, character development, and plotting.

Credits: 3

Prerequisites:
ENG 102.

ENG 277: COLLOQUIUM:

Contact Professor for Course Description.

Credits: 3

ENG 287: Internship in English

Credits: 3

ENG 301: INTRO TO ENGLISH STUDIES (HR)

Introduction to English Studies prepares students to succeed in upper-level English courses. This class will introduce students to the history of English as an academic discipline. Students will expand their understanding of foundational concepts of literary analysis, including genre, form, narrative, and structure, through critical discussions and close readings of literature.

Additionally, students will learn upper-level research techniques for finding, synthesizing, and deploying primary and secondary sources in an 8–10-page research essay. While ENG301 is intended primarily for English majors and minors, it is open to any student seeking to broaden their knowledge of literary studies and humanistic inquiry. ENG301 must be taken before Senior Seminar.

Credits: 3

Prerequisites:
ENG 111

ENG 315: EARLY ENGLISH DRAMA

A discussion and performance course studying five to six plays written before 1640, including a sample of medieval drama. The plays are studied in chronological order so that the student will gain some understanding of the development of the drama, as well as the evolution of the language, in the period. Cross listed as THEA 315.

Credits: 3

Prerequisites:
ENG 111 or any 200-level English Literature course or permission of the instructor.

ENG 320: RENAISSANCE LITERATURE (R)

A study of non-dramatic English poetry and prose from Thomas Wyatt through John Milton. This discussion course will cover the major authors of the mid-sixteenth through the mid-seventeenth centuries and will provide an overview of several minor writers of the period. Students will study the comparative grammars of early and contemporary English and will be introduced to the literary theories pertinent to study of the period, primarily New Historicism and Cultural Studies, and will write research papers on topics of their choice.

Credits: 3

Prerequisites:

ENG 111 or any 200-level English Literature course or permission of the instructor.

ENG 328: THE RISE OF THE NOVEL (R)

Detailed study of five or six major novels from the 18th and 19th centuries, both as literary masterpieces and as components of a broader cultural matrix.

Credits: 3

Prerequisites:

ENG 111 or any 200-level English Literature course or permission of the instructor.

ENG 330: NATURE IN AMERICA (T)

This course will explore interdisciplinary representations of nature and analyze how these representations participate in the cultural production of American national identity. From its earliest conception, America has paradoxically desired and disavowed nature, a paradox with deep historical roots and contemporary consequences. This course will explore how the dominant culture and marginalized groups contend with this paradox, by analyzing how the theme of America as "nature's nation" changes over time.

Credits: 3

Prerequisites:

ENG 111 or any 200-level English literature course or permission of the instructor.

ENG 335: WOMEN'S WRITING (GR)

Students will read works by women from across the English-speaking world, from the seventeenth century to the present day, in a variety of genres. Analysis will be grounded in feminist and gender theory and will consider the historical contexts of texts as well as their significance for later readers.

Credits: 3

Prerequisites:

ENG 102 or any 200-level English Literature course or permission of the instructor

ENG 346: THE WRITING OF FICTION

Emphasizes the process and craft of fiction writing. Classes are designed as workshops and divided between periods of writing and periods of reading and discussing each other's work.

Credits: 3

Prerequisites:

ENG 245 or permission of instructor.

ENG 347: THE WRITING OF POETRY

Emphasizes the process and craft of poetry writing. Classes are designed as workshops and divided between periods of writing and periods of reading and discussing each other's work.

Credits: 3

Prerequisites:

ENG 245 or permission of the instructor.

ENG 350: MODERN LITERATURE

A survey of 20th-century literature, with particular emphasis on Modernist works from between the two World Wars. Through reading, discussing, and writing about selected works, students will gain a greater understanding of various Modernist responses to some of the paradigm shifts that characterized the 20th century.

Credits: 3

Prerequisites:

English 111 or any 200-level English Literature course or permission of the instructor.

ENG 360: LITERATURE 20TH CENTURY INDIA (IW)

This course will introduce students to some of the major authors and works to emerge from India's tumultuous 20th century. Beginning with the Bengali renaissance, we will examine early popular literature, produced both in English and various Indian languages, the Gandhian independence movement, the partition of Pakistan from India, and the social formations that emerged following WWII. Additionally, we will study how these authors adapted both Indian and Western literary forms to find new modes of expression. To gain a fuller appreciation for this body of literature, we will work to place each piece in its cultural and historical context. In writing assignments, we will learn and practice the elements of literary analysis, including close reading, use of evidence, argumentation, research, and documentation.

Credits: 3**Prerequisites:**

ENG 111 or any 200-level English Literature course or permission of the instructor.

ENG 364: AFRICAN AMERICAN LITERATURE (D)

This course will focus on 19th and 20th century African-American fiction, poetry, essays, and drama. Through writing and discussions, students will develop skills in analyzing and comparing literary works and will consider contexts for African-American writing.

Credits: 3**Prerequisites:**

ENG 111 or any 200-level English Literature course or permission of the instructor.

ENG 372: GENDER TOPICS IN LITERATURE (G)

Special gender topics in language and literature.

Credits: 3**Prerequisites:**

ENG 111 or any 200-level English Literature course or permission of the instructor.

ENG 373: INTERNATIONAL TOPICS LITERATURE (I)

Special international topics in language and literature.

Credits: 3**Prerequisites:**

ENG 111 or any 200-level English Literature course or permission of the instructor.

ENG 374: DIVERSITY TOPICS IN LITERATURE (D)

Special topics courses in literature with a focus on diversity (race and ethnicity) in the U.S.

Credits: 3**Prerequisites:**

ENG 111 or any 200-level English Literature course or permission of the instructor.

ENG 375: SPECIAL TOPICS IN LANGUAGE AND LIT

Intensive study of a literary or English language subject, such as the work of one or two major authors, a recurring literary or rhetorical theme, a genre, or a critical problem. Topics and instructors will vary. If there is no duplication of topic, may be repeated for elective credit.

Credits: 3**Prerequisites:**

ENG 111 or any 200-level English Literature course or permission of the instructor.

ENG 380: TEACHING ASSISTANT FOR**Credits:** 3**ENG 387: Internship in English****Credits:** 3**ENG 400: MAJOR SEMINAR (M)**

Students will learn about and evaluate the various theoretical approaches that may be used to analyze literary texts. They will also develop their research expertise within their chosen area of interest, in order to produce a research proposal and annotated bibliography. Once this proposal is approved, they will write a research paper of 5,000-6,000 words (excluding notes and bibliography), culminating in a formal presentation and defense.

Credits: 3**Prerequisites:**

Senior standing and at least a 2.0 GPA in English major courses.

History

HIST 101: WESTERN CIVILIZATION TO 1648 (H)

A survey of the civilization of Western European history from classical antiquity to the end of the Thirty Years' War. Topics include Greek and Roman empires, transmission of cultures, organization of Christianity, medieval dynasties, and Reformation.

Credits: 3**HIST 102: WESTERN CIVILIZATION FROM 1648 (H)**

A survey of the civilization of Western European history from the scientific revolution to the present. Topics include the English Civil War, the French Revolution, nationalism and imperialism, the two World Wars, the Russian Revolution and the rebuilding of post-war Europe.

Credits: 3

HIST 111: SURVEY OF US HISTORY TO 1877 (H)

A survey of the principal events, in chronological order, of United States history to 1877. Students are introduced to the historical method of asking questions about the past, analyzing events and interpreting them.

Credits: 3

HIST 112: U.S. SURVEY FROM 1877 (H)

A chronological survey of the principal events of United States history from 1877. Students are introduced to the historical method of asking questions about the past, analyzing events and interpreting them.

Credits: 3

HIST 203: WOMEN IN AMERICAN HISTORY (G)

A thematic study of the history of women in America. This course examines the events and trends that have special significance for women in American history.

Credits: 3

Prerequisites:

HIST 111 or HIST 112 or permission of Instructor.

HIST 204: RELIGION IN AMERICA (T)

An introduction to the history of religion in America, its forms, and the interaction of religious convictions and American culture. Students will learn to analyze and compare religious ideas and environments. Cross listed as REL 204.

Credits: 3

HIST 211: IDENTITY IN COLONIAL AMERICA, 1600-1750

Who lived in and shaped the land that became the United States?

This course focuses on the Colonial Era, particularly 1600-1750, and the variety of different people and experiences that set the foundations for a new nation. This class examines identity in this era through the lens of sexuality, race, ethnicity, religion, and region, among other areas, to consider to breadth of the roots of American identity.

Credits: 3

HIST 212: US REVOLUTIONARY 1763-1817 (W)

When we think of how this nation was created, we think of the founding fathers. But while Madison, Jefferson, Washington, and Adams were all important, what about the other founders - the men and women who not only debated what it would mean to be a citizen of the United States, but who built the towns and cities, plowed the fields, and taught the next generation exactly what it would mean to be an American? This course examines the events and people who participated in the nation's founding, both the elites and the non-elites. It explores the processes of western expansion, the challenges faced by Native Americans confronting this new nation, and ideas about the nature of freedom, citizenship, and government in the period of near constant turbulence from the end of the Seven Years War, which set in motion the events that led to the Revolution, to the end of the War of 1812, which finally created a truly independent nation.

Credits: 3

HIST 213: US CIVIL WAR AND RECONSTRUCTION

A study of the United States from the 1830s-1880s. This course examines the causes and consequences of the Civil War, political implications of disunion, national and regional understandings of slavery and race including colonization efforts, personal experiences during the war and emancipation, and the challenges of Reconstruction.

Credits: 3

HIST 214: THE U.S. 1876-1929

CORE REQUIREMENT MET:

SOCIAL SCIENCE A study of the U.S. from the Gilded Age to World War I. This course examines the growth of business, labor, government, urbanization and immigration, the rise to world power, race relations, women's rights, the closing of the frontier and cultural trends.

Credits: 3

HIST 216: HIP HOP AND HISTORY (W)

Through our analysis of historical scholarship, in class discussions, and formal writing assignments this course uses hip hop lyrics to guide our analysis of U.S. history, from 1970. This course will examine the historical roots of emergence of hip hop culture that overlaps with the "War and Drugs" and mass incarceration, gender wars and new forms of activism. Inspired by W. E. B. DuBois' use of the musical bars and lyrics of Negro Spirituals to introduce the chapters of his classic book *The Souls of Black Folk*, this course will introduce each course topic with hip hop lyrics—written by descendants of the singers of "sorrow songs" who continue to live beneath "the Veil." Our analysis of hip hop lyrics and culture will address themes of oppression, power, identity, gender, politics and violence. Information presented in this course will lead to the analysis of the political economy of hip hop that includes racial commodification and cultural appropriation, hip hop masculinity and feminism, and perceptions of urban life in particular.

Credits: 3

HIST 217: THE AMERICAN WEST (D)

Explores the history of the American West from the first human occupation to the present. It emphasizes the interactions of diverse human cultures of Native Americans, Hispanic peoples, African-Americans, Anglos, the French, Asians, Mormons, and non-English-speaking European immigrants, especially west of the Mississippi, from the time of European colonization. Focuses on geography, exploration, artistic and literary images, western myth-making, farming and mining frontiers, women's roles, violence, railroads, protest, the cattle industry, and contemporary problems. The same time examining what factors were common to all American frontiers. Problems to be addressed include geography, technology, warfare, international politics, and Indigenous/European relations.

Credits: 3

HIST 221: MARKETS IN AMERICAN HISTORY

Credits: 3

HIST 222: HIST OF AMER ART & ARCHITECTURE (R)

A survey of the arts in America, including architecture, sculpture, and painting, from the Colonial period to the present. Cross listed as HIST 222.

Credits: 3

HIST 224: DIPLOMATIC HISTORY OF UNITED STATES

A study of the foreign relations of the United States from the American Revolution to the present.

Credits: 3

Prerequisites:

Hist 111 or 112 or permission of the instructor.

HIST 226: REGISTER FOR HISP 226

The history and changing philosophy of the preservation movement in America from 1850 to the present. Emphasis is placed on the framework of cultural, economic, legal and governmental factors which define preservation today. Each student completes a project documenting an historical building.

Credits: 3

Prerequisites:

Art222. Also listed as Art 226, ArtM 226, Hist 226.

HIST 227: HISTORY OF THE AMERICAN SOUTH

History of the American South from its founding to the present; its geography, settlement, economy, politics, and culture.

Focuses on the rise of sectionalism and secession, race and slavery, reform and Jim Crow, reconciliation and modernization, civil rights, immigration, and the Sunbelt.

Credits: 3

HIST 228: HISTORY OF APPALACIA

A study of the history of the Southern Appalachian mountain region, with an emphasis on the period since the Civil War. Topics include the impact of industrialization, the exploitation of natural and human resources, the development of stereotypes, and the creation of cultural identity. This course qualifies for Writing Emphasis credit.

Credits: 3

HIST 230: AMERICAN IMMIGRATION HISTORY (DR)

Watch a television news program or read a newspaper's opinion page, and it seems that someone will always be talking about immigration. Whether in favor of open borders or proposing to electrify the fence between the United States and Mexico, it seems that these debates are a major issue of our time. But the issue of immigration and the role of immigrants within the United States is not a new question: since 1790, the United States have decided who can and who can't (legally) immigrate to the United States. The goal of this course is to demonstrate the historic role of immigrants in the United States; to examine the hardships and prejudice they have faced; and to explore strategies for adapting and thriving in their adopted homeland. Throughout the course, we will focus on the intertwined relationships of law, race, gender, and prejudice in American immigration policy and practices.

Credits: 3

HIST 232: CLASSICAL ART: GREECE AND ROME

Credits: 3

HIST 235: BODY,MIND,SPIRIT: EUR 1350-1650 (T)

This course focuses on the changes that reshaped the European world during the 14th through 17th centuries: the devastation of the plague, a cultural explosion of artistry (theatrical, visual, and musical), the growth of learning and literacy through the spread of the printed word, the political power of newly centralized monarchies, and the religious tensions that erupted into civil wars. At the same time, intellectual and scientific discoveries altered old views of the human body, the universe, and the natural world. We will focus on the intersecting topics of learning, instruction, education, and acquisition of skills and explore the educational experiences of women and men in universities, convent and grammar schools, guilds, and at home.

Credits: 3

HIST 238: TUDOR-STUART ENGLAND, 1450-1660 (R)

An exploration of politics, culture, religion, and society. Topics include the Wars of the Roses, Parliament and monarchy, Henry VIII's marital and religious policies, Elizabeth I's court, the Civil War, family, sexuality, and gender. Recommended for students taking English literature courses and the Virginia Program at Oxford.

Credits: 3

HIST 239: VOICES OF PROTEST:EUR 1600-1800 (O)

An exploration of the controversies that divided Europeans during the Enlightenment. Through texts and images of the period, we will explore debates on the nature of political power, absolutism, education, women, race, and family. In addition, the course will examine the popular culture, satires, and autobiographical accounts that challenged ideas of liberty, equality, and fraternity.

Credits: 3

HIST 240: REVOLUTIONARY EUROPE 1789-1901

A study of Europe from the French Revolution to the death of Queen Victoria. Topics include industrialization, political ideologies, suffrage movements, imperialism, and the family. This course qualifies for Writing Emphasis credit.

Credits: 3

HIST 241: BRITISH HISTORY TO 1688 (H)

British history from the Romans to the Glorious Revolution that introduces historical methods, sources, and key debates among historians. Topics include the Norman invasion, English law, the monarchy, medieval town and village life, women's roles, gender relations, the Reformation, the Civil War, and Restoration. This course offers historical background for English literature courses and for the Virginia Program at Oxford.

Credits: 3

HIST 242: BRITISH HISTORY FROM 1688 (H)

A survey of British history from the Glorious Revolution to the present. Topics include the power of the landed elite, party rivalries, imperial expansion, the role of women in politics and industry, and British cultural myths. This course offers an historical background for courses in English literature.

Credits: 3

HIST 243: THE FRENCH REVOLUTION (T)

An intensive study of the first six years of the French Revolution, 1789-1794. Explores some of the major events and figures of the Revolution, the economic, social, political and intellectual conditions that made the revolution possible; and contemporary and later interpretations of the accomplishments of the era. No knowledge of the French language is required; however, students who do their research in French can receive credit towards their French major.

Credits: 3

HIST 244: BRITAIN & WWI: LABOR, LOVE, LOSS (T)

This course looks at Britain and World War I through the lens of loss. This includes loss of life, but also changes in perception of warfare (new weapons and rules of engagement) and social interactions (such as women in the workplace) which also involved changes in which the participants experienced a wide range of "losses" including loss of innocence, religious faith, confidence in leaders and a future defined by pre-war values. At the end of the war, the losses have produced a very different society, and the way in which that society remembers the war remains important.

Credits: 3

HIST 245: TWENTIETH CENTURY EUROPE

Europe in the age of war and revolution. Topics include the Great War, Russian Revolution, rise of fascism, Spanish Civil War, World War II, Cold War, European integration and the 1989 revolutions, and European culture through film. This course qualifies for International Education credit.

Credits: 3

HIST 246: EUROPE 20TH CENTURY: 1900-1939 (IR)

A study of Europe from the early twentieth century to the outbreak of the Second World War. Topics include the Great War and Russian Revolution, women's movements, sexuality and gender relations, the rise of fascism, the Spanish Civil War, and appeasement. Exploring European culture through foreign-language films is a key component of the course.

Credits: 3

HIST 247: MODERN EUROPE, 1939-PRESENT (IR)

A study of Europe from the beginning of the Second World War to the present. The course examines World War II and the Holocaust, the development of the Cold War, women's movements and culture wars, European relations with the superpowers, Mikhail Gorbachev and the revolutions of 1989, and German reunification. Exploring European culture through foreign films is a key component of the course.

Credits: 3

HIST 255: HISTORY OF RUSSIA (I)

A survey of the Russian state from its Kievan origins to the present. Topics include Peter the Great's westernization program, the expansion of the Muscovite state under Catherine the Great, the Russian Revolution, Lenin and Stalin, communism and the current crises within the former Soviet Union.

Credits: 3

HIST 256: MODERN RUSSIAN HISTORY

An examination of some of the main themes in Russian historical evolution invasion, domination, expansion and multi-nationality and their links to Soviet politics, economics, society and culture in the 20th century. Topics include the fall of the House of Romanov in the Revolution of 1917, the rise of the Communist party, the disintegration of the Soviet Union and the collapse of Communism in the 1990s. This course qualifies for International Education credit.

Credits: 3

HIST 260: AFRICAN-AMERICAN HISTORY**Credits: 3****HIST 261: HIST OF 19TH CENTR GERMAN & AUSTRIA**

A chronological and topical exploration of German and Habsburg/Austrian history from the end of the Napoleonic era to the outbreak of the First World War. Topics include post-revolutionary conservatism in Germany and Austria, the Revolutions of 1830 and 1848, Chancellor Bismarck's rise to power and his Wars of German Unification, the rapid industrial and scientific development in the German Empire, Bismarck's demise and the Wilhelmine Era, and the national rivalries that exploded in the outbreak of WWI. Recommended for prospective German majors/minors.

Credits: 3**HIST 264: INTRO TO THE AFRICAN DIASPORA (T)**

A survey course that investigates the dispersal of African peoples to Europe, the Caribbean, and the Americas since ancient times. We will explore the processes of acculturation and resistance among people of African descent and the connections and relationships between Africa and the rest of the world. Major themes include race and culture, the Mediterranean and Atlantic Slave Trades, African Liberation, and the interactions between diasporic Blacks and Africans.

Credits: 3**HIST 265: AFRICAN-AMERICAN HIST TO 1877 (DR)**

This course presents a chronological survey of principal events in African American History to 1865, with particular focus on development of the slave trade and slavery and how Blacks experienced, and responded to this "peculiar institution." This class will also focus on the lives of enslaved and free women, the development of slave culture, and Black activism and resistance. The course critically analyses decisive political, social, and cultural events specific to African American History through the examination of primary and secondary sources, through class discussion, and in-depth writing assignments.

Credits: 3**HIST 266: AFRICAN-AMERICAN HIST FROM 1877 (D)**

Using lectures, reading and writing assignments; in class discussion and structured debates this course surveys the history of African Americans from the end of Reconstruction to the present. The course critically analyses decisive political, social, and cultural events specific to African-American History through the examination of primary and secondary sources. Emphasis is placed on the construction of "race" in each period as well as the diversity of the Black experience in America.

Credits: 3**HIST 267: HIST OF THE HARLEM RENAISSANCE (D)**

This course surveys the cultural, political, literary, and artistic activities and celebrated figures from the Harlem Renaissance era, late 1910s to mid 1930s. We will analyze the unprecedented artistic outpouring of this era; how politicians, civil rights activists, writers, artists, musicians, and ordinary people explore the character of the "New Negro"; and the implications of race, gender, and skin color. This course will use primary source documents, documentaries and music to study this era.

Credits: 3**HIST 277: COLLOQUIUM**

Colloquia focus on specialized methods in history such as archaeology, oral, family and local history, or special topics. Emphasis placed on class discussion and presentations. Limited enrollment.

Credits: 3

HIST 284: THE COURT OF HENRY VIII

This course focuses on the dynamic reign of Henry VIII, a king who reshaped the religious life, the international relations, and the monarchy of England. The events of his reign were some of the most significant in all of the island's history, and his personality was big enough to match them. In studying the court of Henry VIII, we will explore the nature of Renaissance kingship, its ceremony and pageantry, the roles of courtiers and government officials, the courts of his wives and children, diplomacy and warfare, the physical environment of palaces and progresses, the fine arts, and the long afterlife of the Henrician era.

Credits: 3

HIST 287: EXPL LEARNING

Credits: 3

HIST 297: U S HISTORY II

Credits: 3

HIST 302: VIRGINIA HISTORY (DR)

A survey of Virginia life and culture during the first four centuries of the colony and commonwealth. Students conduct research about specific events or topics in Virginia history and present their findings in a research paper.

Credits: 3

Prerequisites:

HIST 111 or HIST 112 or permission of Instructor.

HIST 325: JACKSONIAN AMERICA (TW)

Jacksonian America looks at a volatile and exciting period in American history considering the theme of Democracy and Division, questioning how nationalism and participatory democracy can be fostered when faced with challenges (and opportunities) of considerable gender, racial, regional, class, and religious divisions. Students will learn how to locate, evaluate, and utilize primary and secondary sources to hear these diverse historical voices. Through guided steps, students will hone research and writing skills by turning their source findings into effective thesis arguments.

Credits: 3

HIST 340: REVOLUTIONARY EUROPE 1789-1901(W)

Topics include the French Revolution, Napoleon, industrialization, Marx, political ideologies, suffrage movements, women, and the family.

Credits: 3

HIST 346: EUROPEAN WOMEN HIST 1700-PRES (GR)

With an emphasis on primary sources and class discussion, we examine women's lives in the workplace, at home, in the professions, and in politics. Topics include the education of women, laws governing marriage and property, women's family relations as wives and mothers, and the dynamics of class and gender.

Credits: 3

Prerequisites:

one of HIST 102, HIST 242, HIST 246, HIST 247; or permission of instructor.

HIST 365: HIST OF CIVIL RIGHTS MOVEMENT (T)

The struggle for African Americans to enjoy the rights of United States citizens has been an arduous battle waged in the face of systematic racism and domestic terrorism. This course analyzes the history of the American Civil Rights Movement placing emphasis on the following: The involvement of ordinary citizens; the centrality of religion in the movement; decisive events and personalities; tactics; and consequences or legacies of the contemporary civil rights movement. This course will use primary source documents, documentaries and music in order to study this very important protest movement. Prerequisite: one of HIST 112, HIST 302, HIST 266; or permission of instructor.

Credits: 3

HIST 377: COLLOQUIUM:

Credits: 3

HIST 380: TEACHING ASSISTANT FOR

Credits: 1

HIST 387: DEPARTMENTAL EXTERNSHIP

Credits: 3

HIST 400: SENIOR SEMINAR (M)

An examination of the method of historical analysis and its specific application to a research problem. Students prepare and defend their senior history seminar paper during the course. Research theme varies from year to year.

Credits: 3

Prerequisites:

HIST 101, HIST 102, HIST 111, HIST 112. Students must have a minimum GPA of 2.0 in history courses before enrolling in HIST 400.

HIST 487: DEPARTMENTAL EXTERNSHIP

CORE REQUIREMENT MET: ARTS

Credits: 0**HIST 522: WORLD WAR I**

1 s.h. contingent upon completion of one summer seminar in preceding summer. Seminar for middle school and high school teachers in the Institute for Decisive Events in American History. Focuses upon U.S. entry into World War 1, the Fourteen Points, and the defeat of the Treaty of Versailles, emphasizing both subject matter and teaching skills. Part of the Teaching American History program.

Credits: 1

Interdisciplinary Studies

Amy Miller, director

Courses within interdisciplinary studies derive their content and methodologies from more than one discipline or subject area.

BOLD 101: BALDWIN OPP LEADERSHIP/DEVELOP I

BOLD 101 is a one semester seminar taken by first-year students in undergraduate residential programs. An important part of successful college transition, students will come to understand themselves in relation to the larger Mary Baldwin community, and as scholars in pursuit of specific goals and outcomes. This seminar is an opportunity for self-discovery, for understanding the liberal arts in relation to self and career, and for establishing meaningful relationships with others on your Boldly Baldwin journey. First-year students take this course during the fall semester.

Credits: 1**BOLD 102: BALDWIN OPP LEADERSHIP/DEVELOP II**

A continuation of BOLD 101, 102 is a one term seminar taken by students in undergraduate residential programs during the spring semester of the first year. Students continue their path of self-discovery, and begin to explore the connections between liberal arts and career/professionalism.

Credits: 0.5**BOLD 201: PREPARING FOR PROFESSIONAL LIFE**

In BOLD 201, learners begin the crucial task of understanding the range of careers available and considering which careers will best align with their interests and needs. Learners will gain an in depth understanding of written and verbal communication skills and how to utilize them in a professional setting. Learners will conduct informational interviews, create strong resumes and cover letters, design an effective LinkedIn page, complete a mock interview, begin to build a professional network, and learn professional presentation skills. Learners will access tools to explore and understand the world of work and take a closer examination of the options that are most intriguing to them. Second-year students may take this course during the spring semester.

Credits: 1**INT 103: INFORMATION LITERACY (R)**

This course will develop the research and critical thinking skills necessary for academic success. Information literacy is a set of abilities used to recognize when information is needed and then how to locate, evaluate, and use it effectively. Topics covered include: focusing topics, finding various information resources, and issues surrounding the use of information. Skills learned are common to all disciplines and lifelong learning. Beginning Fall 2019, offered on pass/no credit basis only.

Credits: 1**INT 110: CREAT TECH IN PHOTOGRAPHY**

The purpose of this course is to introduce students to photography as a means of communication. Students develop competence in the proper use of the camera as well as correct and creative darkroom techniques. Adjustable 35mm camera is recommended, although any 35mm camera can be used. Materials fee. Offered alternate years.

Credits: 3**INT 112: KNOWING THE SELF****Credits: 3**

INT 115: REGISTER FOR ED 115

The goals of this introductory course are: (1) to acquaint students with the philosophical schools of thought in education and with prominent educators whose contributions have shaped educational theory and practice; (2) to enhance students' skills in reading, writing, thinking and discussing critically and analytically. Students actively participate in discussions, debates and other class activities. Required for teacher certification and open to all students interested in exploring the foundations of education in this country. Also listed as Sociology 115.

Credits: 3

INT 118: PRINC FOR SUSTAINABLE LIVING (T)

Sustainability means the capacity to endure. Sustainable living incorporates not only the choices we make but also the impact we have on the future quality of our environment and the lives of the next generation. Each student will examine readings, complete assignments and engage in discussion about how their lives can be enhanced through eco-friendly health and consumer choices. Course materials will integrate discipline materials from economics, psychology, sociology, ecology and health in order to inform the study of sustainability. Students will identify and plan for a sustainable and an enhanced quality of life.

Credits: 3

INT 120: ESSENTIALS OF SCHOLARSHIP

This course is designed for students who are facing academic challenges. It is designed to address the major academic and personal skill areas that affect student performance and quickly intervene with changes that can work across genres and academic disciplines. The class will address strategies for dealing with lengthy and complex readings, increase student fluency in academic writing, strengthen the analytical and evaluative skills of scholarship, and develop individual plans to meet academic goals.

Credits: 3

INT 122: EXCEL 2019 & 365: LEVEL 1

Microsoft Excel 2019 & 365 Level 1 covers key Excel skills which include identifying parts of the Office user interface; entering, editing, and formatting entries; selecting cells and ranges; creating and modifying basic formulas; inserting charts and tables; creating a template; and sorting and filtering data. Level 1 is a prerequisite for Levels 2 and 3.

Credits: 1.5

INT 123: EXCEL 2019 & 365: LEVEL 2 (Q)

Microsoft Excel 2019 & 365 Level 2 covers intermediate Excel skills which include themes, cell styles, and number formats, as well as function for dates, numbers, and text. What-If analysis and the creation of customized conditional formatting and financial functions for decision making is applied.

Credits: 1.5

Prerequisites:

INT122, Level 1. (Q)

INT 124: EXCEL 2019 & 365: LEVEL 3 (Q)

Microsoft Excel 2019 & 365 Level 3 covers advanced Excel skills which include tables, financial functions, what-if analyses, PivotTables and PivotCharts, workbook protection, collaboration, and much more. Upon successfully completing Levels 1-3, the student is prepared to take the Microsoft Certification Exam for Excel.

Credits: 1.5

Prerequisites:

INT123, Level 2. (Q)

INT 125: INTRODUCTION TO GEOGRAPHY

This course introduces students to the basic geographic concepts; the atmospheric processes and ocean circulations that shape different climate patterns on earth; the ever-shaping global landscapes (rivers and landforms); and the biosphere (natural resources and population distribution) around the world. No previous background in the physical sciences is assumed.

Credits: 3

INT 130: INTRODUCTION TO AMERICAN CULTURE

Survey of the history and culture of the United States designed specifically for international students. Students will receive a broad history of the American nation since the colonial period, with a focus on such key episodes and movements as the Revolution and founding of the nation, the Civil War, the industrial revolution of the late 1800s, America's emergence in global politics, the civil rights movement, American feminism, and other modern developments. Students will also learn about Staunton and Mary Baldwin University, set within this larger historical context.

Credits: 3

INT 140: REGISTER AS PHIL 140

Students engaged in Community Service Learning will meet practical community needs and goals while developing skills in critical thinking and problem solving. Additionally, students will reflect on the relationship between theory (as presented in lectures and readings) and practice (through students' internship experiences). Each student will be expected to explore and understand her own commitment to community-oriented values, try out skills which support or enhance effective citizenship, and learn how to reach out to those in need in a humane, sensitive, and effective manner. This is a combined course- internship includes both hands-on experience in an approved community agency or religious or humanitarian organization as well as a structured orientation, on-going class discussion, and critical reading and written reflection about service work. Students are required to make connections between their personal and professional goals, their role as a liberal arts student, and their evolving sense of commitment to those in need. This course is cross listed with philosophy and religion courses.

Credits: 3

INT 155: PERMEABLE BORDERS (D)

A multi-faceted course that utilizes the areas of art, human rights, education and social and political awareness. Mary Baldwin College students, and faculty will collaborate with immigrant and other minority communities in and around Augusta County on projects that will help to create a cultural bridge between the mission and activities of Walls of Hope, Perquin, El Salvador and the underserved communities of Staunton and Augusta county.

Credits: 3

INT 165: EARTH AND SPACE SCIENCE (NQ)

Earth science encompasses the geology, chemistry, biology, and physics of our planet. Environmental degradation, natural resources, energy, climate change, and geologic hazards are among the most pressing issues facing society in the 21st century. This course offers an introductory survey of earth science through a survey of geology, oceanography, meteorology, hydrology and the study of the solar system, with a focus on terrestrial-oriented processes that shape and have shaped our planet. Topics include formation, evolution, structure, and composition of the Earth, plate tectonics and the rock cycle, water and nutrient cycles, climate change, energy and policy. This course is intended for the non-science major. Course lab fee \$340.

Credits: 4

INT 200: RESIDENT ADVISOR TRAINING

The resident advisor's role as a peer counselor in the college residence halls is facilitated through sessions in student development theory, values clarification, women's health issues, sexuality, crisis intervention counseling, alcohol and drug concerns of college students, leadership training, small group communications, conflict mediation and basic counseling skills. Required for all first-year resident advisors, the course is graded P/F.

Credits: 1

INT 210: THE NATURE AND MEANING OF WORK

This course focuses on the meaning and importance of work in people's lives. We will consider the social and cultural contexts within which work is performed and the values that societies have assigned to it. The course will begin with a review of the history of attitudes toward work from ancient to modern, and will focus on the development of the "work ethic" and its importation to America. It will compare how Americans perceived work in the Colonial, Industrial and Post-Industrial eras and will assess how work is perceived in contemporary America as contrasted with European, Asian and other cultures.

Credits: 3

INT 213: COLLOQUIUM (HONORS) (TR)

The Bailey Colloquium is a small interdisciplinary honors seminar that counts toward the Honors Degree. It is open to Honor Scholars; other strong students may be admitted at the discretion of the professor. The colloquium fosters creativity and independent thinking. Topics vary.

Credits: 3

INT 222: SOCIAL SCIENCE STATISTICS (Q)

Students learn how to correctly interpret data tables, download data from online databases, manipulate the data in a spreadsheet, and analyze social science and business data with Excel, SPSS, and Systat statistical software. Through an understanding of sampling, distributions, and summary statistics, students acquire the means to understand and evaluate quantitative reasoning in corporate, government, and news reports. Cross listed as BUAD/ECON/HCA/POLS/SOC 222.

Credits: 3

Prerequisites:

Sophomore standing

INT 226: CULTURE AND WELLNESS

Credits: 3

INT 230: HISTORY AND THEORIES OF LEADERSHIP

Students develop a broad understanding of the practice and process of leadership by enhancing knowledge and application of leadership theories, styles, attributes and skills; as well as by exploring the factors that influence effective leadership including gender, race, power, culture, and ethics. Additionally, they view leadership through the lenses of various disciplines in the social sciences. This course is required for all students seeking a minor in leadership studies including all students in the Virginia Women's Institute for Leadership.

Credits: 3

INT 232: CRITICAL CULTURAL COMPETENCY (D)

This course introduces students to the concepts of cultural competency through explorations of cultural differences and frameworks of working with culturally different communities. It presents opportunities for understanding and reflecting on inter and intra group differences while discovering our own personal standpoints in our professional, public and social lives. We will examine the concepts of privilege, prejudice and explicit/implicit bias. Most of the course examination will take place through the lens of US culture.

Credits: 3

INT 250: REGISTER FOR ECON 250

Credits: 3

INT 251: PROFESSIONAL WRITING (CW)

Application of rhetorical principles in drafting and revising professional documents. Case studies examine common genres of writing in communities and workplaces; proposals, reports, electronic mail, web content, issues papers. Students gain appreciation for the interacting demands of content, audience, and structure and learn to use their writing time more effectively.

Credits: 3

Prerequisites:

ENG 102, or equivalent, or permission of instructor.

INT 258: GLOBALIZATION/IMPACT ON WRLD AFFAIR

Introduction to the concept of globalization and its economic and political impact on selected countries and regions.

Credits: 3

INT 260: DIMENSIONS OF HUMAN SEXUALITY

This course will examine the role that sexuality plays in our everyday lives. The interdisciplinary focus of this course will examine sexuality from three key areas of inquiry; biological, psychological and sociocultural factors. A historical and political backdrop will examine the sexual revolution, the roles of gender and culture and sexual consumerism. Over two-thirds of the course will examine the sociocultural dimensions of sexuality as it pertains to the influence of multicultural, religious, socioeconomic, ethical, the media and the dynamics of political policy. Additional areas of discussion and instruction will include the application of critical thinking, reading and writing skills as students explore topics of intimacy, assertiveness, internet dating, and transcending gender roles to encourage informed relationship decisions framed around communication and decision-making models. Students will leave the semester having acquired a level of sexual literacy to help make better informed personal decisions regarding sexuality and also be more aware of the institutional and cultural factors that affect policy and cultural ideologies regarding human sexuality.

Credits: 3

INT 261: SEXUAL MINORITIES

Credits: 3

INT 263: DIMENSIONS OF HUMAN SEXUALITY

This course will examine the role that sexuality plays in our everyday lives. The interdisciplinary focus of this course will examine sexuality from three key areas of inquiry; biological, psychological and sociocultural factors. A historical and political backdrop will examine the sexual revolution, the roles of gender and culture and sexual consumerism. Over two-thirds of the course will examine the sociocultural dimensions of sexuality as it pertains to the influence of multicultural, religious, socioeconomic, ethical, the media and the dynamics of political policy. Additional areas of discussion and instruction will include the application of critical thinking, reading and writing skills as students explore topics of intimacy, assertiveness, internet dating, and transcending gender roles to encourage informed relationship decisions framed around communication and decision-making models. Students will leave the semester having acquired a level of sexual literacy to help make better informed personal decisions regarding sexuality and also be more aware of the institutional and cultural factors that affect policy and cultural ideologies regarding human sexuality.

Credits: 3

INT 266: SOCIAL TRENDS & IMPACT ON BUSINESS

Introduces students to the significance of sociocultural, political, and environmental trends and their impact on how business opportunities can grow or be hampered. Emphasizes a triple bottom line viewpoint while focusing on social trends such as the changing face of America, the Green movement, globalization, technology and communication upgrades, and changes in the workforce. Twenty-hour service component required. Cross listed as BUAD 266.

Credits: 3

INT 268: HIST/THEORY WRITING & RHETORIC (HW)

Introductory survey of high points in the Western tradition of writing and rhetoric, including ancient Greece and Rome and the rise of English rhetoric during the Renaissance. The course also provides attention to evolving assumptions about text and authorship from the Enlightenment through the 20th century, with a speculative look forward.

Credits: 3

Prerequisites:

ENG 102 or equivalent.

INT 270: TEACHING WRITING:THEORY/PRACTICE(W)

Introduction to the major developments in the history of writing instruction in the U.S. as well as composition studies and writing pedagogy. Students will practice collaborative writing and research, and, through observation and practice in MBU's Writing Center, gain first-hand experience assisting student writers across the curriculum. Students who complete this course and meet additional requirements may apply to work in the College's Writing Center.

Credits: 3

Prerequisites:

ENG 102 or permission of instructor.

INT 271: SEMESTER OF SERVICE PRACTICUM

The Semester of Service combines a 3-hour course in Social Entrepreneurism, a means for making the world a better place, while students simultaneously tackle projects in the community through a closely supervised 6-hour practicum of service learning. The courses, INT 271 and INT 281, must be taken simultaneously.

Credits: 6

INT 275: TRANS COMMUNITIES

Writing emphasis credit is awarded through this course as it provides students with an opportunity to explore and better understand those identified (by self or by other) with a gender variance outside the binary constructs of male and female. An examination of the history, biology, theory, and psycho-social-cultural ideologies that frame the lives of this subset of sexual minorities will guide the student's reading, discussion and research. This course counts as a select elective towards the completion of a major in Sociology.

Credits: 3

INT 277: COLLOQUIUM

Contact Professor or Registrar's Office for course description.

Credits: 3

INT 281: SOCIAL ENTREPRENEURISM PUBLIC GOOD

Credits: 3

INT 287: EXPERIENTIAL LEARNING

Internships provide practical experiences in working with professionals in field experiences and positions of responsibility on campus under the supervision of a faculty sponsor.

Credits: 3

INT 305: REGISTER FOR PHIL 305

CORE REQUIREMENT MET: HUMANITIES

Credits: 3

INT 315: TOPICS IN SEXUALITY STUDIES

Credits: 3

INT 318: TRANS COMMUNITIES

Credits: 3

**INT 330: EXPLORATION
LEADERSHIP DEVELOPMENT**

This is an exciting opportunity to use action, reflection, and experimentation to develop your leadership skills. The goals include understanding how leadership affects organizational performance and identifying those leader practices that are most effective in getting desired results. Students explore executive leadership, team leadership, process improvement, and shared leadership while relating these concepts to their experience in leading an organization. This course is required for all students pursuing a minor in Leadership Studies.

Credits: 3

**INT 338: THEORIES IN
SEXUALITY STUDIES**

Credits: 3

INT 377: RGSTR FOR PHIL 377

This course will offer the student an opportunity to explore and better understand those identified (by self or other) with a gender variance outside of the binary constructs of male and female. The population that will be studied may be considered under the umbrella of Trans Communities. Efforts will be made to transform student thought processes to include this population when considering daily life, through an engaging and interdisciplinary journey. An examination of the history, biology, theory, and psycho-social-cultural ideologies that frame the lives of this subset of sexual minorities will guide the student's reading, discussion and research. Special health concerns will also be examined. This inquiry would be most applicable to students considering work in the fields of social work, sociology, health care administration, education, psychology and allied fields. Students enrolling in this course must have taken Dimensions of Human Sexuality (offered spring 2008) and/or Sexual Minorities (offered fall 2008) or permission of instructor.

Credits: 3

INT 380: PEER ADVISOR

Peer advisors are student leaders chosen to assist faculty and staff with leadership and development opportunities for first year students through our leadership gateways and orientation classes.

Credits: 1

**INT 387: DEPARTMENTAL
INTERNSHIP**

Internships provide practical experiences in working with professionals in field experiences and positions of responsibility on campus under the supervision of a faculty sponsor.

Credits: 3

**INT 400: SENIOR
REQUIREMENT**

Credits: 3

**INT 487: DEPARTMENTAL
EXTERNSHIP**

Credits: 0

**INT 601: INQUIRY IN
MATHEMATICS**

Credits: 3

**INT 605: INQUIRY NATURAL
SCIENCE**

Credits: 3

**INT 607: INQUIRY IN
HUMANITIES**

Credits: 3

INT 609: INQUIRY IN THE ARTS

Credits: 3

MBU 101: PLANNING YOUR MBU DEGREE

This course emphasizes academic readiness, self-efficacy, and responsible connection to and participation in the Mary Baldwin Community. Encourages students to use resources at the college in an informed and intentional manner, to foster productive relationships, to support academic success, and to facilitate understanding of the value of an education at MBU. Course sections in Baldwin Online and Adult Programs also emphasize skills necessary for successful adult learners, including navigating degree planning, using online technology, and understanding the philosophy and policies of the university. Students take this course their first semester at Mary Baldwin.

Credits: 1

MBU 102: AN INVESTIGATION OF THE ARTS

This course introduces first-year students in specific programs (Honors, PEG, Shakespeare and the Performing Arts, and the Arts Gateway) to the liberal arts, using Shakespeare as an integrating theme.

Credits: 1

MBU 103: AN INVESTIGATION OF THE SCIENCES

This course introduces first-year Honors and PEG students to the sciences, using historical development of ideas in mathematics and the sciences as an integrating theme.

Credits: 1

MBU 105: SUCCESS AS AN ADULT LEARNER

Required of students entering the Baldwin Online and Adult Programs from Mary Baldwin residential programs and recommended for Online and Adult students returning after an extended time period. Focuses on the skills students need to be successful adult learners, including developing self-awareness, cultivating independent learning skills, navigating degree planning, using online technology, and understanding the philosophy and policies of Mary Baldwin University. Students must have already completed MBU 101 or BOLD 101; taken in first semester.

Credits: 1

Mathematics & Applied Mathematics

MATH 150: COLLEGE ALGEBRA

CORE REQUIREMENT MET: MATH COMPETENCY Students are provided with a background in college algebra appropriate for the application of mathematics in other disciplines and for further study. Topics include basic algebraic manipulations, polynomials, exponents and radicals, graphing, systems of linear equations and inequalities, quadratic and polynomial equations, and an introduction to functions. Emphasis is on logical analysis and deduction and on algebraic and problem solving skills. Course is open to students who have passed the mathematics proficiency examination, or who scored 480 or higher on the SAT Mathematics Examination, or who have passed Math 130 with a "C" or better.

Credits: 3

MATH 155: MATH IN CONTEMPORARY SOCIETY (Q)

Students will investigate mathematical topics in relationship to life in contemporary society. The course will emphasize quantitative reasoning in the context of applications, focusing on mathematical modeling and critical analysis of real-world problems. Topics to be covered may include basic probability and statistics, mathematical modeling, finance, voting and apportionment, number theories and systems, and logic. Supplemental topics may be introduced depending on the interests of students enrolled in the course.

Credits: 3

MATH 159: COLLEGE ALGEBRA (Q)

Students are provided with a background in algebra appropriate for the application of mathematics to other disciplines and for further study in mathematics. Topics include equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, and systems of equations. Emphasis is on logical analysis, deductive reasoning, problem solving and modeling. Prerequisite: MSAT 510 or MACT 20, or C- or higher in a Q course. Fall and Spring semester.

Credits: 3

MATH 161: THE NATURE OF MATHEMATICS

A knowledge of mathematics strengthens the way we know, perceive, and understand our surroundings. This course provides glimpses into the nature of mathematics and how it is used to understand our world. Topics to be studied include: problem solving, sets, logic, numeration systems, topics from number theory, applications of first-degree and second-degree equations, applications of functions, mathematical systems, basic concepts of geometry, fractals, graph theory, the mathematics of finance, combinatorics and probability, statistics, and apportionment and voting. A course of this nature will give students insight into what mathematics is, what it attempts to accomplish, and how mathematicians think. Students who successfully complete the course will better understand the world they inhabit, and they will be better prepared to take their respective places in our society as informed citizens.

Credits: 3

Prerequisites:

Math 130 or equivalent.

MATH 171: PRECALCULUS WITH TRIGONOMETRY (Q)

Algebraic, trigonometric, logarithmic and exponential functions are explored. The main emphasis will be on developing trigonometric functions and their properties, since they play an indispensable role in the modeling of physical phenomena and in the study of calculus. Included is a MAPLE software project on modeling and problem solving.

Credits: 3

Prerequisites:

MATH 159, MSAT 550, or MACT 23t. Fall and Spring semester.

MATH 177: BRIEF CALCULUS

Credits: 3

MATH 200: DESCRIPTIVE & INFERENCE STATS

Credits: 3

MATH 211: INTRO CALC/ ANALYTIC GEOMETRY I (Q)

MATH 211 is required for mathematics majors and recommended for majors in the sciences and economics. We treat the basic concepts of differential calculus and its applications, including limits, continuity, differentiation, the chain rule, the mean-value theorem, optimization problems, antiderivatives, and the fundamental theorem of calculus. Transcendental functions are covered.

Credits: 4

Prerequisites:

Minimum C- in MATH 171. Fall semester.

**MATH 212: INTRO CALC/
ANALYTIC GEOMETRY II (Q)**

MATH 212 develops the concept of the definite integral and its applications. Integration of transcendental functions, integration techniques, L'Hopital's Rule, and improper integrals are covered. We complete the course with infinite series and the Taylor Polynomials. Prerequisite: MATH 211. Spring semester.

Credits: 4

**MATH 221: HISTORY OF
MATHEMATICS (Q)**

This course examines the development of mathematics using a blend of chronological, cultural and historical great theorems approach. Topics include the conceptual and axiomatic development of numeracy, geometry, algebra and calculus, as well as the development of reasoning and proof throughout history. The first half of course is the axiomatic development of Euclid's geometry as expounded in the thirteen books of the Elements. We end the semester with focus given to differences between Euclidean and Non-Euclidean geometries. Throughout the course, students will explore and gain insight into the contributions made by various cultures and significant individuals, including women mathematicians, in the global history of mathematics. Prerequisite: MATH 211 or permission of instructor. Alternate years.

Credits: 3

**MATH 231: DISCRETE
MATHEMATICAL
STRUCTURES(Q)**

This is an introduction to techniques of theoretical mathematics. We will explore logic, truth tables, deductive proof and the principle of mathematical induction. Algorithms, algebraic structures, discrete probability, counting methods, relations, and graph theory are also covered. Some of the topics have substantial application to computer science.

Credits: 3

Prerequisites:

MATH 211. Fall semester.

**MATH 233: STATISTICAL
METHODS & THEORY I (Q)**

An introduction to applied statistics and theory. Topics include measures of central tendency, discrete and continuous random variables, Normal distributions, Binomial distributions, sampling distributions and the Central Limit Theorem, probability, correlation and regression, producing data from sampling and experiments, hypothesis testing using the z, t, chi-square, and F distributions, confidence intervals, and analysis of variance. The statistical software package SPSS will be used to illustrate the material presented.

Credits: 3

Prerequisites:

B or higher in INT 222 and MATH 159, or PSYC 250, or MATH 211. Spring semester.

**MATH 234: STATISTICAL
METHODS & THEORY II (Q)**

This is a second course in applied statistics and theory. Topics include analysis of variance, multiple linear regression, and nonparametric statistical methods. The statistical software package SPSS will be used to illustrate the material presented.

Credits: 3

Prerequisites:

MATH 233. Offered as needed.

**MATH 250: MATHEMATICS AND
PROGRAMMING (Q)**

In this course students examine mathematics through the lens of programming. In addition to learning how to state and solve math problems in a programming language, the student will also learn some mathematics related to computer science topics. Comparison between different programming languages will be presented. Computer science topics might include computation, automata, programming paradigms, and complexity theory. Prerequisite: MATH 211. Alternate years.

Credits: 3

MATH 287: EXPL LEARNING

Credits: 3

MATH 301: MULTIVARIABLE CALCULUS I (Q)

Math 301 covers the first semester of Multivariable Calculus. Subjects include: vectors, the dot and cross product, functions of several variable, partial derivatives, chain rule in multiple variables, directional derivatives and the gradient, and Lagrange multipliers. Next integration in two and three dimensions including polar integrals will be covered. Time permitting, cylindrical and spherical coordinates will complete the course. Prerequisites: MATH 212. Fall semester.

Credits: 3

MATH 302: MULTIVARIABLE CALCULUS II (Q)

Math 302 is the second semester of Multivariable Calculus. Subjects include: continuation of multiple integrals from the first semester, the calculus of vector valued functions, vector fields, integration over vector fields, The Fundamental Theorem for Line Integrals, Green's Theorem, Stoke's Theorem, and Gauss's Theorem. Time permitting, proof techniques in advance calculus will be introduced. Prerequisite: MATH 301. Spring semester.

Credits: 3

MATH 304: NUMERICAL ANALYSIS & COMPUTING (Q)

This course surveys the techniques and algorithms of numerical computing, numerical solution of algebraic equations and differential equations, interpolation, approximation, and iteration theory, numerical differentiation and numerical integration, error analysis, stability and convergence of solutions. The computer algebra system Maple is used.

Credits: 3

Prerequisites:

MATH 301 or taken concurrently. Alternate years.

MATH 306: ORDINARY DIFFERENTIAL EQUATIONS (Q)

This is the study of the theory and methods of initial value problems of first and second order equations as well as systems of first order linear equations with constant coefficients. Methods such as integrating factors, undetermined coefficients, variation of parameters and the linearization of nonlinear problems will be covered. Uniqueness and existence questions will be discussed. Differential equations is a powerful modeling tool and can be applied to diverse areas of study including environmental and population studies, radioactive decay, fluid flow, epidemiology and much of engineering. Students will be required to make a presentation in their area of interest.

Credits: 3

Prerequisites:

MATH 212. Alternate years.

MATH 322: LINEAR ALGEBRA (Q)

This class develops the theory of vector spaces and its underlying relevance to matrices and systems of linear equations. Topics include the vector space \mathbb{R}^n , abstract vector spaces, elementary operations and systems of linear equations, linear transformations, and eigenvectors and eigenvalues. Emphasis is on providing a bridge from the intuitive developments of lower level courses to the more rigorous abstract courses in mathematics. All students will be required to make a presentation on an application area.

Credits: 3

Prerequisites:

MATH 211 and 231. Alternate years.

MATH 370: COLLOQUIUM IN MATHEMATICS

Selected topics in higher-level mathematics are offered which are not among our regular courses. The list below reflects the knowledge and expertise of the current faculty and are typical courses in an undergraduate curriculum. The colloquium is also used to introduce students to potential research areas. Topics include: Abstract Algebra II, Real Analysis II, Topology, Representation Theory, Introduction to Homotopy Theory, Fourier Analysis, Complex Analysis, Mathematical Modeling, Partial Differential Equations, Women in Mathematics, Mathematics Pedagogy, Introduction to Functional Analysis, Partially Ordered Groups, Graph Theory, Problem Solving Seminar, and Engineering Mathematics. Alternate years or through directed inquiry.

Credits: 3**MATH 380: TEACHING ASSISTANT FOR****Credits: 3****MATH 387: DEPARTMENTAL EXTERNSHIP****Credits: 3****MATH 396: REAL ANALYSIS (Q)**

In this class we revisit single variable calculus and examine the underlining theory that makes calculus work. The study will begin by looking at the real numbers themselves, in particular the Least Upper Bound Property. The theory of continuous, differentiable, and integrable functions will be built up from the basic theory of the real numbers. The main theorems of calculus will be examined. Depending on the semester, the course might also include sequences and series, sequences of functions, or numerical theorems.

Credits: 3**MATH 398: ABSTRACT ALGEBRA I (Q)**

This introductory abstract algebra course is divided into four main areas: Groups, Rings, Integral Domain and Fields, although we will concentrate fundamentally on Groups and Rings. This class will help increase students understanding and appreciation of mathematical structures, as well as the use of conjecture and deductive logic in the axiomatic development of mathematical theory. The primary objective here is the development of mathematical maturity. We will also explore applications of the theory via presentations by students in their area of interest. Students intending to go to graduate school in mathematics must take both Math 396 and 398. Prerequisite : MATH 302 and MATH 322, or permission of instructor. Fall semester. Alternate years.

Credits: 3**Prerequisites:**

MATH 302, and MATH 322 or permission of instructor. Fall semester.

MATH 401: SENIOR SEMINAR (M)

MATH 401 provides the structure under which students complete their senior research projects. Students must sign up for 1 s.h. of Senior Seminar in the fall and 2 s.h. of Senior Seminar in the spring of their senior year. Each student completes a faculty-approved research project, writes a senior paper based on the results, and presents the results to the mathematics faculty. The student is required to write a paper and pass an oral examination on the theory related to her research area, as well as propose her research project in the fall. She will perform her research in the spring semester, and defend her senior research project paper when done. This requirement applies to Adult Degree Program students as well. Prerequisites: MATH 301, MATH 322, and another MATH 3XX or permission of instructor

Credits: 3**MATH 487: DEPARTMENTAL EXTERNSHIP****Credits: 0****MATH 490: ON CATALOG DIRECTED INQUIRY****Credits: 0**

Philosophy and Religious Studies

PHIL 101: INTRODUCTION TO PHILOSOPHY (HW)

Involves the activity of philosophizing by practicing skills and methods of philosophical inquiry and critical analysis. Issues examined include free will and determinism, ethical decision-making, theories of knowledge, the existence of God, political philosophy, and theories of human nature.

Credits: 3

PHIL 102: INTRODUCTION TO ETHICS (H)

Provides theoretical tools for ethical decision-making; examines basic concepts of ethical decision-making and several theories including those of Plato, Aristotle, Kant, Mill and Bentham. Application is made to contemporary moral issues.

Credits: 3

PHIL 103: INTRODUCTION TO LOGIC (Q)

Acquaints the student with basic terminology and develops her analytic and logical reasoning abilities. Topics include distinctions between truth and validity, induction and deduction, recognizing fallacies, testing the validity of arguments in concrete situations, and understanding the importance of logic for the sciences.

Credits: 3

PHIL 110: ETHICAL ISSUES IN BUSINESS (H)

A philosophical introduction to ethical inquiry and moral judgments in corporate and business contexts. Ethical issues include advertising, profit margins, environmental responsibility, and worker's rights, and moral issues in business that concern the student. Online ADP only.

Credits: 3

PHIL 112: KNOWING THE SELF (T O)

Who and what is the self? In this interdisciplinary course (designed for first year PEGs), students critically examine and discuss a variety of inter-connected issues and questions including: what is the nature of human consciousness? What is the connection between mind and brain? What insights about the self and non-self can be gleaned from Buddhist thought and practice? What do findings from research in the neurosciences reveal about the self? Is the self actually a transitory illusion? And, how does one connect theoretical discourse with one's evolving, personal sense of self-identity? Readings and diverse speakers draw upon Religious Studies, Philosophy, Psychology and the Neurosciences as an introductory inquiry and sustained dialogue in the liberal arts and sciences tradition.

Credits: 3

PHIL 140: COMMUNITY AND SERVICE LEARNING (CO)

Students encounter practical community needs and goals, develop skills in critical thinking and problem solving, and reflect on the relationship between theory and practice. They explore their commitment to community-oriented values, practice skills that enhance citizenship, and learn how to care for those in need. Combined course and internship includes hands-on experience in an approved community agency or religious or humanitarian organization, and critical reading, discussion, and written reflection about service work. Students make connections between personal and professional goals, their roles as liberal arts students, and their evolving commitment.

Credits: 3

PHIL 177: COLLOQUIUM

Credits: 3

PHIL 200: CONTEMPORARY FEMINISMS (G)

Why is any attempt to define one monolithic vision of feminism inadequate? Explores contemporary topics in women's studies and feminist theory as it examines various models of feminism. Traces evolution of feminist thought and articulation of Queer Theory as structures from which current thinking on gender studies develops. Cross listed as WS 200. Prereq: WS 100, any PHIL course, or permission of instructor.

Credits: 3

**PHIL 201: GREEK AND
MEDIEVAL PHILOSOPHY (H)**

Retraces the original steps taken by the philosophical imagination in the history of metaphysics; includes a careful interpretation of seminal works determinative for the unfolding of that history, with particular attention to the play of logos and the formation of metaphor for expressing thought and being. Related themes include the existence of God, theories of ethics, refutation of skepticism, and the nature of persons.

Credits: 3

**PHIL 202: MODERN
PHILOSOPHY (H)**

An inquiry into the intellectual origins of modern thought, the rise of modern science, and its development to the 19th century. Students examine issues regarding human knowledge and the nature of reality. Philosophers include Bacon, Hobbes, Descartes, Leibniz, Spinoza, Locke, Hume, Kant, and Hegel. This course is relevant to the study of history, literature, science, and political science.

Credits: 3

**PHIL 203: LIT & THOUGHT OF
EXISTENTIALISM (W)**

Explores the growth of existentialism as a major modern literary and philosophical movement. Besides philosophical literature, the student reads novels, poetry, and drama selected from the works of Kierkegaard, Nietzsche, Dostoyevsky, Heidegger, Sartre, Camus, Hesse, Kafka, Tillich, and Buber. Occasionally offered as a global honors course.

Credits: 3

**PHIL 207: MODERN POLITICAL
PHILOSOPHY**

Credits: 3

**PHIL 211: MOD POL THOUGHT:
GLOBAL JUSTICE (I)**

Inquiry into the origins and development of modern and contemporary political theories — especially democracy, communism, socialism, and fascism. Students will examine ideas and values undergirding these theories, including view of human nature and modern conceptions of freedom, equality, individualism, the social contract, and national sovereignty. Special topics may include the politics of genocide, the nature of justice, meanings of social equality, and the emergence of transnational forms of association and identity. Readings include the works of thinkers such as Machiavelli, Hobbes, Locke, Rousseau, Marx, Hitler, Rawls, Nussbaum, and Sandel.

Credits: 3

**PHIL 222: MODERN
PHILOSOPHY**

Credits: 3

**PHIL 225: MARTIN LUTHER
KING CIVIL RIGHTS (D)**

Students will read King's writings and speeches to discover how his intellectual precedents grounded his arguments politically, morally and spiritually. One overarching goal of the course is to see how King's African-American journey as a quintessentially American journey reconfigures the relationship of religion, politics, and metaphysics into a meditation on what it means to be human. Cross listed as REL 225; Ethics option for the Leadership minor. Also contributes to the minor in African American Studies.

Credits: 3

**PHIL 230: REGISTER FOR HCA
230**

This course provides an introduction to basic and intermediate principles and theories of ethics, especially as they are relevant to medicine and health care. These principles and theories are applied to current issues in medicine and health care, including: codes of ethics; caregiver obligations and patients' rights; informed consent; medical experimentation; genetic engineering; death and dying; operational concerns inside health care organizations; access to health care; allocation of health resources including financial and human; social justice and health care policy. Cross listed as HCA 230.

Credits: 3

PHIL 232: AFRICAN AMERICAN THOUGHT (D)

Focuses on various intellectual resources created by African Americans in response to a series of crises that shaped their history. Students explore these responses as modes of black consciousness and culture and as viable options for the American experience. Includes discussion of issues such as freedom, voice, community, history, worship, literature, and music as expressions of black experience. Contributes to the minor in African American Studies.

Credits: 3

PHIL 233: REGISTER FOR REL 233

An inquiry into modern theories of human nature and society. The student will read from the works of thinkers such as Feuerbach, Marx, Freud, Sartre, Niebuhr, as well as explore feminist thought. Each theory is studied in terms of its view and critique of religion, its view of human nature, its diagnosis of what is wrong with the human condition, and its remedy. This course qualifies for Writing Emphasis credit.

Credits: 3

PHIL 234: PHILOSOPHY AND THE ARTS (A)

This course examines perennial questions concerning beauty in art and nature, the attribution of value, the relation of aesthetic judgment and imagination to cognition and moral duty, and the implications of these questions for inquiries in related disciplines, i.e. linguistics, psychoanalysis, and religious studies. A primary theme will be the truth-value of aesthetic objects and their ontological status as expressive entities or "spiritual objects." Cross listed as ARTH 234.

Credits: 3

PHIL 235: ETHICS, COMMUNITY AND LEADERSHIP(O)

Students learn about the moral dimensions of leadership and develop a critical understanding of the ethical relationships among character, leadership style and skills, community values, and the aims of leadership. Students examine the nature and function of leadership in the context of humanitarian causes, advancement of social justice, and the peaceful conflict resolution. Includes analysis of major forms of moral reasoning and of classic leadership case studies. Ethics option for the Leadership minor.

Credits: 3

PHIL 254: REGISTER FOR ENG 254

Credits: 3

PHIL 277: COLLOQUIUM

Topics not included in regularly scheduled philosophy courses. Intellectual interests of students and faculty determine the subject matter.

Credits: 3

PHIL 287: DEPARTMENTAL INTERNSHIP

Exploratory internship individually arranged with a faculty member in the department. P/NC only.

Credits: 0

PHIL 301: CONTEMPORARY ANALYTIC PHILOSOPHY

A study of the analytic tradition in contemporary philosophy with readings selected from the writings of philosophers such as Moore, Frege, Russell, Wittgenstein, Ayer, and Ryle. Issues will include the nature of realism, sense data and sensations, meaning and reference, the nature of language, and principles of verification and falsification.

Credits: 3

Prerequisites:

Any other philosophy course. Course qualifies for Writing Emphasis credit.

PHIL 305: SCIENCE,REL, SEARCH FOR MEANING (T)

An Honors inquiry into the domains and methods of the sciences and religion. Introduces methodologies of Western science in their historical, philosophical, religious, and institutional contexts. A parallel examination of theological thought focuses on models of inquiry, views of nature, language, and symbols, and the relationship between the divine and the natural. Modern cosmology, human genetic engineering, and developments in quantum physics are topics for examining the interactions between religion and science. Cross listed as REL 305.

Credits: 3

PHIL 306: MORALITY: HUMAN NATURE/NURTURE (T)

This Honors colloquium focuses on the cross-disciplinary debate about the implications of research in evolutionary psychology, neuroscience, and social sciences for our understanding of human morality. Students will move beyond the classic nature vs. nurture debates to understand newly merging models of the complex interaction between evolutionary accounts of human morality and diverse perspectives in ethical theory. Cross listed as PSYC 306. Alternate years.

Credits: 3

PHIL 310: COMMUNITY AND PRACTICE

Credits: 3

PHIL 320: PEACEMKNG:GANDHI NONVIOLENCE (IR)

An examination of the life, writings, and ideals of Mahatma Gandhi and those influenced by him who are powerful advocates of nonviolent social change. Topics include the emergence of peace activism and peace studies and their roots in the philosophy of non-violent social change; sources of violent conflict; alternatives to violence; and cultural models of conflict management and transformation that aim at resolving conflict in non-violent ways. Cross listed as REL 320 and AS 320.

Credits: 3

PHIL 377: COLLOQUIUM

Topics not included in regularly scheduled philosophy courses. Intellectual interests of students and faculty determine the subject matter.

Credits: 3

PHIL 380: TEACHING ASSISTANT

Credits: 3

PHIL 387: DEPARTMENTAL INTERNSHIP

Pre-Professional internship experience individually arranged with a faculty member in the department. P/NC only.

Credits: 0

PHIL 487: DEPARTMENTAL EXTERNSHIP

Credits: 0

PHIL 490: ON CATALOG DIRECTED INQUIRY

Credits: 1

Physics

PHYS 100: EXPLORING THE PHYSICAL WORLD (NQ)

This is a course for students who like to learn by doing: hands-on activities linking core chemistry and physics principles to the real-world are emphasized. The objectives of the course are to give an appreciation of the process and content of physical science and to provide experience in learning by the inquiry method Cross listed as CHEM 100. Fall yearly.

Credits: 3

PHYS 201: GENERAL PHYSICS I (NQ)

A foundation for further study in physics, biology, chemistry, and pre-medicine. Topics include the phenomena of classical mechanics, wave motion and sound, fluids, electricity, magnetism, and light, each developed from first principles, often historic discoveries.

Equations for physical laws use algebra, trigonometry, plane geometry, and calculus, as appropriate. Laboratories provide direct familiarity with natural phenomena.

Recommended background: high school physics.

Credits: 4

Prerequisites:

MATH 211-212, which may be taken concurrently. Yearly.

Recommended:

high school physics.

PHYS 201L: LAB FOR PHYS 201

Credits: 0

PHYS 202: GENERAL PHYSICS II

Continuation of PHYS 201. A foundation for further study in physics, biology, chemistry, and pre-medicine. Topics include the phenomena of classical mechanics, wave motion and sound, fluids, electricity, magnetism, and light, each developed from first principles, often historic discoveries. Equations for physical laws use algebra, trigonometry, plane geometry, and calculus, as appropriate. Laboratories provide direct familiarity with natural phenomena. Recommended background: high school physics.

Credits: 4

Prerequisites:

MATH 211–212, which may be taken concurrently. Yearly.

Recommended:

high school physics.

PHYS 202L: LAB FOR PHYS 202

Credits: 0

PHYS 207: ELECTRICAL CIRCUITS

This laboratory-based course covers basic introductory level circuits, including basic DC Circuits, Ohm's Law and Kirchoff's Rules, Resistance, Thevenin and Norton Equivalents, Op-Amps, digital circuits, and transient circuits. Prerequisites: PHYS 201 and PHYS 202. May term alternate years.

Credits: 4

PHYS 260: INTRODUCTION MATERIALS SCIENCE (R)

This course integrates the physics and chemistry of materials with an emphasis on the state-of-the-art in nanomaterials and nanotechnologies. Topics include: crystalline structure, bonding in solids, band theory, defects, electrical and thermal properties of materials, and a project researching nanomaterials and/or nanotechnologies in the current scientific literature. Cross listed as CHEM 260.

Credits: 3

Prerequisites:

PHYS 202 and CHEM 122, which may be taken concurrently. Spring alternate years.

PHYS 270: UNDERGRADUATE RESEARCH

Students do original research in accordance with ability and background under the guidance of a member of the faculty. Students are expected to devote 4 hours per week to the project for every credit hour. A written report will be submitted to the department each semester of enrollment. Cannot be used to meet elective course requirements for a major or minor in physics. May be repeated for credit. Total research credit to be used toward an undergraduate degree not to exceed 6 hours.

Credits: 2

Prerequisites:

PHYS 202, consent of instructor and submission of a research contract to the department.

PHYS 321: PHYSICAL CHEMISTRY I

Physical chemistry is the branch of chemistry that establishes and develops the theoretical foundations of chemistry. This course begins with an essentially macroscopic perspective then describes the approach used to connect molecular properties to macroscopic phenomena. Cross listed as CHEM 321.

Credits: 3

Prerequisites:

CHEM 122, MATH 212, PHYS 202. Alternate years.

PHYS 370: UNDERGRADUATE RESEARCH

Students do original research in accordance with ability and background under the guidance of a member of the faculty. Students are expected to devote 4 hours per week to the project for every credit hour. A written report will be submitted to the department each semester of enrollment. Cannot be used to meet elective course requirements for a major or minor in physics. May be repeated for credit. Total research credit to be used toward an undergraduate degree not to exceed 6 hours.

Credits: 2

Prerequisites:

PHYS 202, PHYS 260, consent of instructor and submission of a research contract to the department.

PHYS 395: PHYSICS SEMINAR

Prerequisite: junior or senior standing. This seminar is required for the physics minor. The course consists of weekly attendance at CHEM/PHYS 401 Senior Research meetings and attendance at scientific presentations. Students are required to read a published journal article and present it at one of the meetings.

Credits: 1

PHYS 400: SENIOR RESEARCH I (M)

Seminar and independent research leading to the completion of a thesis required of majors in the senior year. The student, under supervision of faculty members, experiences research as it is carried out in practical situations and presents findings orally and in writing. Satisfactory completion of the research project and the oral defense of the thesis fulfill the senior requirement for physics majors.

Credits: 2

PHYS 401: SENIOR PROJECT (M)

Seminar and independent research leading to the completion of a thesis required of majors in the senior year. The student, under supervision of faculty members, experiences research as it is carried out in practical situations and presents findings orally and in writing. Satisfactory completion of the research project and the oral defense of the thesis fulfill the senior requirement for physics majors.

Credits: 2

Political Science

POLS 100: AMERICAN GOVERNMENT & POLITICS (S)

Students are introduced to political science by studying the U.S. Constitution, major institutions, political processes (elections and lobbying), and political behavior.

Credits: 3

POLS 101: INTRO TO PUBLIC ADMINISTRATION

This course is a survey of the historical and contemporary status of administrative institutions, principles and practices of public administration. Bureaucratic and organizational concerns are covered as well as political, budgetary, legal and human resource issues. Course emphasizes how government is managed and the reasons behind that management.

Credits: 3

POLS 111: COMPARATIVE POLITICS (I)

Comparative Politics is the subfield of political science that studies the domestic politics (domestic political institutions, processes, and policy outcomes) of various countries by examining the similarities and differences between them.

Credits: 3

POLS 112: INTERNATIONAL RELATIONS (I)

IR is the subfield of political science that examines the interactions between states, international organizations and transnational actors. The main purpose of this course is to introduce students to the four main paradigms of international relations, namely realism, liberalism, radicalism/Marxism and constructivism. Some of the specific issues that will be examined in this course include war and peace, nuclear deterrence and non-proliferation, globalization, human rights, and environmental protection.

Credits: 3

POLS 120: POLITICS OF FOOD

This course looks at production, consumption, and import/export of food in a political context. Food politics and policies have critical implications for the environment, for public health, for political equality, for budget priorities, and for relations among states. This course looks at food politics through a series of "food fights"—both within the U.S. and between the U.S. and its trade partners. We will examine controversies over agricultural subsidies, labeling requirements, taxation, farming practices, food safety, nutrition guidelines, import/export laws, and education.

Credits: 3

POLS 128: UNITED STATES FOREIGN POLICY (I)

Students study the institutions and events that have shaped the relations of the United States with the rest of the world. Diplomatic, covert, and military techniques used to maximize U.S. national interests are addressed.

Credits: 3

POLS 200: STATE AND LOCAL GOVERNMENT (CS)

Students examine Virginia government and public policy through a comparative analysis of all fifty states and their local governments. The course focuses on federalism, the structure and contemporary functions of state and local governments, and how these laboratories of democracy are managing diversity among competing social, political, and judicial pressures.

Credits: 3

POLS 203: THE U.S. CONGRESS

This course studies the major legislative institution of the U.S. federal government. Each of the two centers of legislative power in the American system are examined through use of the methods of political science. Relationships with and connections to the American public receive attention, including the linkages provided by elections, campaign finance and lobbying.

Credits: 3

POLS 205: POLITICAL PARTIES & INTEREST GROUPS

Students examine the nature of political parties and interest groups and the role they play in American politics, including analysis of platforms, purposes, strategies and influence in elections and policymaking. Students engage in writing assignments, hands-on experiments, group exercises, and oral presentations, including a mock political convention.

Credits: 3

POLS 208: CONGRESS AND THE PRESIDENCY

This course explores the historical origins and contemporary operation of the United States Congress and the Presidency as separate but equal branches, with an emphasis on the unintended consequences of divided government and increased party polarization. Students will evaluate the institutional differences between Congress and the Presidency in representation, leadership, and processes through analysis of policymaking in domestic, budget, and foreign policy arenas. Students will also gain hands-on experience through a variety of simulations.

Credits: 3

POLS 209: WOMEN AND POLITICS (G)

Students examine the roles and influences of women in politics and the effect of politics upon their status and life choices. Students analyze gender differences in patterns of political participation, including voting, working in campaigns, running for public office, serving as elected officials, and participating in various kinds of interest groups.

Credits: 3

POLS 210: JUDICIAL PROCESS

Credits: 3

POLS 212: REGISTER FOR COMM 212

Credits: 3

POLS 213: UNITED STATES PRESIDENCY

This course studies the origins and evolution of the role of president and of the executive offices of the presidency. Constitutional foundations, key influences on the growth of the modern presidency, and contemporary trends will be examined.

Credits: 3

POLS 215: POLITICS OF DEVELOPING NATIONS (IW)

This course is designed to study the causes and consequences of underdevelopment in the global South. More specifically, we will study national-level political institutions, processes, and outcomes in "developing nations" of Latin America and Africa. We will try to answer three main questions throughout the course: 1) with the notable exception of a few, why are these countries less wealthy than the advanced industrial nations of Europe and its settler colonies of North America? 2) What are the political determinants of economic success or failure? And 3) what are the political consequences of lower levels of economic development?

Credits: 3

POLS 216: RUSSIA & EASTERN EUROPE

This course studies the rise and demise of rule by communist parties. The national experiences of the peoples of Russia and Eastern Europe are studied. Special attention is given to the revolutionary changes of 1989-98.

Credits: 3

Prerequisites:

PolS 111. This course qualifies for International Education credit and Writing Emphasis credit.

POLS 220: TOPICS IN CAMPAIGNS/ELECTIONS (CS)

This course covers the politics of American campaigns and elections, focusing on election laws, candidate recruitment, campaign strategy, voting behavior, issues, and the roles played by national, state, and local politics. Students in this course also gain hands-on experience through planning and staging the Mary Baldwin Election Live Broadcast, including "war room" research, interviews, live reporting, film and sound crew, and voter engagement. The primary focus of this course changes each year to reflect presidential, gubernatorial, and midterm congressional elections.

Credits: 3

POLS 222: SOCIAL SCIENCE STATISTICS (Q)

Students learn how to correctly interpret data tables, download data from online databases, manipulate the data in a spreadsheet, and analyze social science and business data with Excel, SPSS, and Systat statistical software. Through an understanding of sampling, distributions, and summary statistics, students acquire the means to understand and evaluate quantitative reasoning in corporate, government, and news reports. Cross listed as BUAD/ECON/HCA/POLS/SOC 222.

Credits: 3

Prerequisites:

Sophomore standing

POLS 244: POLITICS MIDDLE EAST & N. AFR (IR)

This course will introduce students to the contemporary political systems of the countries of the Middle East and North Africa, the region stretching from Morocco to Iran. We will not be able to cover the politics of each country in depth, but we will study broad themes that are common throughout the region: the struggle for independence; the problems of forming nation-states; the persistence of strong social forces; the role of individual leaders; the weakness of institutions; the emergence and persistence of authoritarian regimes; the political reasons for economic underdevelopment; the importance of oil in the formation of rentier states; religion and politics; ethnicity and national identity; and the pressures for expanded participation and democracy as recently shown in the Arab Spring.

Credits: 3

POLS 245: HEALTH CARE POLICY,POLITICS,LAW

Analysis of the factors that shape health care policy in the United States, including public policy and various types of health care policies, government structures and institutions responsible for making health policy, important actors in the health reform debate and implementation, and their strategies to influence policy. The stages of the policy process are exemplified in case studies of several significant health care policies, and health care law is reviewed. Health reform efforts at the national, state, local, and institutional levels are analyzed. Cross listed as HCA 245.

Credits: 3

POLS 248: POLITICS OF WESTERN EUROPE (I)

Despite the current economic crisis and the rise of nationalism, we tend to associate Western Europe with democracy and prosperity. It is important to note that the stable democratic systems and economic institutions that foster growth and redistribution of wealth in most West European countries are products of recent history. This course examines the development of domestic political and economic institutions in several Western European countries -- Britain, France, and Germany.

Credits: 3

POLS 249: LATIN AMERICAN POLITICS (I)

This course studies the political patterns in Latin America. Revolutionary socialism, military dictatorships, and emerging democratic patterns of governance are examined.

Credits: 3

POLS 260: PUBLIC POLICY (R)

This course explains the nature of public policy and analyzes stages in its making, including problem identification and policy agenda, formulation, adoption, implementation, and evaluation. Case studies in varied policy areas will show how the process actually works, i.e., what the results of policy look like in the real world. Leadership roles of individuals, groups, and institutions will be reviewed in depth. Cross listed as ECON 260.

Credits: 3

POLS 261: EDUCATION LAW

Credits: 3

POLS 277: COLLOQUIUM

These courses look into subjects best covered in intensive group study experiences. Core readings and seminar discussions form common experiences for the group, and individual projects refine understanding. Offered as needed.

Credits: 3

POLS 287: DEPARTMENTAL INTERNSHIP

Exploratory internship individually arranged with a faculty member in the department. P/NC only.

Credits: 3

POLS 295: DEMOCRACY AFRICA & LATIN AMER (I)

This course is designed to study the underlying processes of democratization in Latin America and Africa—in comparison to the nations of Western Europe. We will try to answer the following questions using case-studies from Latin America and Africa: what are the similarities and differences between states of Latin America and Africa in their experience with democratization? And, what can we learn about democratic stability by looking at the experiences of these regions? We will discuss the politics, economics, and legacies of colonialism in the two regions and how they may have influenced democratic transitions in Latin American and African states.

Credits: 3

POLS 300: POLITICAL BEHAVIOR (Q)

Students investigate determinants of political behavior, including political socialization, group differences, political efficacy, and civic engagement. They develop skills in empirical analysis as they measure and analyze public opinion and voting behavior.

Credits: 3

POLS 301: ADVANCED DATA ANALYSIS (Q)

Applied statistics builds on social science statistics. Students use data, theoretical models, and statistical techniques to explore relationships between variables, use computer graphics and exploratory data analysis to examine economic, social, and financial data. Technical topics include index numbers, forecasting, time series analysis, regression, correlation. Research projects involve data collection, statistical analysis, and interpretation of results. Cross listed as ECON 301.

Credits: 3

Prerequisites:

INT 222.

POLS 311: CIVIL WARS & ETHNIC CONFLICT (I)

This course is designed to address two questions: first, what factors make a nation-state more or less susceptible to the outbreak of civil war? Second, what factors explain the duration and outcome of civil wars (i.e., do they end in rebel victory, government victory, or some sort of peace agreement)? We will look at different explanations offered for the above questions and will evaluate them based on their explanatory power. Students will have a chance to apply their theoretical knowledge to current events.

Credits: 3

POLS 321: CONSTITUTIONAL LAW I:STRUCTURE/POWR

This course is a case-method study of the significant decisions of the U.S. Supreme Court that define judicial, presidential, and congressional powers and their limits. Federalism and administrative power also will be examined.

Credits: 3

POLS 322: CONSTITUTIONAL LAW II:CIVIL RIGHTS

A case-method study of the U.S. Supreme Court decisions in the areas of First Amendment freedoms of speech, press, and religion. Constitutional protections in criminal law, the right to privacy and equal protection will be examined.

Credits: 3

POLS 377: COLLOQUIUM

Credits: 3

POLS 380: TEACHING ASSISTANT FOR

Credits: 3

POLS 387: DEPARTMENTAL INTERNSHIP

Pre-professional internship individually arranged with a faculty member in the department. P/NC only.

Credits: 3

POLS 400: SEMINAR IN POLITICAL SCIENCE (M)

Seniors majoring in political science or international affairs, or who include this discipline in an independent major, must enroll in this course and complete an acceptable senior thesis on a major independent research project.

Credits: 3

POLS 487: DEPARTMENTAL EXTERNSHIP

Credits: 0

POLS 490: ON CATALOG DIRECTED INQUIRY

Credits: 0

Psychology

PSYC 101: PSYCHOLOGY AS A NATURAL SCIENCE (N)

A course with a required laboratory applied component emphasizing the experimental method as a procedure for discovering the principles of behavior and mental processes. Subject areas include psychobiology, sensation and perception, consciousness, learning and memory, intelligence, motivation, emotion, and stress. Weekly labs enable students to explore a wide variety of psychological phenomena by replicating classic experiments and collecting and analyzing behavioral data. Must earn at least a C- to declare the Psychology major. (Does not meet VA DOE licensure requirement for Natural Science)

Credits: 3

PSYC 101L: LAB FOR PSYC 101

Lab for PSYC 101.

Credits: 0

PSYC 111: PSYCHOLOGY AS A SOCIAL SCIENCE (S)

This course is designed to introduce students to the study of psychology as a social science. Content areas: the major theoretical approaches to the study of psychology, developmental processes, personality and its assessment, abnormal psychology, therapy, and social influences on behavior.

Credits: 3

PSYC 150: SURVIVAL SKILLS FOR PSYCH MAJOR

Required for declared psychology majors. The course fosters an understanding of the career field and the acquisition of the basic learning and professional skills necessary to succeed in the field. Topics include vocational assessment, tools for academic success, writing a literature review and an empirical paper, occupational choices, and preparing for and applying to graduate school.

Credits: 1

PSYC 191: COURSE-BASED RESEARCH EXPERIENCE(R)

During this Course-based Undergraduate Research Experience (CURE), students will learn the importance of discovery, collaboration, and iteration in the research process. The goal of the four-week course is to involve students in active research guided by their collaborative inquiries, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions. Depending on the research topic as well as students' and instructor interests and needs, team(s) (e.g., pairs, small group, whole class) will be formed to complete research tasks. The course incorporates the following elements: (a) meaningful collaboration with peers, (b) an open-ended driving question, (c) sustained inquiry, (d) authenticity, (e) students' voice, choice, and ownership of their project (f) critique, reflection, and revision, (g) chances to fail and try again, and (h) an opportunity to communicate findings to the public. CURE was developed for a range of undergraduate students, such as first-year students with little to no research experience, non-majors, or for students farther in their program with research experience.

Credits: 3**PSYC 203: ABNORMAL PSYCHOLOGY (S)**

A study of the major forms of abnormal behavior focusing on adult psychopathology. Topics include the definition and history of abnormal behavior, research methods, current theoretical perspectives classification, symptomatology and treatment of mental disorders, psychological health. Of special interest to prospective human service workers, including social workers, counselors, and teachers.

Credits: 3**Prerequisites:**

PSYC 101 or PSYC 111.

PSYC 205: TECH OF COUNSELING & PSYCHOTHERAPY

An overview of current approaches to counseling and psychotherapy including psychodynamic, phenomenological, behavioral, cognitive, and feminist orientations, and family therapy and therapy with children. Ethical and multicultural issues pertaining to therapy are also considered. Of special interest to prospective human service workers, including mental health workers, social workers, teachers, and personnel workers.

Credits: 3**Prerequisites:**

PSYC 101 or PSYC 111.

PSYC 207: DRUGS AND BEHAVIOR

This course examines drugs and their effects on behavior, with particular emphasis on the neural mechanisms underlying drug action. Topics to be examined include the current clinical uses of drugs, drug abuse, addiction, and the effects of drugs on motivation, memory, and learning. Drugs to be studied include alcohol, antidepressants, antipsychotics, barbituates, caffeine, cocaine, hallucinogens, narcotics, and sedatives.

Credits: 3**PSYC 210: CHILD PSYCHOLOGY (S)**

Examines cognitive, socio-emotional, language, and gender development from infancy through late childhood from different theoretical perspectives, with an emphasis on methodology. Environmental and biological influences on children's behavior are considered. Implications for parents, teachers, and others who work with children are discussed.

Credits: 3**Prerequisites:**

PSYC 101 or PSYC 111 or Sophomore standing.

PSYC 211: ADOLESCENT PSYCHOLOGY (S)

This course focuses on the neurological, socio-emotional, cognitive, and transitional aspects of adolescent development with an emphasis on methodology. Topics include identity formation; sexuality; work and leisure; and family, peer, and school influences on development. Students learn how culture, generation, gender roles, and other psychological factors affect adolescent behavior.

Credits: 3

Prerequisites:

PSYC 101 or PSYC 111 or Sophomore standing.

PSYC 212: COGNITION/ COGNITIVE NEUROSCIENCE(R)

An examination of the operations of the human mind, as well as the neural processes that support the mind. Classic cognitive findings are integrated with current research methods to more fully explore the link between mind and brain. Topics covered include the nature of consciousness, attention, memory, motor control, language, emotion, problem solving, and cognitive control. Emphasis is placed on critical thinking and current methodological approaches.

Credits: 3

Prerequisites:

PSYC101 or BIOL111

PSYC 212L: LAB FOR PSYC 212

Lab for PSYC 212

Credits: 0

PSYC 213: BASICS OF APPLIED BEHAVIOR ANALYSIS

Procedures for treating a variety of problems, ranging from personal behavior problems to outright abnormal behavior, will be considered. Students will learn to design, conduct and evaluate programs for behavior change for themselves and others. Procedures for establishing desirable behaviors and eliminating or reducing undesirable behaviors, maladaptive anxiety, and other unwanted emotions will be considered. Of special interest to prospective parents and human service workers, including mental health workers, social workers, teachers and personnel workers.

Credits: 3

PSYC 214: PSYCHOLOGY OF WOMEN (G)

This course takes a psychosocial developmental feminist approach to understanding psychological and social phenomena that pertain to women. We will examine theoretical perspectives on women's psychology; cultural and societal images of women; women in adolescence, young adulthood, midlife, and late adulthood; and issues of relationships, lifestyles, sexuality, parenting, family, and work. Includes opportunity for community activism that benefits girls and women.

Credits: 3

PSYC 216: MULTICULTURAL PSYCHOLOGY (W)

In this class you will be studying human behavior with respect to culture. It is becoming more broadly understood that one's culture impacts development, personality, perceptions, cognition, social behavior and views of "abnormality." In order to scientifically study psychology and/or be more effective in interacting with others, we must understand cultural differences and how we each are affected by them. Some of the premises formed early in our discipline's history now need to evolve to retain truth and relevance in our world. We will look at some of these as a way to understand our own biases. As well as studying racial, ethnic, and national cultural diversity, we will also gain knowledge of the impact of differences in religion, class, age, gender, and sexual orientation. Offered online only.

Credits: 3

PSYC 218: PSYCHOLOGY OF RELATIONSHIPS

This course discusses and evaluates recent data, emphasizing heterosexual relationships, but including data on other intrapersonal and family relationships. It focuses on how relationships have evolved and the adaptive significance of the roles of the individuals within them. Examines the psychological principles that result in different behavioral strategies in response to changing societal demands, and addresses principles that underlie adaptive, destructive, and abnormal behaviors within relationships.

Credits: 3

PSYC 220: EXPERIMENTAL PSYCHOLOGY

This is a lecture/laboratory course that focuses on why and how experiments are conducted in psychology. Students will learn how to critically evaluate published psychological research, design and conduct experiments, and use computers for statistical analysis of results. We will investigate variables, methods, and problems pertaining to psychological research. In lab, students participate in data collection, design and conduct experiments, and analyze results with computer-generated statistics.

Credits: 4

Prerequisites:

minimum grade of C- in PSYC 101 or 111.

PSYC 220L: LAB FOR PSYC 220

Credits: 0

PSYC 221: PSYC OF PEACE & CONFLICT RESOLUTION

This course introduces students to the psychology of peace and conflict. It examines the psychological features of interpersonal and group conflict as well as the role of memory and reality construction in the development of conflict. There is an investigation of how conflict-habituated cultures and individuals process information and an exploration of various methods of resolving/mediating conflict.

Credits: 3

PSYC 222: RGSTR FOR SOC 222

See Econ 222.

Credits: 3

PSYC 231: PSYCHOLOGY OF PERSONALITY (S)

This course introduces each of the major theories of personality: psychoanalytic, phenomenological, biological, behavioral, social learning, humanistic, existential, and positive. Each is critically examined with respect to its ability to explain human nature and generate strategies for assessing and modifying personality. Considers findings relating to conflict, stress, aggression, self-concept, and multicultural influences on personality.

Credits: 3

Prerequisites:

PSYC 101 or PSYC 111.

PSYC 232: EDUCATIONAL PSYCHOLOGY

The application of psychological principles and theories to educational settings, including elementary, middle, and secondary schools, colleges, and other institutions (e.g., businesses and industries) in which education or training is a goal. Students will learn how to write educational objectives, analyze learning tasks, devise instructional strategies for accomplishing educational objectives, and evaluate the outcomes of such strategies.

Credits: 3

PSYC 235: HEALTH PSYCHOLOGY

This course on the psychology of health and wellness, with a focus on mind-body connection, provides an overview of the field of health psychology, one of the specialty areas of the discipline of psychology. Students will learn the history of health psychology, major theories in the field, and methods of applying health psychology knowledge to promoting health and preventing disease. Particular attention will be given to the roles of individual, social, cultural, and economic factors in health; including the relevance of age, gender identity, sexual orientation, and race.

Credits: 3

PSYC 241: SENSATION AND PERCEPTION (N)

Introduces principles of sensation and their involvement in our perception of the world. Examines all sensory systems as to how they translate physical stimuli into information useful for processing by the brain. Investigates roles of experience, context, attribution, and other perceptual variables in the interpretation of these stimuli. Personally conducted and computer generated demonstrations involving sensation and perception phenomena allow students to experience principles firsthand.

Credits: 3

Prerequisites:

PSYC 101, PSYC 111, BIOL 111, or BIOL 151, or permission of instructor.

PSYC 245: INDUSTRIAL AND ORGANIZATIONAL PSYC

Students survey topics related to industrial and organizational psychology, including motivation, job satisfaction and values, groups in organizations, decision-making, leadership, job analysis and evaluation, and models and methods of employee selection. The requirements cover theory and conceptual information as well as practical applications

Credits: 3

PSYC 248: FORENSIC PSYCHOLOGY (D)

Application of psychological principles and research to legal issues. This course addresses police training in interrogation, profile generation, and how to deal with special victims. Trial issues such as pre-trial publicity effects, jury composition, and assisting lawyers with their presentation and cross-examination techniques are addressed. Special attention to how the legal system influences and is influenced by race, ethnic, religious, and cultural differences. Alternate years.

Credits: 3

PSYC 249: FORENSIC PSYCHOLOGY II

This is the second forensic psychology course in a two-part series. This second course focuses on the applied side of the discipline; students will learn about the complex roles that forensic psychologists frequently play within the legal system. They will learn how to interpret criminal behavior, how forensics assessments are conducted, and how to protect the rights of victims and special groups.

Credits: 3

PSYC 250: BEHAVIORAL STATISTICS (Q)

Required of all psychology majors. Overview of the basic concepts and principles of parametric and non-parametric statistics and how they are used in the behavioral sciences. Students learn to conduct statistical tests on data sets and to thoughtfully critique the conclusions of others. Topics include descriptive and inferential statistics, probability, correlation, linear regression, the z-test, the t-test, analysis of variance, and chi-square.

Credits: 3

Prerequisites:

PSYC 220 and MATH 159 or equivalent.

PSYC 254: REGISTER FOR SOC 254

The aim of this course is to examine the individual in a changing society and the dynamic relationship between the person and society at large. There will be some attempt to explain the nature of personality development by focusing upon several theoretical positions in the field. In addition, a wide range of topics will be covered including the evolutionary setting of human behavior, perception symbolic communication, drug addiction, madness, social control, deviant subcultures, and the effects of prolonged isolation.

Credits: 3

PSYC 275: SOCIAL PSYCHOLOGY

This course examines the ways our social environment influences our thoughts and behaviors. The course will focus on how individuals think about, relate to and influence one another. Students will examine how we form our attitudes and judgments and how those attitudes and judgments affect our behavior. Specific topics to be examined are: social roles, conformity, persuasion, group influence, prejudice, aggression, attraction, helping behavior, and conflict resolution. How all these phenomena impact our daily lives and our institutions will be discussed. This course is not interchangeable with SOC 254, also called Social Psychology.

Credits: 3

PSYC 275L: LAB FOR PSYC 275

LAB FOR PSYC 275

Credits: 0

PSYC 277: COLLOQUIUM

Prerequisite: PSYC 101 or PSYC 111 Special Topics Course.

Credits: 3

PSYC 281: PSYC OF GLOBAL SOCIAL JUSTICE (I)

This May Term offering will explore issues of social justice through the lens of social psychology, with a strong emphasis on international perspectives, organizations and policies. Readings include recent empirical social psychological literature on the major themes of this course to include: human rights, human trafficking and prostitution, refugee experiences and issues, labor laws and rights, origins and responses to mass violence, and peace and conflict resolution.

Credits: 3

PSYC 287: DEPARTMENTAL INTERNSHIP

This course provides the opportunity to observe and participate with professionals performing psychology-related jobs in widely varied employment settings. Students must apply for an internship to a member of the psychology faculty who will serve as the supervisor. The two negotiate the terms of the internship with the on-site supervisor.

Credits: 3

PSYC 298: PSYCHOLOGY OF MEMORY

Credits: 3

PSYC 299: EXPERIMENTAL TOPIC

Credits: 3

PSYC 302: PSYCHOLOGICAL TESTING

An examination of the basic principles of psychological assessment and a critical survey of the instruments used in schools, clinics, and hospitals, including intelligence, aptitude, achievement, vocational interest, and personality tests. Practice is given in administering, scoring, and interpreting representative tests.

Credits: 3

Prerequisites:

PSYC 220 or PSYC 250. Alternate years.

PSYC 305: BEHAVIORAL NEUROSCIENCE

Current concepts regarding the relationship between brain function and behavior. Includes the gross anatomical characteristics of the nervous system, functional characteristics of neurons, research techniques used in neurophysiology, and the functional role of the nervous system with respect to arousal, pain, sensory processes, sleep, sexual behavior, brain disorders, emotion, learning, and motivation. Cross listed as BIOL 305. *Prerequisites: PSYC 101 and three semester hours in biology or permission of the instructor. Alternate years.

Credits: 3

PSYC 306: HUMAN MORALITY: NATURE/NURTURE (T)

This Honors colloquium focuses on the cross-disciplinary debate about the implications of research in evolutionary psychology, neuroscience, and social sciences for our understanding of human morality. Students will move beyond the classic nature vs. nurture debates to understand newly merging models of the complex interaction between evolutionary accounts of human morality and diverse perspectives in ethical theory. Cross listed as PHIL 306. Alternate years.

Credits: 3

PSYC 307: DRUGS AND BEHAVIOR (T)

Examines drugs and their effects on human and animal behavior, with particular emphasis on the neural mechanisms underlying drug actions. Topics include the current clinical uses of drugs, drug abuse, addiction, and the effects of drugs on motivation, memory, and learning. Drugs studied include alcohol, antidepressants, antipsychotics, barbiturates, hallucinogens, narcotics, sedatives, and stimulants.

Credits: 3

Prerequisites:

PSYC 101, BIOL 111, or BIOL 151 or permission of instructor. Alternate years.

PSYC 310: LEARNING AND MEMORY (R)

An in-depth look at how both humans and animals learn and retain information. Behaviorist and cognitive approaches will be covered, including classical and operant conditioning, working memory, semantic and episodic memory, memory for skills and actions, as well as forgetting. Attention will also be paid to emotional and social influences on memory, and how memories change across the lifespan. Focus is given to empirical articles and communication of empirical findings.

Credits: 3

Prerequisites:

PSYC101 and PSYC220, or permission of instructor.

PSYC 311: PSYCHOLOGY OF ADULT DEVELOPMENT

This course is an advanced developmental psychology seminar, focusing on psychosocial, cognitive, and physiological development and issues of young adulthood, midlife, and late adulthood, with an emphasis on women. Students will critique traditional theories and perspectives on adulthood and apply contemporary feminist theory and research. Topics include research methodology; work and retirement; intimate relationships, family, friendships, and caregiving; physical changes and sexuality; cognitive functioning and intelligence; identity, generativity, and integrity.

Credits: 3

Prerequisites:

PSYC 210 or PSYC 211.

PSYC 313: APPLIED BEHAVIOR ANALYSIS

Procedures for treating a variety of problems, ranging from personal behavior problems to abnormal behavior will be considered. Students will learn to design, conduct, and evaluate programs for behavior change for themselves and others. Considers procedures for establishing desirable behaviors and eliminating or reducing undesirable behaviors, maladaptive anxiety, and other unwanted emotions.

Credits: 4

PSYC 320: RESEARCH DESIGN

Advanced students in psychology select a current psychological issue for in-depth study and complete a research project to investigate the topic further. Each student will receive group and individual instruction on how to convert questions related to her topic into a research proposal. Instruction will focus on how to conduct a search of the current literature, on how to select and control variables for research and on advanced design principles appropriate for the project. Majors should plan to take this course in their junior year.

Credits: 3

Prerequisites:

Psychology 101 and 220. This course qualifies for Writing Emphasis credit.

PSYC 360: HISTORY AND SYSTEMS OF PSYCHOLOGY

This course for senior psychology majors examines the historical antecedents of contemporary psychology and the major systems of psychology. Emphasis is placed on the historical development leading to currently held positions on topic areas including development, learning, motivation, sensation, perception, and cognition.

Credits: 3

PSYC 377: COLLOQUIUM

Special topics course

Credits: 3

PSYC 380: TEACHING ASSISTANT FOR

Credits: 3

PSYC 381: JUNIOR SEMINAR

This course for junior psychology majors offers the opportunity for thorough analysis and critique of empirical journal articles in preparation for senior thesis. Taught like a graduate seminar, this class will have students read journal articles in preparation for each class meeting and take turns presenting articles to their classmates. Students will prepare written critiques of articles chosen by the faculty in each major topic area of psychology. Successful completion of PSYC 220 is strongly recommended.

Credits: 3

Recommended:

Successful completion of PSYC 220 is strongly recommended.

PSYC 387: DEPARTMENTAL INTERNSHIP

Culminates a student's preparation for entry-level employment in a psychology-related career by providing practical experience working with professionals in a chosen career specialty. Students work closely with a faculty member and negotiate the terms of the internship with the on-site supervisor. Credit is awarded on the basis of three semester hours per 150 hours of observation. Must be taken P/NC.

Credits: 3

PSYC 399: REG FOR PSYC 399L

Credits: 3

PSYC 400: SR THESIS: CRITICAL LIT REVIEW (M)

Senior thesis students integrate their learning in the major by conducting a critical analysis of a comprehensive body of literature on a contemporary topic in psychology under the mentorship of a psychology faculty member. All students make a formal oral presentation of their results and present a final written thesis.

Credits: 3

Prerequisites:

PSYC 220 and PSYC 250.

PSYC 401: SR THESIS: DATA COLLECTION I (M)

Senior thesis students integrate their learning in the major by conducting a data collection project over two semesters on a contemporary topic in psychology under the mentorship of a psychology faculty member. All students make a formal oral presentation of their results and present a final written thesis.

Credits: 1

Prerequisites:

grade of B or higher in both PSYC 220 and PSYC 250

PSYC 402: SR THESIS: DATA COLLECTION II (M)

Senior thesis students integrate their learning in the major by conducting a data collection project over two semesters on a contemporary topic in psychology under the mentorship of a psychology faculty member. All students make a formal oral presentation of their results and present a final written thesis.

Credits: 2

Prerequisites:

grade of B or higher in both PSYC 220 and PSYC 250

PSYC 403: CAPSTONE III: INTERNSHIP (M)

This course culminates a student's preparation for entry-level employment in a psychology related career by providing a practical work experience working with professionals in a chosen career specialty. Students will apply their knowledge of techniques and skills within real clinical settings, and this course is given as a grade, on the basis of 3 semester hours per 150 hours of practicum. Students will need to have obtained a B or above in both PSYC 203 and PSYC 205 to take the course. The M credit designation will ONLY be awarded once a student has completed three semester hours within the course.

Credits: 1-3

PSYC 487: DEPARTMENTAL EXTERNSHIP

Credits: 0

PSYC 490: ON CATALOG DIRECTED INQUIRY

Credits: 0

PSYC 510: HUMAN DEVELOPMENT: INFANCY- ADOLESCENCE

This course is designed to examine how developmental theory, research-based knowledge, and developmental methodology can be used to promote the health and welfare of young children and adolescents, with particular attention given to female development. Topics include contemporary social issues, stage-based child and adolescent development, research in applied settings, developmental assessment and intervention, and program evaluation. Specific examples of relevant issues include the study of sex differences in gross motor development, material depression and child development, gender schematic thinking and gender role development, parent-infant relationships, child sexual abuse, gender equity, childcare and infant attachment, peer pressure and popularity, eating disorders, adolescent suicide, and early dating patterns.

Credits: 3

PSYC 513: BASIC CONCEPTS OF BEHAVIOR ANALYSIS

This undergraduate, 45-hour course is designed to cover the basic concepts and principles of behavior analysis, as it evolved and derived from the earlier experimental analysis of behavior and as it related to the profession of applied behavior analysts. This class emphasizes the skills outlined in the Foundational Knowledge Accompanying the BACB Fourth Edition Task List, and will cover this section in its entirety. It will outline a brief history of behavior analysis, and topics related to conditioning and simple measurement concepts. The required books will be paired with a virtual lab, designed to allow for experiential learning and a deeper understanding of the concepts.

Credits: 4

PSYC 516: MULTICULTURAL COUNSELING

The purpose of this course is to introduce the student to important issues related to multicultural issues in counseling. Students will about the ways that traditional therapy approaches may or may not be appropriate with diverse groups. Students will also learn about specific minority groups, including Asian Americans, African Americans, Indian Americans, Latino Americans, and to explore topics related to gender, sexual orientation, age, and disabilities.

Credits: 3

PSYC 521: FAMILY SYSTEMS AND THERAPY

This course introduces students to several aspects of family systems and therapy. We examine the family from a developmental and a multicultural perspective and discuss the characteristics of healthy and dysfunctional families. We are also introduced to the main theoretical orientations of family systems and therapy and examine issues and dynamics in working with special family forms.

Credits: 3

PSYC 577: APPLIED BEHAVIOR ANALYSIS

Credits: 3

Religious Studies

REL 101: OLD TESTAMENT- HEBREW BIBLE (H)

Introduction to the historical and cultural background of Hebrew Bible. Students are introduced to the historical-critical method of study. The Biblical texts are approached from the perspectives of the history, faith, and theology of Ancient Israel, from Abraham to the return from exile.

Credits: 3

REL 102: NEW TESTAMENT- CHRISTIAN BIBLE (H)

The formation and content of the New Testament in light of the entire Christian Bible are the focus, with special emphasis on developing the student's ability to interpret texts in the synoptic gospels. This study includes the history of the early church and some of its leaders, especially the Apostle Paul.

Credits: 3

REL 130: FAITH, LIFE, AND SERVICE (CO)

Focuses on the relationship between life, work, and faith. Students examine the interaction between American culture and religion. Through reading, discussion and guest lecturers, they gain an appreciation for the differing ways in which individuals and communities put together faith and respond to the world.

Credits: 3

REL 202: JUDAISM, CHRISTIANITY, & ISLAM (I)

A study of the historical religions of the Middle East and West: Judaism, Christianity, and Islam. Along with an analysis of the beliefs, practices, and history of each tradition, a comparative analysis is undertaken.

Credits: 3

REL 203: HISTORY OF CHRISTIAN THOUGHT

An introduction to basic ideas of Christian tradition, focusing especially on the person and work of Jesus. This course will trace the emergence of orthodoxy from a context of theological conflict, and will examine ways in which one contemporary theological movement interprets these ideas in terms of contemporary conditions.

Credits: 3

REL 204: RELIGION IN AMERICA (T)

An introduction to the history of religion in America, its forms, and the interaction of religious convictions and American culture. Students will learn to analyze and compare religious ideas and environments. Cross listed as HIST 204.

Credits: 3

REL 207: DIMENSIONS OF PILGRIMAGE (IP)

Focuses on the many dimensions of pilgrimage from religious perspectives with attention to international complexities and historical realities of religious tourism.

Credits: 3

REL 212: ASIAN RELIGIONS (H)

An introduction to the world views and ritual practices of the major living religious traditions of South, Southeast, and East Asia. Cross listed as REL 212.

Contributes to the Peacebuilding and Conflict Resolution and Religious Studies minors.

Credits: 3

REL 222: INTERNSHIP IN MINISTRY

Students will work with faculty and pastors to learn and practice the basics of pastoral care, counseling, and ministry.

Credits: 3

Prerequisites:

permission of instructor. Offered as needed.

REL 225: MARTIN LUTHER KING CIVIL RIGHTS (D)

Students will read King's writings and speeches to discover how his intellectual precedents grounded his arguments politically, morally and spiritually. One overarching goal of the course is to see how King's African-American journey as a quintessentially American journey reconfigures the relationship of religion, politics, and metaphysics into a meditation on what it means to be human. Cross listed as PHIL 225; Ethics option for the Leadership minor. Also contributes to the minor in African American Studies.

Credits: 3

REL 231: WOMEN AND RELIGION (G)

A study of the role and treatment of women focusing primarily on the Judeo-Christian tradition. Beginning with the biblical texts, the study looks at both traditional and feminist interpretation of scriptures concerning the "place of women." Issues include biblical imagery for God, the ordination of women, and inclusive religious language.

Credits: 3

REL 232: AFRICAN AMERICAN RELIGION (D)

Focuses on the African origin and African-American recreations of religions and sects. Special emphasis on the liturgical and homiletical (preaching) traditions of black women and men, and the role of the slave church as a catalyst for civil rights in the contemporary black church. Examines the evolution of womanist and black theological critiques and the counter challenge of the black Muslim movement.

Credits: 3

REL 237: MEDIATION & CONFLICT RESOLUTION (O)

Topics include: why conflict resolution and mediation matter; the adversarial system and mediation as an alternative; the concept of win-win; managing multiple and conflicting emotions; power, conflict, and morality; conflict styles and dysfunctional conflict practices; ethical negotiation and negotiating conflict resolutions; listening in conflict; disruptions in close relationships; a mediator's role in working through conflict; helping others manage conflict; moral, religious, and cultural conflicts; and managing moral conflicts. Topics are covered through faculty and student presentations, critical readings and discussion, and analysis and role playing of mediation case studies. Cross listed as COMM 237; Ethics option for the Leadership minor.

Credits: 3

REL 272: EVE (& ADAM) CULTURAL HISTORY (G)

A Global Honors course examining the impact that the biblical myth of Eve (and Adam) in Genesis has made on Western culture. Broadly, through tracking one biblical woman, the course explores religious, theological, philosophical, artistic, cultural, scientific, and historical developments that impact interpretations of Eve (and Adam) and reflect expected gender roles in society.

Credits: 3

REL 275: BUDDHISM (HW)

An introduction to the diverse beliefs, practices, and traditions of Buddhism from their origins in India to their geographical and historical diffusion throughout Asia and beyond. Attention will also be given to Socially Engaged Buddhism. Cross listed as AS 275. Contributes to the Peacebuilding and Conflict Resolution and Religious Studies minors.

Credits: 3

REL 277: COLLOQUIUM

Topics not included in regularly scheduled religion courses. Interests of students and faculty determine the subject matter.

Credits: 3

REL 278: HINDUISM (HW)

An exploration of Hinduism's diversity through a study of Hindu mythological and epic literature, sacred geography, ritual practices, and understandings of divinity. Cross listed as AS 278. Contributes to the Peacebuilding and Conflict Resolution and Religious Studies minors.

Credits: 3

REL 284: SOCIOLOGY OF RELIGION

This course examines diversity of religious expression in human history, and major religious traditions in our world today. Much of the course focuses on the United States and includes discussion of religious affiliation and organization, religiosity and conversion, social issues, political-economy, and social inequality. Cross listed as SOC 284.

Credits: 3

REL 287: EXPL LEARNING

Credits: 3

REL 305: SCIENCE, REL, SEARCH FOR MEANING (T)

A Global Honors course inquiry into the domains and methods of the sciences and diverse religions. Introduces methodologies of Western science in their historical, philosophical, religious, and institutional contexts. A parallel examination of theological thought focuses on models of inquiry, views of nature, language, and symbols, and the relationship between the divine and the natural. Modern cosmology, human genetic engineering, and developments in quantum physics are among the topics for examining the interactions between religion and science. Cross listed as PHIL 305.

Credits: 3

REL 320: PEACEMKNG:GANDHI & NONVIOLENCE (IR)

An examination of the life, writings, and ideals of Mahatma Gandhi and those influenced by him who are powerful advocates of nonviolent social change. Topics include the emergence of peace activism and peace studies and their roots in the philosophy of non-violent social change; sources of violent conflict; alternatives to violence; and cultural models of conflict management and transformation that aim at resolving conflict in non-violent ways. Cross listed as REL 320 and AS 320.

Credits: 3

REL 355: GREEK MYTH AND RELIGION (R)

Examines the myths and religious beliefs, practices, and institutions of the ancients Greeks. Primary sources for doing so include Hesiod, Homer, and Greek dramatists and poets. This course also examines theories of interpreting myth and the influence of Greek myth and religion in Western culture, literature, art, and music.

Credits: 3

Prerequisites:

sophomore standing; often offered with a global honors designation.

REL 377: COLLOQUIUM

Credits: 3

REL 380: TEACHING ASSISTANT FOR

Credits: 3

REL 387: DEPARTMENTAL EXTERNSHIP

Credits: 0

Sexuality and Gender

SGS 215: TOPICS:SEXUALITY/ GENDER STUDIES (G)

Special topics in sexuality and gender studies include but are not limited to studies in masculinities, bisexuality, sexual consumerism, research issues and methods in sexuality and gender studies, sexuality and the schools, constructions of sexual minority male and female cultures, religion and sexuality, and ethnicity and sexuality.

Credits: 3

SGS 226: CULTURE AND WELLNESS

Students examine intersections of ethnicity, gender, sexuality, ability, and class as they impact access to wellness.

Credits: 3

SGS 235: GENDER, SEX AND THE MILITARY (G)

Students will focus on current issues in the U.S. military representing constructions of gender - with a focus on masculinity. Students will engage in a critical investigation of the recent transitions to the Don't Ask Don't Tell policy. In addition, students will exam the history, politics, and constructions of a modern day warrior as it relates to American society and those individuals serving in the military. Students will also examine foreign militaries and make comparative analysis relative to access with regard to issues of religion, sex, class, and race.

Credits: 3

SGS 245: GENDER AND SPORT (G)

Conversations will guide class explorations regarding current and historical performance, participation, and politics in sport relative to gender, sexual orientation, class and race. Special emphasis will be placed on women's sport experience. Cross-listed as WS 245.

Credits: 3

SGS 261: SEXUAL MINORITIES (SO)

Students examine sexual minority culture. Lesbian, gay, and bisexual, person's experiences will be explored utilizing an interdisciplinary approach. Discussion topics will include civil rights, access to education, ethnicity, religion, health and other bio-psycho-social cultural issues. Coursework will include understanding and reflecting on our heterocentric culture while examining select theories in sexual identity development, and sexual orientation.

Credits: 3

SGS 263: DIMENSIONS OF HUMAN SEXUALITY (SR)

Students are provided opportunities to develop a level of sexual literacy. Scholarly inquiry will aid personal decisions regarding sexuality while building awareness of the institutional and cultural factors that affect policy and cultural ideologies relative to gender and sexuality. Research efforts that apply critical examination skills will be honed as students explore topics such as intimacy, assertiveness, internet dating, and sexual consumerism.

Credits: 3

SGS 275: TRANS COMMUNITIES (GW)

Students are provided with an opportunity to explore and better understand those identified (by self or by other) with a gender variance outside of the binary constructs of male/female; man/woman. An examination of the history, biology, theory, and psycho-social-cultural ideologies that frame the lives of this subset of gender minorities will guide the student's reading, discussion, and research.

Credits: 3

SGS 315: TOPICS IN SEXUALITY/ GENDER STUDIES

Special topics in sexuality and gender studies include but are not limited to studies in masculinities, bisexuality, sexual consumerism, research issues and methods in sexuality and gender studies, sexuality and the schools, constructions of sexual minority male and female cultures, religion and sexuality, and ethnicity and sexuality.

Credits: 3

SGS 338: THEORIES IN SEXUALITY/ GENDER ST(GW)

Students are provided an opportunity to examine select theoretical frames that inform the study of sexuality and gender. Beginning with a variety of readings in gender, LGBT, and queer theories, students will discuss and research scholarly works and engage in discourse about the intersections and contributions of each as they inform the field of sexuality and gender studies.

Credits: 3

SGS 380: TEACHING ASSISTANT FOR

Credits: 3

SGS 380: TEACHING ASSISTANT FOR

Teaching Assistant

Credits: 3

Sociology

SOC 100: GENERAL SOCIOLOGY (S)

This course is designed to introduce the unique perspective of the sociologist through readings, discussions, and lectures as well as observations focused on the everyday social world. Deviant behavior, social class, and globalization are some of the more specific topics.

Credits: 3

SOC 110: SOCIOLOGY OF FAMILY (S)

This course acquaints student with the field of marriage and family from a sociological perspective. Focuses include partner selection, dating, premarital sex, the marriage contract, parenthood, communal living, and divorce. Alternate years.

Credits: 3

SOC 112: SOCIAL PROBLEMS (S)

This course applies a sociological perspective to a full range of social issues. Sociological theory and analysis help us to better understand and explain tensions within society such as those stemming from population, war, centralized power, environmental issues, race relations, poverty, gender inequality, sexual issues, drug addictions, family relations, and health care. This course includes a service component.

Credits: 3

SOC 222: SOCIAL SCIENCE STATISTICS (Q)

Students learn how to correctly interpret data tables, download data from online databases, manipulate the data in a spreadsheet, and analyze social science and business data with Excel, SPSS, and Systat statistical software. Through an understanding of sampling, distributions, and summary statistics, students acquire the means to understand and evaluate quantitative reasoning in corporate, government, and news reports. Cross listed as BUAD/ECON/HCA/POLS/SOC 222.

Credits: 3

Prerequisites:

Sophomore standing

SOC 232: DEVIANCE (S)

This course will survey social theories that have been developed about deviant, non-conformist, behavior, and will survey a selection of the many studies that have been conducted on this topic. The student will learn how deviance is socially constructed when members of a society or group define the actions of others as being outside the boundaries of normative, approved, behavior. Reactions by those in power emphasize these boundaries, and these reactions are a major force defining the culture of a society. Classical sociological theorists often considered the creation of deviance as fundamental to the creation of integrated groups and societies. Time has only reinforced the validity of their insight.

Credits: 3

SOC 242: RACE IN SOCIOLOGICAL PERSPECTIVE (D)

This course focuses on the study of race in relation to social systems and cultural beliefs. We will focus on race in the United States, but will also explore examples of racial systems 240 historically, and cross-culturally. Cross-listed as ANTH 242 Race in Sociocultural Perspective.

Credits: 3

SOC 245: URBAN SOCIOLOGY

This course allows students to explore the relationships between humans and urban space using ecological and sociospatial perspectives. Through readings, lectures and discussions, students will become acquainted with the origins of urbanization, with a balanced view of economic, political, cultural, and global considerations in the study of metropolitan development. Social and psychological consequences of the urban environment, including segregation, poverty, racism, crime, housing, and health will be explored as the student learns to distinguish the concepts of space and place, and their influence on society.

Credits: 3

SOC 248: SOCIAL INEQUALITY (DW)

This is a general survey course in social stratification. Topics include social inequality based on social class, race/ethnicity, gender, sexual orientation, age, and disability, drawing on a variety of theoretical approaches. The focus is on the United States, but significant attention may also be given to a broad range of societies. The course considers current trends and their historical development. Strongly recommended background: a 100-level sociology course.

Credits: 3

Recommended:

a 100-level sociology course.

SOC 254: SOCIAL PSYCHOLOGY (S)

This course considers the development of self-identity, groups and group processes through social interaction. The focus is on the dynamic relationship between individuals and their social context. Topics include the creation of meaning, the social construction of reality, socialization, the social self, symbolic interaction and communication, sociology of emotions, group dynamics, social control, deviance, social exchange and social movements.

Credits: 3

SOC 260: MEDICAL SOCIOLOGY

This course examines health/illness issues as they relate to societal conditions and social identities. Specific topics include social factors and health, the medicalization of life, the interrelationships of health and various social institutions, the health care delivery "system" in the United States, and selected ethical issues in medicine.

Alternate years.

Credits: 3

SOC 262: ENVIRON, SOCIETY, AND SUSTAIN MVMT(T)

This course focuses on the "sustainability movement," a set of groups, organizations, and policies advocating human development that insures the well-being of the social and natural worlds for future generations. This movement is an attempt to resolve a longstanding dispute between those who place their hopes in unfettered technological development and those who call for the preservation of "nature." We will consider the conceptual and organizational dimensions of the sustainability movement, as well as the social and cultural dimensions of a full range of environmental "problems."

Credits: 3

SOC 264: SOCIAL MOVEMENTS (D)

This course analyzes organized, enduring, collective actions called social movements and counter-movements by studying social context, organizational networks, resource mobilization, collective identity, group solidarity, and leadership.

Credits: 3

SOC 282: COMMUNITY SERVICE AND SOCIETY (C)

This course is dedicated to the development of a sociological perspective through field work in community service. Class meetings draw out fundamental sociological concepts and theories as these pertain to the work of "non-profit" organizations dedicated to the public welfare. These concepts and theories help inform service commitments through reflection in a journal and final paper.

Credits: 3

SOC 284: SOCIOLOGY OF RELIGION

This course examines diversity of religious expression in human history, and major religious traditions in our world today. Much of the course focuses on the United States and includes discussion of religious affiliation and organization, religiosity and conversion, social issues, political-economy, and social inequality. Cross listed as REL 284.

Credits: 3

SOC 287: DEPARTMENTAL INTERNSHIP

This course provides students with the opportunity to observe sociology-related occupational possibilities in actual employment settings. A maximum of 6 semester hours of internship credit will count toward the Sociology major and a maximum of three semester hours toward the minor.

Credits: 3

Prerequisites:

permission of a member of sociology faculty.

SOC 300: SOCIAL THEORY (W)

This course is designed to acquaint students with the general development of social theory from its earliest foundations to the modern era. Students will be introduced to the histories and major theories of sociology and anthropology such as StructuralFunctionalism, Symbolic Interactionism, Cultural Materialism, and Interpretive Anthropology, paying particular attention to the points of similarity and departure between the two disciplines. Students will also consider how social theory is used in the analysis of empirical and ethnographic data. As a course that counts as a writing emphasis (W) core curriculum class, this class focuses on improving writing through formal and informal writing assignments and provides opportunities to improve through rewriting. Cross-listed as ANTH 300 Social Theory.

Credits: 3**Prerequisites:**

SOC 100 or 112 and ANTH 120

SOC 320: RESEARCH METHODS (R)

Designed to teach nature and techniques of research process. Students learn to use theory in formulating hypotheses, ways in which to collect data, and methods for analysis of data. Course covers survey research, qualitative field research, classical experiments, and unobtrusive methods. Recommended: senior standing. Highly recommended: INT 222

Credits: 3**Prerequisites:**

SOC 100 and permission of instructor.

Recommended:

INT 222, senior standing.

SOC 380: TEACHING ASSISTANT FOR**Credits:** 3**SOC 387: DEPARTMENTAL INTERNSHIP**

This course provides students with opportunity to work with professionals in a sociology-related occupational setting. A maximum of 6 s.h. of internship credit will count toward the Sociology major and 3 s.h. toward the minor.

Credits: 3**Prerequisites:**

permission of a member of sociology faculty.

SOC 400: SENIOR SEMINAR (M)

This course fulfills the senior requirement for the sociology major. Students will write either a series of research papers or a senior thesis. Taught every fall on-campus. Crosslisted as ANTH 400 Senior Seminar.

Credits: 3**Prerequisites:**

SOC 320.

SOC 401: SOCIOLOGY SENIOR THESIS (M)

Students work with their thesis advisor to complete and defend their senior thesis.

Credits: 3**Prerequisites:**

SOC 320.

Women's Studies

WS 100: FOCUS ON WOMEN (G)

Examines the interdisciplinary nature of the field as well as its applications in non-academic contexts. What are the aims of women's studies and how are they put into practice?

Credits: 3**WS 200: CONTEMPORARY FEMINISMS (G)**

Why is any attempt to define one monolithic vision of feminism inadequate? Explores contemporary topics in women's studies and feminist theory as it examines various models of feminism. Traces evolution of feminist thought and articulation of Queer Theory as structures from which current thinking on gender studies develops. Cross listed as PHIL 200. Prereq: WS 100, any PHIL course, or permission of instructor. POI

Credits: 3**WS 240: GENDER AND POPULAR CULTURE (GW)**

This course explores the cultural and social meanings of gender, and the intersections of gender with race and class, as seen through American popular culture. It investigates the popular images and stories that shape gendered/sexual identities as well as a variety of theories and methods used in contemporary gender scholarship.

Credits: 3**WS 252: REGISTER FOR BIOL 252**

This course examines female biology from the evolution of sex to reproduction to individual health. This course emphasizes female life stages and basic biological concepts relating to cells and heredity. Cross listed as WS/BIOL 252. Suggested background: BIOL 111 or 151.

Credits: 3**WS 277: COLLOQUIUM**

A one-time only special course, offered on an occasional basis.

Credits: 3

World Languages and Cultures

Brenci Patiño, Department Head

Martha Walker, Amy Miller, Joelle Aaslestad, and Raven Showalter

MBU offers language instruction in French, Japanese, and Spanish and minors in Asian Studies, Francophone Studies, and Spanish Language and Hispanic Cultures.

Minors include:

Asian Studies
Francophone Studies
Spanish Language and Hispanic Cultures

AS 106: ISSUES IN ASIA (I)

Introduces students to aspects of traditional and modern civilizations of Central, East, South, and Southeast Asia, with an emphasis on key moments of political and cultural change and transformation.

Credits: 3

AS 201: Arts of Asia: India, China, Japan

For course description, see ARTH 201 in the Art History listing.

Credits: 3

AS 212: ASIAN RELIGIONS (H)

An introduction to the world views and ritual practices of the major living religious traditions of South, Southeast, and East Asia. Cross listed as REL 212. Contributes to the Peacebuilding and Conflict Resolution and Religious Studies minors.

Credits: 3

AS 246: MODERN JAPAN (I)

A study of Japanese cultural, political and economic history from the 19th century. Preceded by a brief introduction to its early history.

Credits: 3

AS 247: MODERN INDIA (I)

Political, economic, and cultural history of British India and India, Pakistan and neighboring regions since the late 1700s. Preceded by a brief introduction to Hinduism and Islam.

Credits: 3

AS 251: GENDER IN ASIAN CULTURES (IGW)

A study of the changing social, cultural, religious, and economic roles of women in a variety of Asian cultures and historical contexts. Contributes to the minor in Peacebuilding and Conflict Resolution.

Credits: 3

AS 253: CHINA TRADITION & TRANSFORMATION (I)

Chinese political, economic, and cultural history from the 17th century to the present with an emphasis on 20th-century developments. Emphasis also on Taiwan.

Credits: 3

AS 272: TIBETAN & HIMALAYAN CULTURES (IT)

This course introduces students to the peoples and cultures of Tibet and the greater Himalayan region (Nepal, Northern India, and Bhutan). In examining the cultural, social, religious, and environmental aspects that define modern life on the slopes of this mountain region, we will employ diverse methodologies - including Religious Studies, Anthropology, and Environmental Studies. Our emphasis will be on modern life, including the impact of the Chinese Communist Intervention on the Tibetan diaspora and Tibetan national self-understandings. In addition to learning about Himalayan and Tibetan ways of life, we will also consider how these mountainous parts of Asia have served as a site for exoticism by Westerners and the challenges of authentic representation.

Credits: 3

AS 275: BUDDHISM (HW)

An introduction to the diverse beliefs, practices, and traditions of Buddhism from their origins in India to their geographical and historical diffusion throughout Asia and beyond. Attention will also be given to Socially Engaged Buddhism. Cross listed as REL 275. Contributes to the Peacebuilding and Conflict Resolution and Religious Studies minors.

Credits: 3

AS 277: COLLOQUIUM:

CORE REQUIREMENT MET: INTERNATIONAL OR HUMANITIES Colloquia focus on specialized areas or themes in Asian Studies.

Credits: 3

AS 278: HINDUISM (HW)

An exploration of Hinduism's diversity through a study of Hindu mythological and epic literature, sacred geography, ritual practices, and understandings of divinity. Cross listed as REL 278. Contributes to the Peacebuilding and Conflict Resolution and Religious Studies minors.

Credits: 3

AS 287: EXPER LEARNING

An internship in Japan or elsewhere in Asia, or with an Asian-related company or organization in the United States.

Credits: 3

AS 320: PEACEMAKING:GANDHI & NONVIOL (TR)

For course description, see PHIL 320 in the Philosophy listing.

Credits: 3

AS 380: TEACHING ASSISTANT FOR

Credits: 3

AS 387: DEPARTMENTAL INTERNSHIP

An internship in Japan or elsewhere in Asia, or with an Asian-related company or organization in the United States.

Credits: 3

AS 400: SENIOR REQUIREMENT (M)

A required course for Asian Studies majors, who meet as a class to prepare individual research papers. Weekly sessions guide students through a step-by-step process from introduction of topic to completion of a 25-30 page paper. Students work in a seminar format, discussing as a group the weekly progress of each student.

Credits: 3

FREN 101: BEGINNING FRENCH I (F)

Designed for those with little or no French. Through exercises, dialogs, skits, and controlled and creative writing, the student will develop a basic proficiency in speaking, listening, reading and writing. Students who pass 102 cannot take 101 at a later date without permission from the instructor.

Credits: 4

FREN 101L: LAB FOR FREN 101

Credits: 0

FREN 102: BEGINNING FRENCH II (F)

Designed for those with little or no French. Through exercises, dialogs, skits, and controlled and creative writing, the student will develop a basic proficiency in speaking, listening, reading and writing. Students who pass 102 cannot take 101 at a later date without permission from the instructor.

Credits: 4

FREN 102L: LAB FOR FREN 102

Credits: 0

FREN 154: FRENCH PLAY IN PERFORMANCE

Together, class will read and study a short, contemporary French play, which will then be performed at the end of May Term. Class time will be spent discussing, then rehearsing, building, etc. in preparation for the performance. Those who don't want to be on stage will have an opportunity to research and build appropriate sets, costumes, and props as well as write the program.

Credits: 3

Prerequisites:

French 202 or equivalent.

FREN 201: INTERMEDIATE FRENCH I (F)

Continues to build the student's proficiency using exercises, dialogues, skits, and controlled and creative writing. At the end of the course, students will have a basic understanding of French and be able to carry on everyday conversations, read schedules, pamphlets, and other texts of moderate difficulty, and write fluently and accurately about everyday topics. Students with more than four years of French may NOT take French 201 or 202. Students who pass 202 cannot take 201 at a later date without permission of the instructor.

Credits: 3

FREN 202: INTERMEDIATE FRENCH II (F)

Continues to build the student's proficiency using exercises, dialogues, skits, and controlled and creative writing. At the end of the course, students will have a basic understanding of French and be able to carry on everyday conversations, read schedules, pamphlets, and other texts of moderate difficulty, and write fluently and accurately about everyday topics. Students with more than four years of French may NOT take French 201 or 202. Students who pass 202 cannot take 201 at a later date without permission of the instructor.

Credits: 3

FREN 203: EVERYDAY FRENCH

A total immersion experience in language and culture through conversation.

Credits: 3

FREN 220: FRENCH ACROSS THE CURRICULUM

Students apply their French language skills to any other academic course taken concurrently. They work with faculty in French, reading and discussing a variety of authentic multimedia documents as a supplement to the academic course. .

Credits: 1

Prerequisites:

FREN 202 or equivalent.

FREN 225: FRANCOPHONE LITERATURE AND FILM(T)

Study of translated novels and films from Francophone areas of the world (Québec, North and West Africa, and the Caribbean) that concern the making or undoing of individual and cultural identity. Some of the contexts to be studied that contribute to the formation of identity are interactions of colonizer and colonized, male and female, and child and adult.

Credits: 3

FREN 226: DISCOVER FRANCE & ITS REGIONS (I)

This course focuses on the diversity of the French regions, within the boundaries of the country of France and outside in the French islands of the Caribbean. Students will learn about the geography of France, the diversity of the architecture, arts, gastronomy, historical and contemporary events and people that are a part of each region. After spending time locating the regions and their specificities, the course will highlight the following regions: Paris (and the greater region of Paris), the region of Normandy, the French islands of Martinique and Guadeloupe in the Caribbean, the French Riviera region by the Mediterranean sea, and the region of the Loire Valley. Each region will be studied with authentic material and through the lens of French movies clips that will then be discussed and reflected upon. A comparison with the students' personal experiences and areas of upbringing will enrich the class discussions.

Credits: 3

FREN 255: MAY TERM IN PARIS (ABROAD)

Study Abroad. Students will spend three weeks in Paris studying French theatre and attending performances. Field trips and walking tours, including trips to monuments, museums, gardens, and châteaux. Cross listed as THEA 255.

Credits: 3

Prerequisites:

Intermediate FREN 202.

Additional charge for this course beyond MBC tuition.

FREN 270: AFRICAN/ CARIBBEAN WOMEN WRITERS (G)

This survey course of modern francophone women's literature, conducted in English, includes works from North and Sub-Saharan Africa and the Caribbean. Major themes of the course are the search for identity and the role of language and writing in discovering and/or asserting cultural and gender identities.

Credits: 3

FREN 277: COLLOQUIUM

This course is designed for those students who have had three years of previous study of French in middle or high school, and who wish to review French before entering Intermediate French. This course will review the essentials of a first-year college level course in beginning French and will practice the four skills of listening, speaking, reading and writing.

Credits: 3

FREN 380: TEACHING ASSISTANT FOR

Credits: 3

JPNS 101: BEGINNING JAPANESE (F)

An introduction to the Japanese language with emphasis on understanding, speaking, reading, and writing. Students will be introduced to the kana writing system as well as elementary Chinese characters (kanji). Students must also register for a language lab connected with each course. Offered in fall semester. An introduction to the Japanese language with emphasis on understanding, speaking, reading, and writing. Students will be introduced to the kana writing system as well as elementary Chinese characters (kanji). Students must also register for a language lab connected with each course. Offered in fall semester.

Credits: 4

JPNS 101L: LAB FOR JPNS 101
LAB FOR JPNS 101

Credits: 0

JPNS 102: BEGINNING JAPANESE (F)

Continuation of introduction to the Japanese language with emphasis on understanding, speaking, reading, and writing. Students will be introduced to the kana writing system as well as elementary Chinese characters (kanji). Students must also register for a language lab connected with each course. Prerequisite: JPNS 101. Offered in spring semester.

Credits: 4

JPNS 102L: LAB FOR JPNS 102
LAB FOR JPNS 102

Credits: 0

JPNS 201: INTERMEDIATE JAPANESE I (F)

Students continue to develop skills of reading, writing, and speaking of Japanese.

Credits: 3

Prerequisites:

JPNS 101, JPNS 102. Offered in fall semester.

JPNS 202: INTERMEDIATE JAPANESE II (F)

Students continue to develop skills of reading, writing, and speaking of Japanese.

Credits: 3

Prerequisites:

JPNS 101, JPNS 102. Offered in spring semester.

SPAN 101: BEGINNING SPANISH I (F)

Designed to teach the student the basics of the Spanish language. The goal of this two-semester sequence is to develop basic proficiency in Spanish in the four skills: listening, speaking, writing, and reading. For students who have never studied Spanish before or have taken only one year of Spanish in high school. Students with more than two years of Spanish may NOT take Spanish 101 or 102. Additionally, students who pass 102 cannot take 101 at a later date.

Credits: 4

SPAN 101L: LAB FOR SPAN 101

Lab for SPAN 101; must be taken concurrently with SPAN 101 lecture.

Credits: 0

SPAN 102: BEGINNING SPANISH II (F)

Designed to teach the student the basics of the Spanish language. The goal of this two-semester sequence is to develop basic proficiency in Spanish in the four skills: listening, speaking, writing, and reading. For students who have never studied Spanish before or have taken only one year of Spanish in high school. Students with more than two years of Spanish may NOT take Spanish 101 or 102. Additionally, students who pass 102 cannot take 101 at a later date.

Credits: 4

SPAN 102L: LAB FOR SPAN 102

Lab for SPAN 102; must be taken concurrently with SPAN 102 lecture.

Credits: 0

SPAN 150: SPANISH ABROAD (F)

Study Abroad. The student who is at an early stage of language study concentrates on the development of communication skills in everyday situations. Class conducted in Spanish.

Credits: 3

SPAN 201: INTERMEDIATE SPANISH I (F)

This two-semester sequence continues to develop the student's proficiency in Spanish language, enabling students to communicate successfully in everyday situations. They will also build on their reading and writing skills. For students who have taken two or three years of Spanish in high school. Students with more than three years of Spanish may NOT take Spanish 201 or 202. Additionally, students who pass 202 cannot take 201 at a later date.

Credits: 3

Prerequisites:

SPAN 102 or equivalent.

SPAN 202: INTERMEDIATE SPANISH II (F)

This two-semester sequence continues to develop the student's proficiency in Spanish language, enabling students to communicate successfully in everyday situations. They will also build on their reading and writing skills. For students who have taken two or three years of Spanish in high school. Students with more than three years of Spanish may NOT take Spanish 201 or 202.

Credits: 3

Prerequisites:

SPAN 102 or equivalent.

SPAN 203: ADVANCED GRAMMAR & COMPOSITION (IW)

Intensive grammar review and amplification of knowledge of grammatical principles enable the student to achieve greater accuracy and idiomatic flavor in the use of oral and written language. This course is designed to develop the student's ability to write critical essays in Spanish while providing an advance review of grammar. Special attention is given to developing strategies for planning, developing, and organizing a scholarly writing assignment from the first to the final draft.

Credits: 3

Prerequisites:

SPAN 202 or equivalent.

SPAN 204: SPANISH FOR HERITAGE LEARNERS (IW)

A course designed for heritage or native Spanish learners who can express themselves orally and in writing in Spanish but have not received formal education in the language. Focuses on grammar, reading development, and writing, while offering an introduction to selected representations of Hispanic/Latinx literary and cultural texts.

Credits: 3

Prerequisites:

Instructor's approval.

SPAN 210: ADVANCED SPANISH ABROAD (I)

Study Abroad. Intensive oral and grammar training designed to help the student achieve more sophisticated expression in Spanish, along with good pronunciation and intonation and a reasonable degree of speed.

Credits: 3

Prerequisites:

SPAN 202 or equivalent.

SPAN 215: CINE Y CONVERSACION (IO)

A conversation course for students interested in improving their speaking and listening skills. We will watch a selection of Latin American and Spanish movies and discuss the language and cultural issues presented. The movies also provide an excellent example of natural language in context. Students will develop techniques for understanding oral language, will learn to identify different regional accents, and will acquire advanced-level speaking skill.

Credits: 3

Prerequisites:

SPAN 202 or concurrent enrollment.

SPAN 218: MAY TERM ABROAD (I)

Study Abroad. Students spend the May Term abroad, where they live with native families while attending language and culture classes taught by native professors. With an MBU director, students visit museums and monuments of artistic and historic interest. All travel and other expenses abroad are in addition to the MBU tuition already paid for the semester. Provides a total immersion experience.

Credits: 3

SPAN 220: SPANISH ACROSS THE CURRICULUM

Students apply their Spanish language skills to any other academic course taken concurrently. They work with faculty in Spanish, reading and discussing a variety of authentic multimedia documents as a supplement to the academic course.

Credits: 1

Prerequisites:

SPAN 202 or equivalent.

SPAN 225: LATIN AMERICAN LIT:16TH CENT 1900

Through reading, lecture and discussion, students gain a basic knowledge of Latin American literature from the discovery of America through the establishment of the republics. Students will read main literary texts from different Latin American countries and from different periods. Written works in Spanish.

Credits: 3

Prerequisites:

Span 202 or equivalent. This course qualifies for International Education or Humanities credit.

SPAN 226: LATIN AMERICAN LIT:20TH CENTURY**CORE REQUIREMENT MET:**

HUMANITIES A continuation of Span 225. Students will read and discuss the prose and poetry of the main contemporary writers of Latin America. Written works in Spanish.

Credits: 3

Prerequisites:

Span 202 or equivalent. This course qualifies for International Education or Humanities credit.

SPAN 227: US LATINO LITERATURE & CULTURE (HD)

This course explores the complexities of the U.S. Latina/o experience through the study of fictional and non-fictional texts by or about Latinas/os. Although most Latino groups are covered, this course studies Chicanos, Puerto Ricans, and Cuban Americans in a more detailed manner. Students read, reflect on, and discuss texts from a variety of disciplines including history, law, sociology, film studies, public health, literature, and ethnomusicology. Taught in English.

Credits: 3

SPAN 228: LITERATURA LATINA DE LOS EEUU (HD)

This course focuses on the major trends in contemporary U.S. Latinx Literature written in Spanish. Students will read, analyze, and discuss in depth texts (written and in other forms) produced by Puerto Rican, Dominican-American, Chicanx and Mexican-American, Cuban-American, U.S. Central American, and U.S. South American writers. Said texts will be approached both as literary works and cultural artifacts that provide insights into important issues regarding the Latinx experience in the United States. Class discussions will trace similarities and differences in the life experiences of different Latinx groups in the United States. Topics to be addressed include the concept of belonging, bilingualism and code-switching; exile, life on the border, the controversies behind the use of labels such as Latino/a/x and Hispanic. Taught in Spanish.

Credits: 3

Prerequisites:

SPAN 203 or SPAN 204 or instructor's consent.

SPAN 230: CULTURES OF LATIN AMERICA (I)

This three credit-hour course explores the political, cultural and social landscapes of Latin America through the study of historical, cultural, literary texts, and films that deal with the region. The course seeks to critically engage the students in the study of the socio-historical roots that inform present day Latin American cultural manifestations. Taught in English.

Credits: 3

SPAN 232: APPROACHES TO LATIN AMER LIT (H)

Introduction to literary analysis through close readings and interpretation of representative works by major Latin American writers. Students will learn to identify texts of different genres, and will become acquainted with the styles of the different periods of Hispanic literary history. Throughout the course, the students will acquire the appropriate vocabulary and the critical skills that will allow them to write critical essays and comment on what a text says and how it says it.

Credits: 3

Prerequisites:
SPAN 203.

SPAN 241: TOPICS IN HISPANIC LITERATURE

The topic dealt with during a given semester will be selected to accord with the interests and needs of the students enrolled. It may be an entire period in Spanish literature, a literary movement, a specific work or author. Class given in Spanish. Permission of instructor required. This course qualifies for International Education credit.

Credits: 3

SPAN 246: LATIN AMERICAN WOMEN WRITERS (G)

This course focuses on the works of outstanding women writers from Latin America. We will study the tradition of women's writing in Spanish language: What are its characteristics? Who are the founding/canonical authors of this tradition? How do contemporary writers relate to this tradition? The texts will be treated analytically; we will analyze form, structure, and rhetorical strategies.

Credits: 3

Prerequisites:
SPAN 203.

SPAN 277: COLLOQUIUM

Special topics in Spanish language and/or Hispanic cultures.

Credits: 3

SPAN 380: TEACHING ASSISTANT FOR

Credits: 3

Business

BUAD 102: INTRO TO NONPROFIT MANAGEMENT

This course introduces the history, purpose and organization of the third sector (voluntary sector or civil society). It includes general management principles and practices as found in nonprofit organizations. Reviews the role of public policy in shaping the need for nonprofit organizations and includes an examination of the role of volunteers.

Credits: 3

BUAD 104: SUSTAINABILITY & BUSINESS (T)

Provides an overview of sustainability from the perspectives of business, economics, environmental/ecological studies, and sociology. It introduces the student to the triple bottom line concept and evaluation which focuses on financial, social, and environmental responsibilities.

Credits: 3

BUAD 122: EXCEL 2019 & 365: LEVEL 1

Microsoft Excel 2019 & 365 Level 1 covers key Excel skills which include identifying parts of the Office user interface; entering, editing, and formatting entries; selecting cells and ranges; creating and modifying basic formulas; inserting charts and tables; creating a template; and sorting and filtering data. Level 1 is a prerequisite for Levels 2 and 3.

Credits: 1.5

BUAD 123: EXCEL 2019 & 365: LEVEL 2 (Q)

Microsoft Excel 2019 & 365 Level 2 covers intermediate Excel skills which include themes, cell styles, and number formats, as well as function for dates, numbers, and text. What-If analysis and the creation of customized conditional formatting and financial functions for decision making is applied.

Credits: 1.5

Prerequisites:
INT122, Level 1. (Q)

BUAD 124: EXCEL 2019 & 365: LEVEL 3 (Q)

Microsoft Excel 2019 & 365 Level 3 covers advanced Excel skills which include tables, financial functions, what-if analyses, PivotTables and PivotCharts, workbook protection, collaboration, and much more. Upon successfully completing Levels 1-3, the student is prepared to take the Microsoft Certification Exam for Excel.

Credits: 1.5

Prerequisites:

INT123, Level 2. (Q)

BUAD 177: COLLOQUIUM

Special offering from the department with rotating topics.

Credits: 1

BUAD 200: MANAGEMENT PRINCIPLES (W)

Provides an overview of traditional management theory and practice and the growing literature on contemporary management. It also provides the student with opportunities to read about and examine real-life applications. Highlights the principles and practices of sustainable business management from both a strategic perspective and an application-oriented perspective.

Credits: 3

Prerequisites:

sophomore standing or permission of instructor.

BUAD 201: THE COLOR OF BUSINESS (D)

This course looks at the issues hindering the growth and development of minority-owned businesses, from multiple perspectives: historical, economic, and societal. Students will hear from minority business owners to learn firsthand about the challenges they face, along with the strategies they utilize to remain relevant and solvent. Finally, after a comprehensive assessment of the current state, students will define a desired future state and develop a plan to address the needed change.

Credits: 3

BUAD 202: ORGANIZATIONAL BEHAVIOR

Focuses on critical aspects of organizational behavior and interpersonal communication. Covers topics such as systems theory, organizational culture and learning, and individual, team and group dynamics, as well as other vital areas such as conflict resolution and negotiation. Understanding of the centrality of communication in person-to-person relationships and recognition and acceptance of diversity are critical elements on a micro and macro level. Organizational leadership and change management are explored as elements of healthy and sustainable organizational cultures. Cross listed as COMM 202.

Credits: 3

Prerequisites:

sophomore standing.

BUAD 203: INTERNATIONAL NGO's (I)

This course explores the role of international non-governmental organizations and their role in community building and society improvement. Special attention is paid to global politics, cultural competence, advocacy and human rights.

Credits: 3

BUAD 208: ACCOUNTING PRINCIPLES

Introduces students to financial statements and the concepts and transactions that underlie those statements. It focuses on understanding financial statements and the numbers that make up financial statements, giving students a rudimentary knowledge of debits and credits, an understanding of basic accounting principles, and a greater understanding of the relationships between the numbers. Will also examine the prevalence of corporate social responsibility annual reports.

Credits: 3

BUAD 209: FINANCIAL DECISION MAKING (Q)

Provides an introduction to the concepts, problems, and applications of decision making as related to personal and corporate financial management. Specifically, the principles of time value of money, risk/return trade-off, stock and bond valuation, capital budgeting techniques and practices including cost/benefit analysis, capital structure, and working capital management are covered in the context of the triple bottom line.

Credits: 3

Prerequisites:

BUAD 208.

BUAD 210: FINANCIAL ACCOUNTING

Introduces the conceptual foundation of accounting and the fundamental techniques involved in the preparation of corporate financial statements. Includes the balance sheet, income statement, and retained earnings statement.

Credits: 3

BUAD 211: MANAGERIAL ACCOUNTING

Offered online only. The second semester of accounting principles designed for students planning to major in Business with an Accounting emphasis. Looks at financial accounting concepts/theories in greater depth and examines principles of managerial accounting.

Credits: 3

Prerequisites:

at least a "B" in BUAD 210.

BUAD 213: VITA SEMINAR

The goal for this one-term, one credit hour course is to teach you about personal income taxes. You will learn about W-4 & W-2 forms, who is required to file taxes, how to determine filing status, who can be listed as dependents, what is considered earned and unearned income – recognizing 1099 forms, what deductions can be taken, and much more. Items of particular interest to you will also be covered such as how to file your taxes if your parent claims you as a dependent on their return, how to earn Educational Tax Credits, and how to deduct the interest you must pay on your educational loans. You will file a return from start to finish; a paper and an electronic return. It will be fast-paced, but you will learn a life-long skill. You, your family, your friends will have to file income taxes the rest of your life. Why not learn how to do it yourself now and learn to take advantage of tax credits and deductions that will result in tax savings and more spendable income in your pocket each year. This course is a required pre-requisite for BUAD 214 taught each Spring.

Credits: 1

BUAD 214: INCOME TAX ASSISTANCE (VITA) (C)

Offers students a co-curricular Community Involvement (C) opportunity to become an IRS-certified volunteer providing free basic income tax return preparation with electronic filing to qualified individuals. All workers in the United States must pay taxes and most have to file an annual tax return. Students study the conduct and ethics of working with confidential data and how to administer quality information gathering interviews. Once certified in each area, students study current tax law including tax credits, exemptions, and deductions preparing both paper and electronic returns. Upon successfully passing certification exams students are IRS certified in tax law. They can then answer tax law questions, explain tax law to clients, prepare or correct tax returns, and conduct quality reviews of completed tax returns. Students are required to volunteer weekly at a local VITA site. Offered spring only.

Credits: 3

Prerequisites:

BUAD 213 (1 s.h.) fall semester or permission of instructor.

BUAD 220: THE LEGAL ENVIRONMENT OF BUSINESS

This course is a basic introduction to legal concepts that affect businesses, employees, and individuals dealing with them. Topics covered include the legal system of the United States, constitutional and criminal law, torts, contracts, and agency law. Junior standing recommended.

Credits: 3

BUAD 222: SOCIAL SCIENCE STATISTICS (Q)

Students learn how to correctly interpret data tables, download data from online databases, manipulate the data in a spreadsheet, and analyze social science and business data with Excel, SPSS, and Systat statistical software. Through an understanding of sampling, distributions, and summary statistics, students acquire the means to understand and evaluate quantitative reasoning in corporate, government, and news reports. Cross listed as BUAD/ECON/HCA/POLS/SOC 222.

Credits: 3

Prerequisites:

Sophomore standing

BUAD 225: BOARD GOVERNANCE & LEADERSHIP

The concepts of governance and leadership in nonprofit organizations are introduced in this course. Special attention is on the role of nonprofit boards and the symbiosis with organizational leadership. Included is an examination of the ethical and legal environment.

Credits: 3

BUAD 230: MARKETING PRINCIPLES

This course introduces the basic principles of marketing, including marketing strategy, marketing communication, and the interaction between organizations and consumers. Emphasis will be on economic, social, cultural, and legal environments in which marketing occurs. Students gain understanding of traditional marketing concepts and current marketing thought, and practical experience through analytical and creative projects.

Credits: 3

BUAD 244: INVESTMENTS

An introductory study of investment management covering cash equivalents, money markets, mutual funds, stocks, corporate bonds, government bonds, retirement plans and annuities, real estate, options, and futures, focusing on the individual investor. Investment strategies and risk and return are evaluated as well as techniques and procedures designed to aid in investment management. Course offered as needed. Optional field trip to NYC financial district at additional cost.

Credits: 3

BUAD 247: GLOBALIZATION AND LABOR ISSUES

For course description, see ECON 247 in the Economics listing.

Credits: 3

BUAD 250: GENDER IN THE WORKPLACE (G)

The goal of this course is to enable students to heighten awareness and understanding of gender identity and perception of gender roles. The course provides an overview of concepts, terminology, and research related to gender identity and gender roles as valuable background to then address the impact of gender in the workplace. We will explore workplace dynamics and identify both real and perceived impact of gender on career development and life planning. In addition, there will be an intentional exploration of strategies and tools to help students create a pathway to success—with success to be uniquely defined by the individual.

Credits: 3

BUAD 255: NPO/SOCIAL INNOVATION

Special topics course

Credits: 3

BUAD 260: PERSONAL FINANCE (Q)

Provides an overview of budgeting, financial record keeping, income tax planning, consumer credit, insurance considerations, factors involved in buying or renting a home, investment strategies, stock market analysis, credit scores, and retirement planning. Concepts and proven guidelines for successful financial planning are combined with real world applications “through readings, analysis of cases, and outside research” to “through readings, outside research, and personal application and analysis”.

Credits: 3

BUAD 266: SOCIAL TRENDS & IMPACT ON BUSINESS

Introduces students to the significance of sociocultural, political, and environmental trends and their impact on how business opportunities can grow or be hampered. Emphasizes a triple bottom line viewpoint while focusing on social trends such as the changing face of America, the Green movement, globalization, technology and communication upgrades, and changes in the workforce. Twenty-hour service component required. Cross listed as INT 266.

Credits: 3

BUAD 270: REGISTER AS ECON 270

For course description, see ECON 270 in the Economics listing.

Credits: 3

BUAD 277: COLLOQUIUM

Special topics course

Credits: 3

BUAD 287: INTERNSHIP

This level of internship provides the student with opportunities to observe and learn about job possibilities in an employment setting. A log of daily responsibilities and a written summary are required.

Credits: 3

Prerequisites:

permission of a business faculty member.

BUAD 302: MANAGING HUMAN CAPITAL

Covers the design/purpose of human resource (HR) management systems and examines trends in a broader environment. Sustainable organizational culture requires appropriate design and implementation of HR policy. Students study HR planning and organizational competitiveness, global HRM, equal employment opportunity, job analysis and staffing, recruitment and selection, training and development, performance management and appraisal, compensation, employer rights, union/management relations, and characteristics of high-performance organizations.

Credits: 3

Prerequisites:

BUAD 200 or HCA 101.

BUAD 303: RESOURCE DEVELOPMENT GRANT WRITING

All nonprofit organizations in U.S. have to find innovative ways to fund their organizations. This includes fundraising, donor relations and obtaining grants. This survey course focuses on these aspects as well as the legal requirements that pertain directly to resource development

Credits: 3

BUAD 304: MANAGING ORGANIZATIONAL CHANGE

The course looks at the theory and practice of organizational change from multiple perspectives that will allow students upon completion to assess the current state, define a desired future state, and develop a change initiative plan. The emphasis will be to develop organizations with rigorous social and environmental performance, accountability, transparency through active and engaged stakeholder interaction.

Credits: 3

BUAD 305: GLOBAL BUSINESS (I)

Addresses issues involved in international business for firms of all sizes. As business has become global in nature, firms must focus on international business to remain competitive. Students preparing for a managerial career must understand the complexities and cultural aspects of international business. Class/Blackboard discussions, case analyses, and a semester project are required.

Credits: 3

Prerequisites:

BUAD 200 or instructor permission.

BUAD 306: THE SUSTAINABLE ENTREPRENEUR

Students participate in feasibility studies and potential development of a new venture involving creation, planning, assessment, development, startup, and operation. Includes feasibility assessment, business-plan development, and start-up preparation. Case studies will be used to build the skills required.

Credits: 3

Prerequisites:

BUAD 200, 208, and 230 or instructor permission.

BUAD 307: BUSINESS & SOCIETY RESEARCH (R)

This course explores how business processes have affected, and been affected by, social, cultural, political, and legal environments throughout history. Students gain understanding of current business trends and events, with emphasis on the broad cultural contexts in which they occur, through current readings, case analyses, and class/Blackboard discussions.

Credits: 3

Prerequisites:

sophomore standing.

BUAD 310: INTERMED ACCTG I

This is a further consideration of issues developed in accounting principles courses. Assignments focus on preparation and use of meaningful financial statements. Among topics considered are present value concepts, cash and marketable securities, receivables, inventory valuation, current liabilities, and long-term investments.

Credits: 3

Prerequisites:

At least a 'B' in BUAD 211 or instructor permission.

BUAD 311: INTERMEDIATE ACCOUNTING II

Offered online only. A continuation of BUAD 310, this course includes topics such as intangible assets, long-term liabilities, stockholders' equity, retained earnings, dividends, and leases.

Credits: 3

Prerequisites:

BUAD 310.

BUAD 312: COST ACCOUNTING

Offered online only. Emphasis in this course, which is a continuation of managerial accounting topics, will be on the uses of accounting data for decision-making at all levels of managerial responsibility. This course concentrates on the managerial functions of accounting specifically related to cost structures.

Credits: 3

Prerequisites:

BUAD 211 or equivalent.

BUAD 313: COMPUTERIZED ACCOUNTING SMALL BUSNS

Utilizing a hands-on approach, students learn the accounting cycle through a popular small business accounting software package. Realistic, virtual company cases are utilized to enhance the student's comprehension of accounting. Students will learn how to set up a chart of accounts, banking and reconciliation, payroll, cut purchase orders, manage inventories, pay vendors, and generate financial statements through the accounting software.

Credits: 3

BUAD 314: TAX ACCOUNTING

Offered online only. Focuses on the study of the principles of federal taxation and the concept of taxable income. The basic concepts of income taxation in the United States are examined with an emphasis on recognizing the tax consequences of business decisions. This is an elective course, which goes beyond the intermediate level, for students interested in pursuing a career in accounting.

Credits: 3

Prerequisites:

BUAD 211 or equivalent.

BUAD 315: ACCOUNTING INFORMATION SYSTEMS I

Offered online only. Examines the principal functions of accounting processes using information technology in contemporary business. Examines models for the sales/collection business process and acquisition/payment process. Reviews process rules, risks, and associated controls. Overviews general ledger architecture and Database Management Systems (DBMSs). Students develop an understanding of the critical nature of accounting information flow.

Credits: 3

BUAD 316: ADVANCED ACCOUNTING

Offered online only. This is an in-depth consideration of topics introduced in BUAD 311. Emphasis will be given to the principles of preparing consolidated financial statements. This is an elective course for students interested in pursuing a career in accounting.

Credits: 3

Prerequisites:

BUAD 311.

BUAD 317: ACCTG FOR NON-PROFIT AND GOVT ORG

Offered online only. Examines governmental organizations (county, state, federal), which differ significantly from business organizations and, accordingly, have a different set of accounting activity standards. Reviews accounting and reporting according to the Governmental Accounting Standards Board (GASB) including budgeting, proprietary funds, and revenue funds. In addition, not-for-profit entities are examined, particularly regarding accounting for hospitals and colleges/universities.

Credits: 3

BUAD 318: AUDITING

Offered online only. Studies the types of audits and their purposes. Working papers, internal controls, accounting systems, and audit reports and programs will be studied, as well as auditing standards, professional ethics, and Securities and Exchange Commission audit requirements. This is an advanced-level accounting course for the student who is serious about a career in accounting and is preparing for the CPA exam.

Credits: 3

Prerequisites:

BUAD 310 or instructor permission.

BUAD 320: FORENSIC ACCTG & FRAUD EXAMINATION

This course provides coverage to the criminal justice system as it relates to accounting and auditing. Topics covered include detection and examination of various types of fraud within the areas of financial reporting, tax, money laundering, and theft against organizations. Compliance with Sarbanes-Oxley regulations and risk management areas are included.

Credits: 3

Prerequisites:

BUAD 310

BUAD 321: RECRUITING, HIRING & ONBOARDING EMP

The course explores the importance of linking recruitment goals with overall company strategy. Then the course examines several options to recruit and select employees both effectively and legally. Furthermore, it examines current issues in talent acquisition, such as how companies are now leveraging social media and hiring analytics to ensure better quality hires. We look at how to onboard employees to promote employee commitment and engagement.

Credits: 3

BUAD 322: MANAGING EMPLOYEE PERFORMANCE

This course discusses the skills and key processes needed to develop the employees to attain department and organizational goals. These skills will include setting clear expectations, providing positive and corrective feedback, and delivering an effective performance appraisal.

Credits: 3

BUAD 330: MARKETING MANAGEMENT

Studies both management and marketing to prepare students to manage personnel within a marketing department. Students read leading theory and practitioner articles about management, marketing, and strategic planning of marketing activities.

Credits: 3

Prerequisites:

BUAD 200 and BUAD 230. Course offered as needed.

BUAD 334: MULTICULTURAL MARKETING AMERICA (D)

The United States is a mosaic of cultures and backgrounds, and this course will look at the impact these growing subcultures have on a diverse market environment. In addition to learning strategic applications of consumer/segment insights, students will be encouraged to reflect on current biases in advertising and other messaging, and through their analysis understand the ethics and social responsibility involved with marketing to the multicultural consumer. Cross listed as COMM 334.

Credits: 3

Prerequisites:

BUAD 230.

BUAD 336: CROSS-CULTURAL GLOBAL MARKETING(IW)

Studies marketing concepts and decision making across cultures, both domestic and international. Emphasis on comparative differences in markets, marketing functions, and socio-economic and cultural differences between domestic and international marketing. Cross listed as COMM 336.

Credits: 3

Prerequisites:

BUAD 230.

BUAD 338: AUDIENCE INSIGHTS & ANALYSIS

The study of the marketing research process involves understanding and learning about many different stages of the process, including design, methodology, analysis, and interpretation. Students gain understanding of both qualitative and quantitative methods of marketing research. The focus will be on providing students with a knowledge base that allows them to become effective users and preliminary "doers" of marketing research. Practical application comes through completion of consumer research projects. Cross listed as COMM 338.

Credits: 3

Prerequisites:

BUAD 230.

BUAD 340: FINANCIAL MANAGEMENT (Q)

Offered online only. Studies the ways and means by which a corporation raises funds, uses financial resources, and evaluates the uses of funds. Sources of funds, asset management, financial planning, ratio analysis, and other techniques of evaluation are studied by means of problem solving and case analyses.

Credits: 3

Prerequisites:

At least a 'C' in BUAD 208, BUAD 211, ECON 101, and ECON 102.

BUAD 341: PRINCIPLES OF FINANCIAL PLANNING

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principle knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, student will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts. Prerequisite: Sophomore status at home institution

Credits: 3

BUAD 342: RISK MANAGEMENT & INSURANCE PLANNING

This course provides a comprehensive examination of the general principles of risk management and insurance planning for individual and family clients. These topics constitute approximately seventeen percent of the principle knowledge topics tested on the CFP® Certification Examination. The course first introduces students to the risk management and insurance planning process and working with clients to analyze and evaluate risk exposures. Second, the core insurance lines of coverage are explored in detail, including: health, disability, long-term care, life, and personal property and casualty (homeowners', personal auto policy, etc.). In addition, the student will learn to analyze an individual and family's insurance needs, to select the most appropriate insurance policy and company, and to understand a business owner's use of insurance to protect the business' assets and future income.

Prerequisite: Sophomore status at home institution

Credits: 3

BUAD 343: INVESTMENT PLANNING

This course explores the securities market, sources of information, risk/return, debt and equities, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. Students will learn how to evaluate different asset classes for different investment objectives, and determine their suitability for investors considering investment goals, time horizons, risk tolerance, and tax situations. Quantitative investment concepts, investment theories and strategies, and asset pricing models are also examined.

Credits: 3

BUAD 344: TAX PLANNING

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies.

Credits: 3

BUAD 345: RETIREMENT SAVING & INCOME PLANNING

This course educates students on how to conduct a retirement needs analysis for individuals and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans and recommend which plan is appropriate in a given situation. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations.

Credits: 3

BUAD 346: ESTATE PLANNING

This course educates students on how to conduct a retirement needs analysis for individuals and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans and recommend which plan is appropriate in a given situation. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations.

Credits: 3

BUAD 347: FINANCIAL PLAN DEVELOPMENT

This course provides students an opportunity to demonstrate the knowledge learned through the prerequisite six-course CFP® curriculum. Students will participate in developing a complete financial plan, through the use of case studies and interviewing mock clients. Presentations of a formal financial plan, demonstrating the ability to set client expectations and communicate with clients by answering questions and concerns, are also required.

Credits: 3

Prerequisites:

BUAD341, BUAD342, BUAD343, BUAD344, BUAD345, BUAD346.

BUAD 350: FOUNDATIONS OF PROJECT MANAGEMENT I

Provides an overview of traditional theory and practice and the growing literature on contemporary project management. It also provides the student with opportunities to both study about and examine real-life applications through a team based project. Highlights the principles and practices of sustainable business management from both a strategic perspective and an application-oriented perspective.

Credits: 3

BUAD 351: FOUNDATIONS PROJECT MANAGEMENT II

Provides an overview of traditional theory and practice and the growing literature on contemporary project management. It also provides the student with opportunities to both study about and examine real-life applications through a team based project. Highlights the principles and practices of sustainable business management from both a strategic perspective and an application-oriented perspective.

Credits: 3

Prerequisites:

BUAD 350 or instructor permission.

BUAD 352: PROJECT MANAGEMENT RISK

Provides an overview of traditional theory and practice and the growing literature on Project Risk in contemporary project management. It also provides the student with opportunities to study and examine real-life applications through readings and preparing a Risk Analysis Plan. Highlights the principles and practices of sustainable business management from both a strategic perspective and an application-oriented perspective.

Credits: 3

Prerequisites:

BUAD 351 or instructor permission.

BUAD 353: PROJECT MANAGEMENT SCHEDULING

Provides an overview of traditional theory and practice and the growing literature on project scheduling in contemporary project management. It also provides the student with opportunities to study and examine real-life applications through readings and preparing a MS Project Plan (MSP). Highlights the principles and practices of sustainable business management from both a strategic perspective and an application-oriented perspective.

Credits: 3

BUAD 354: PROJECT MANAGEMENT QUALITY

Provides an overview of traditional theory and practice and the growing literature on project quality in contemporary project management. It also provides the student with opportunities to study and examine real-life applications through readings and preparing a Quality Management Plan. Highlights the principles and practices of sustainable business management from both a strategic perspective and an application-oriented perspective.

Credits: 3

Prerequisites:

BUAD 351 or instructor permission.

BUAD 360: RETAIL, SERVICES & INTERNET MKTG

Offered online only. Past, current, and developing trends in retailing, services marketing, and the Internet as a customer interface are examined in this course. Emphasis is on consumer interaction issues such as customer service, customer satisfaction, and experiential marketing. Practical application is provided through a retail/service consulting project.

Credits: 3

Prerequisites:

BUAD 230. Offered as needed.

BUAD 362: BUYER BEHAVIOR

Explores the theories, principles, and current perspectives related to consumer behaviors, motivations, and experiences. Students gain understanding of cultural, socio-economic, self-concept, lifestyle, interpersonal, and perceptual factors in consumption. Cross listed as COMM 362.

Credits: 3

Prerequisites:

BUAD 230.

BUAD 363: EXPLORING MARKET DISRUPTION

Introduce students to market disruption as a new approach to a current marketplace with a focus on wicked problems. The process begins with an exploration of entrepreneurs that have taken what was not previously feasible or viable in each market and leveraged technology, customer preferences, or supporting infrastructure/ecosystem to make their new business model possible and profitable. Further work will identify potential market disruptions, application of innovative practice to develop solutions, use of minimum viable products to drive strategy and conduct efficient market testing, and how to create cross-functional innovation teams to overcome typical startup roadblocks quickly.

Credits: 3

BUAD 364: PRODUCT/SERVICE INNOVATION & DESIGN

Introduces students to research methodologies and toolkits to understand people's needs and behaviors better, and to uncover hidden opportunities through informed and inspired ideation. The next phase is to use a multi-disciplinary approach where product and service designs embody business goals, technical feasibility, and customer needs. Products and services will embed digital interactions, physical objects, or branded spaces. The final aspect is scalable design systems that include interconnected ecosystems that consider the entire brand, as well as the suite of products, services, and physical environments that comprise the future of businesses and markets to design and build solutions that advance the human experience.

Credits: 3

BUAD 365: ENTREPRENEURSHIP TECHNOLOGY

Introduces students to the technology used by leading-edge small businesses. A focus is the use of technology to leverage the needs of those wanting to use business to solve social and environmental issues. Technologies covered include 3D printing, artificial intelligence, blockchain, conversational interface, cybersecurity, financial services, HR services, virtual & augmented reality, and wearables.

Credits: 3

BUAD 373: SUSTAIN CONSULTING & ASSESSMENT

The course introduces the elements of working internally or externally with a company to move from status quo to a for-benefit approach to conducting business. Students will learn tools and techniques to develop and maintain a social and environmental mission, how to differentiate legitimate organizations from pretenders, ways to assess organizations through benchmarking and assessment, steps to develop plans to improve performance, how to attract and engage talent, opportunities to collaborate with other for-benefit peers, ways to save money and access services, plans to generate press, and approaches to raising capital.

Credits: 3

BUAD 375: BUILDING SUSTAINABLE BRANDS

Why do some brands stand the test of time while others disappear? What is the impact of being socially and environmentally responsible on brand sustainability? Using case studies and readings from the popular press, this course will explore what it takes to build a successful brand that not only generates bottom-line growth but positively impacts people and communities, generates brand loyalty, and garners employee engagement.

Credits: 3

Prerequisites:

Buad 230

BUAD 380: TEACHING ASSISTANT FOR

Credits: 1

BUAD 387: DEPARTMENTAL INTERNSHIP

Focuses on practical experience of a professional nature. It can be a valuable testing ground for possible career opportunities. It requires keeping a log of job responsibilities and writing a paper summarizing the experience and what was learned. (credit varies).

Credits: 3

BUAD 395: BUSINESS PRACTICUM

Gives students the opportunity to apply theory and skills learned in business courses to the practice of business. Begins with delivering a brief practicum proposal outline to the faculty mentor. Upon approval, student and mentor define the project's timeline and its presentation. Projects MUST be approved in advance for fulfillment of the requirement.

Credits: 3

Prerequisites:

junior standing and faculty mentor approval.

BUAD 398: EXTERNSHIP

Credits: 0

BUAD 399: CERTIFICATE IMPACT PROJECT

The course applies the knowledge and skills gained in the balance of the courses in the chosen certificate. Students will learn to identify problems, conduct a current state analysis and develop a desired future state. They will conduct a gap analysis and work through a process to evaluate alternative solutions and determine the best option. The result is the ability to develop a detailed project plan to lessen or fully resolve the problem.

Credits: 3

BUAD 400: STRATEGY/SUSTAIN IN BUSINESS (O)

Designed for students to develop conceptual and analytical skills needed by managers in organizations. Focuses on strategy and examines case studies in sustainability for many different types of enterprises. Emphasizes integration of business courses and should directly precede BUAD 401. Includes the strategic planning process, situational analysis, decision making in an uncertain environment, and effective implementation of a strategic plan, including organizational design and management. Covers a comprehensive case analysis process.

Credits: 3

Prerequisites:

senior standing and completion of most pre-400 level major courses.

BUAD 401: SENIOR SEMINAR (M)

Students demonstrate understanding of the principles of the business curriculum through the application of accumulated business knowledge to one of the following options: develop a business plan with social and environmental results and impact; complete a social audit and critical analysis of an existing enterprise/industry using the Institute for Supply Management triple bottom line guidelines; or develop a social responsibility case study. Students present their findings orally and in writing for evaluation and critical review.

Credits: 3

Prerequisites:

BUAD 400 and senior standing.

BUAD 487: DEPARTMENTAL EXTERNSHIP

Credits: 0

BUAD 501: MARKETING

The course introduces students to optimal methods of pricing, promoting, and distributing business offerings is to identify, measure, and deliver the needs and wants of customers. They will further be introduced to defining target markets, to determine which targets the business can and should serve, and to decide on the appropriate offerings to serve these markets.

Credits: 3

BUAD 502: MANAGING & LEADING OTHERS

The course introduces students to core concepts in maximizing their ability to positively influence others were allowing their teams to maximize their potential by addressing the human side of enterprise. The student will learn knowledge in leadership and management skills. They will develop leadership skills in developing a vision, how to align the organization behind the idea, creating a motivating environment, and techniques on building effective organizational performance for individual and group settings within their business

Credits: 3

BUAD 503: BUSINESS COMMUNICATION

The course introduces students to the theory and practice of business communications including the processes required to organize and construct useful business messages. The application of best practices in business writing, speaking and presenting in a variety of mediums is integral to the student experience to clearly and concisely communicate with current and future stakeholders. The course is intended to enable the student to apply the principles of business communications and to relate those principles to creating a basic business communications plan.

Credits: 3

BUAD 504: MANAGERIAL ACCOUNTING

The course introduces students to managerial skills in reading and interpretation of financial statements, product costing, budgeting, cost-volume-profit relationship, and planning and control. The application of this knowledge will include proper decision-making and planning-control evaluation activities.

Credits: 3

BUAD 505: FINANCIAL MANAGEMENT

The course introduces students to the theory and practice of financial management. This knowledge will then be applied to effective decision making as it relates to value creation, risk management, real options analysis, capital structure, and business policy.

Credits: 3

BUAD 511: LOCAL COMMUNITY

This course investigates the role of the organization in engaging with its community.

Organizations that seek to make a positive social change assume the tasks of transforming the way in which people think and behave, their social relationships, institutions and social structures in order to make a positive impact on individuals, communities and the environment. While they may do this as for-profit organizations, the benefits that result go beyond those generated for the firm.

Credits: 1.5

BUAD 513: GLOBAL COMMUNITY

This course investigates the role of the organization in engagement with the community, on a local, regional and global scale. In doing this, we take a global perspective and investigate the approaches taken by organizations to community engagement in the United States as well as in Europe, Asia and elsewhere around the globe.

Credits: 1.5

BUAD 521: BUSINESS TO BUSINESS ENGAGEMENT

This course investigates the role of the organization in engaging in ethical conduct in their dealings with partners, suppliers, contractors, customers, government agencies, as well as with competitors. Fairness and issues concerning socially responsible behavior arise in the areas of anti-corruption, regulation and the relationship of the firm to its regulators, fair competition and anti-competitive activity, the promotion of sustainable practices throughout a firm's value chain and in the protection of property rights.

Credits: 1.5

BUAD 523: THE CONSUMER

This course investigates the role of the organization in providing products and services to consumers. In doing this, organizations have responsibilities to their customers that are in part shaped by regulation and contract, but also that stem from the concept of fair dealing and ethical conduct. Responsibilities include providing education and accurate information, using fair, transparent and helpful marketing information and contractual processes, promoting sustainable consumption and designing products and services that provide access to all and cater, where appropriate, for the vulnerable and disadvantaged. Responsibilities also involve minimizing risks from the use of products and services, through design, manufacture, distribution, information provision, support services and withdrawal and recall procedures. Many organizations collect or handle personal information and have a responsibility to protect the security of such information and the privacy of consumers.

Credits: 1.5

BUAD 531: THE LOCAL ENVIRONMENT

This course investigates the role of the organization in managing its environmental impact. In doing this, we take a global perspective and investigate the approaches taken by organizations to community engagement in the United States as well as in Europe, Asia and elsewhere around the globe. This considers the use of natural resources in the design and production of goods and services, in the construction and use of the facilities in which they are produced, delivered and used, and in the materials and methods used to transport them. It contemplates cradle-to-cradle design and usage of products and it further contemplates the events and developments organizations need to consider in their long range planning based on anticipated changes in earth's environment.

Credits: 1.5

BUAD 533: GLOBAL ENVIR PLANNING FOR CHANGE

This course investigates the role of the organization in managing its environmental impact. In doing this, we take a global perspective and investigate the approaches taken by organizations to community engagement in the United States as well as in Europe, Asia and elsewhere around the globe. In this course we will consider the global implications of climate change. While governments as well as individual organizations are taking steps to control the use of greenhouse gases and other pollutants as well as to mitigate their impact, the situation is far from being solved. Developments in environmental technologies are explored as are the concept and application of sustainable development – both in terms of industrialization and infrastructure developments as well as in terms of sustainable patterns of production and consumption. We also consider how to anticipate and plan for impending changes in the global climate.

Credits: 1.5

BUAD 541: INTERNAL GOVERNANCE

This course investigates the role of the organization in developing its internal governance systems. In doing this, we consider organizational forms and methods of governance. The B Corporation has a unique place in organizational structure as it represents a hybrid between traditional for-profit and not-for-profit forms. Forms of internal governance are also examined, including the structures and processes needed to establish policies and the types of policies that organizations may be expected to have. The role of the board and of internal auditors are also considered both as agents acting on behalf of the firm and in its best interest, but also in the establishment of an organizational culture. The role of transparency in supporting ethical decision making is also discussed.

Credits: 1.5

BUAD 543: EXTERNAL GOVERNANCE

This course investigates the role of the organization in establishing and maintaining organizational governance. Governance is a system of mechanisms, both internal and external to the organization. While internal mechanisms, such as directors, employee representatives, and owners, do much to ensure that the organization is operating ethically and within the bounds of the law, other actors also participate in this process. Chief among them are the regulators whose task it is to ensure that other stakeholders — organizational customers and consumers, labor and the environment — are protected. In this course, special attention is also given to the regulations concerning online communications and transactions.

Credits: 1.5

BUAD 551: THE WORKPLACE

This course investigates the role of the organization in managing its workplace environment. The labor practices of an organization encompass all policies and practices relating to work performed within, by or on behalf of the organization, including subcontracted work. Labor practices extend beyond the relationship of an organization with its direct employees or the responsibilities that an organization has at a workplace that it owns or directly controls. They include the recruitment and promotion of workers; disciplinary and grievance procedures; the transfer and relocation of workers; termination of employment; training and skills development; health, safety and industrial hygiene; and any policy or practice affecting conditions of work, in particular working time and remuneration. Labor practices also include the recognition of worker organizations and representation and participation of both worker and employer organizations in collective bargaining, social dialogue and tripartite consultation to address social issues related to employment.

Credits: 1.5

BUAD 553: THE WORKER

This course investigates the role of the employee in the organization. Employees are considered to be an organization's greatest and most critical asset. An engaged and dedicated workforce can generate value for shareholders, for stakeholders, and for the general public. In this course, we consider issues including compensation and benefits, working conditions and technology, and "right-to-work" legislation. Also considered are the concepts of participative decision making and the best practices in developing and engaging employees. Finally, a comparison is made between the rights and protections of workers in the US and those in other countries.

Credits: 1.5

BUAD 560: MANAGERIAL ACCOUNTING & FINANCE

The course introduces the student to key concepts, issues, tools, and vocabulary used by hospital administrators. This includes understanding of key financial and managerial accounting tools and concepts to healthcare problems through development of healthcare financial statements, recording of transactions, financial statement analysis, full costing, differential costing, budgeting, and responsibility accounting. While my goals cannot be to make you expert financial analysts within eight weeks, you will be able to evaluate important corporate concepts and decisions coherently.

Credits: 3

BUAD 561: LEADERSHIP & STRATEGIES HEALTHCARE

The course introduces using proactive entrepreneurial behavior through personal responsibility to organize employees to achieve a common goal using innovative approaches to take advantage of opportunities through effective and efficient change management that optimizes risk to create a dynamic environment for the benefit of an organization. This includes an overview of supply chain management, outsourcing and insourcing as well as mergers and acquisitions.

Credits: 3

BUAD 562: MEDICAL INNOVATION & PROJECT MGMT

This course focuses on evaluating and crafting medical innovation through consumer-focused, technology-driven integrations which creates scale while effectively balancing finance, public policy, consumer needs, development of new technologies, and accountability. The course additionally introduces the theories, tools, and techniques for successful project management through development of management skills necessary to meet project goals on time and within budget while maintaining quality standards.

Credits: 3

BUAD 563: MARKETING & BRANDING HEALTHCARE

This course studies the processes for creating, communicating, and delivering value through functional development of marketing links within an overall business system. This includes the development of marketing plans where students gain an understanding of specific tools and techniques used by healthcare marketers. The course includes techniques used to develop a brand to draw in new patients and maintain existing ones through development of trust and an identity that has traits and personality where people buy into the brand and the security that it offers.

Credits: 3

BUAD 564: HUMAN CAPITAL MGMT IN HEALTHCARE

This course covers effective and efficient approaches to locate and manage talent that will support the unique healthcare operational objectives that allow the organization to remain compliant in a complex and changing world. This includes the strategic workforce development that leads to the selection and management of highly talented healthcare professionals.

Credits: 3

BUAD 600: STRATEGIC PLANNING & PROCESS IMPROV

The course covers the analysis and assessment of operations, strategy formulation, execution, and the process of strategic planning within a corporation, nonprofit and healthcare entity. It also introduces process improvement disciplines such lean, kaizen, visual stream mapping, as well as the PDSA cycle and six sigma.

Credits: 3

BUAD 611: MANAGEMENT

This course investigates how organizations are managed. The course begins with a brief overview of the history management theory and introduces contemporary studies of theory and practice. We will consider multiple perspectives of management in order to understand how individuals relate to the firm and how the firm relates to the local and global communities. We will address how management and managers have been viewed in the past and present and how organizational forms and structures have evolved over time. It will also address the critical functions of management: planning, organizing, leading and controlling, with a special emphasis on understanding individual and organizational behavior, motivation, leadership, communication and sustainability.

Credits: 1.5

BUAD 613: MARKETING

Marketing is defined by the American Marketing Association as “the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.” It is one of the core activities of any organization, whether for-profit or not-for-profit, and provides both the structure and the principles for communicating with customers, potential customers, regulators, suppliers, and all of the other external stakeholders in the firm. Marketing includes identifying the needs and wants of potential purchasers, specifying product or service design, assessing competitive offerings, identifying target markets, and developing a communications strategy. The course is intended to enable the student to apply the principles of marketing strategy to create sustainable products and services, and, in doing so, achieve a competitive advantage in the marketplace.

Credits: 1.5

BUAD 615: HUMAN CAPITAL MANAGEMENT

Human capital management, which is also known as human resource management (HRM) provides organizational leaders with the concepts and practices that align the structure, culture and values of the firm with its human capital. Its purpose is to create a strategic advantage for the organization through the recruitment and selection of employees, providing them with appropriate compensation and a fulfilling work experience, and maximizing the mutual benefit of employment for both the employee and the employer. Human capital management entails developing a code of ethics, establishing an organizational culture, managing the societal impact of business decisions, and improving the quality of life of employees, their families and the community at large. It includes components such as the recruitment and selection of employees, compensation, benefits, training and motivation as well as assessment.

Credits: 1.5

BUAD 617: ENTREPRENEURSHIP

An entrepreneur is a person who pioneers change and, in the context of this course, organizes, manages and takes on the risks of a new enterprise. We will consider the trends and forces underlying the changing character of the business-environment relationship and how they are creating significant entrepreneurial opportunities for individuals and companies. Further, we develop the concept of the “triple bottom line” approach, which gauges organizational performance across economic, social, and environmental indicators. Those measures serve as indicators of fiduciary responsibility to a growing set of concerned investors and therefore can help ensure access to capital. They also enable innovators to lower costs, create strategic differentiation, reduce risk, and position themselves for competitive advantage over rivals less attuned to trends.

Credits: 1.5

BUAD 619: ACCOUNTING AND FINANCE

The Accounting & Finance course will give the student the ability to identify, measure, analyze, interpret and communicate information describing the financial health of an organization. The accounting and finance disciplines are cornerstones of the enterprise system, as good financial management is vital to the economic health of organizations – both for-profit and not-for-profit. This course examines the principles, techniques, and uses of accounting in the planning and control of business organizations from a management perspective. We will study the concepts, theory and practice of the cost-control function of management. In doing this, we will analyze what information is needed within an organization; where to obtain this information; and how managers can use this information to plan, control and make decisions. Topics include cost behavior and forecasting, capital budgeting, activity-based costing and management, costs of quality and productivity improvement programs, cost-volume analysis, and capital and operating budgeting.

Credits: 1.5

BUAD 622: COMMUNITY TRANSFORMATION

This course investigates the role of the organization in engaging with the community on a local, regional, and global scale. In doing this, we take a worldwide perspective and investigate the approaches taken by organizations to be a catalyst in developing thriving communities in the locals where they operate. Students will learn and apply how organizations can make positive social change by transforming how people think and behave in their social relationships, institutions, and social structures as individuals and as community stakeholders.

Credits: 3

BUAD 624: MAXIMIZING HUMAN CAPITAL

The course will introduce how to develop human capital approaches that motivate and empower employees to maximize their skills and abilities to fully contribute to helping an organization to reach the desired future state. The students will develop a plan that shows that leadership demonstrates the value of creating a learning organization and how to implement a measurement system to optimize human capital management and organizational performance.

Credits: 3

BUAD 630: ASSESSING ORGANIZATIONS

The course introduces students to the process of evaluating the current state of an organization. They will explore a variety of standards to complete an assessment to include the SOAR framework. Additional attention will focus on industry-relevant sustainability standards such as the United Nations Sustainable Development Goals, ISO 14001, ISO & QS 9000 quality management, the SAE J4000 lean operation standard, or the B Impact Assessment. All planning work focuses on strengths and seeks to understand the whole system by including the voices of the relevant stakeholders.

Credits: 3

BUAD 660: STRATEGIC PLAN & PROCESS IMPROVEMNT

The course covers the analysis and assessment of operations, strategy formulation, execution, and the process of healthcare strategic planning. It also introduces lean operations to include 5S, pull systems, kaizen, gemba walks, and visual stream mapping, as well as the PDCA cycle and six sigma.

Credits: 3

BUAD 700: APEX PROJECT

The course must be taken during the student's final semester at Mary Baldwin University and is intended to be a platform for demonstrating (1) the student's comprehensive knowledge of business systems and functions and (2) the student's understanding of the concept of sustainability in designing a new enterprise or repurposing an existing one.

Credits: 7.5

PRST 301: INTRODUCTION TO DESIGN THINKING

This course introduces a common language and understanding of design thinking. This includes the concepts of the design thinking process and offers designers a tried-and-tested approach to creative problem solving that can be used in any workplace.

Credits: 3

PRST 302: LEAN OPERATIONS

This course introduces the tools and techniques of lean operations and the framework required to create a lean enterprise. This includes the set of principles and business processes which are aimed at eliminating wasteful expenditure of resources and improving efficiency that guide organizations toward profitability by improving quality, cost, and delivery.

Credits: 3

PRST 303: INTRODUCTION TO LEAN SIX SIGMA

The course introduces the Design, Measure, Analyze, Improve, and Control (DMAIC) process. This includes philosophies and principles, including related systems and tools, and the identification of roadblocks use of change management techniques, benchmarking, utilization of various financial and other business performance measures, the elements of a project charter, and use of various tools to track project progress.

Credits: 3

PRST 304: INTRODUCTION TO KAIZEN

The course introduces techniques and concepts used to adopt kaizen tools and technique, boost productivity, improve resilience, eliminate waste, and reduce organization costs. This includes how to develop cultural or mindset changes that lead to the successful adoption of kaizen for implementation in most service and production business models.

Credits: 3

PRST 305: VALUE STREAM MAPPING

The course introduces the value stream mapping (VSM) of activities, materials, people, and information used to provide customer product or process value. This includes the use of specific icons to first develop a current state VSM, then a future state VSM, identify improvements, evaluate options, develop a project plan, and implementation of the desired change.

Credits: 3

PRST 311: MARKETING IN THE DIGITAL AGE

The course introduces the elements of digital marketing to include analytics, copywriting, creative direction, sales, and digital media. This includes development of a skill set to design and manage digital marketing projects for an organization.

Credits: 3

PRST 312: INTEGRATED MARKETING COMMUNICATIONS

The course introduces integrated marketing communications in forms of communications and messages that are carefully linked together by integrating promotional tools in a strategic manner. This includes developing knowledge and understanding of the merging of traditional and modern communication methods to pass messages to organization stakeholders with clarity and devoid of disruption.

Credits: 3

PRST 313: WEBSITE AND SOCIAL ANALYTICS

The course introduces website analytics where organizations need to understand the customer behavior through the process of measuring, collecting, and analyzing website traffic data to improve the user experience and conversion rate. It further introduces social analytics to understand the emotions behind a social media mention, evaluate brand perception, monitor marketing initiatives, identify potential crisis situations, analyze reach and influence, and use all of these to increase reach and influence.

Credits: 3

PRST 314: DATA MINING

The course introduces techniques used in data mining projects. These include association, classification, clustering, prediction, sequential patterns, and decision trees where one or more of these techniques are used to meet the business data mining needs.

Credits: 3

PRST 315: DIGITAL STRATEGY AND PLANNING

This course looks at how an organization can use the various digital tools and techniques to create, implement, and measure an efficient and effective digital marketing strategy. This includes defining appropriate digital marketing opportunities, defining segmentation and targeting, creation of a value proposition, understanding goals and objectives, development of online personas, establishment of touch points to drive sales, and measurements to evaluate results.

Credits: 3

PRST 322: AUTHENTIC LEADERSHIP

This course is designed to provide students an opportunity to examine current research on "authenticity" as a characteristic of effective leaders and the role of core values to leadership credibility. Students will develop a deeper sense of who they are as leaders thorough a process of self-reflection and assessment of their emotional intelligence, adaptability, resilience and personal characteristics.

Credits: 3

PRST 323: FOUNDATIONS OF EFFECTIVE LEADERSHIP

This course is designed to provide mid-career professionals with exposure to leadership principles from diverse points of view as well as approaches and strategies which can be immediately applicable to your career and your profession. Students will conduct self-assessments of foundational leadership skills, analyze and build case studies, partner in team projects and join in a dialog with benchmarking innovative leaders to share observations on proven strategies for leading effectively.

Credits: 3

PRST 324: LEADING OTHERS TOWARD SUCCESS

This course is designed to examine the complex world of leading others and bring clarity to strategies and techniques for promoting workplace cultures where people thrive. Topics to be covered include contemporary theories on motivation, engagement and values in the workplace, neuroscience research on factors which influence engagement, avoiding mistakes managers make, and organizing principles and pragmatic strategies for approaching leading teams or influencing others.

Credits: 3

PRST 325: THRIVING AMIDST CHANGE

This course is designed to explore the complexities of change in its many forms, how change affects organizations and people with an emphasis on developing strategies and techniques for effectively managing change while leading yourself and others through change. Proven approaches to diagnosing change readiness and effective change management communication strategies will be key components of this coursework.

Credits: 3

PRST 354: PROJECT QUALITY MANAGEMENT

Provides an overview of traditional theory and practice and the growing literature on project quality in contemporary project management. It also provides the student with opportunities to study and examine real-life applications through readings and preparing a Quality Management Plan. Highlights the principles and practices of sustainable business management from both a strategic perspective and an application-oriented perspective.

Credits: 3

Communication

COMM 100: PUBLIC SPEAKING (0)

The theory and practice of public speaking in a variety of professional and social contexts, focusing on how presentations can transform speakers and audiences by creating an environment for the civil exchange of ideas, experiences, and opinions.

Credits: 3

COMM 100L: LAB FOR COMM 100

LAB FOR COMM 100

Credits: 0

COMM 115: MASS COMMUNICATION (S)

An exploration of media culture includes the history, economic structures, and special issues associated with various media industries. Enhances media literacy and explores how culture influences and is influenced by media. Students are encouraged to become cultural critics of media.

Credits: 3

COMM 119: REGISTER FOR FILM 119

Fundamental, practical, and theoretical approach to video production. Emphasizes camera operation and composition, nonlinear editing and principles of editing (using FinalCut Pro), and related audio. Projects vary to emphasize broadcasting, documentary, narrative filmmaking, and various forms of artistic expression. Cross listed as FILM 119 and THEA 119 and ART 119.

Credits: 3

COMM 202: REGISTER FOR BUAD 202

Focuses on critical aspects of organizational behavior and interpersonal communication. Covers topics such as systems theory; organizational culture and learning; and individual, team, and group dynamics, as well as other vital areas such as conflict resolution and negotiation. Understanding of the centrality of communication in person-to-person relationships, and recognition and acceptance of diversity are critical elements on a micro and macro level. Organizational leadership and change management are explored as elements of healthy and sustainable organizational cultures. Cross listed as COMM 202.

Credits: 3

Prerequisites:

sophomore standing.

COMM 219: ADVANCED VIDEO PRODUCTION

An emphasis on 3/4-inch equipment, longer program production and basic scripting. Students will work on programs aired over MBC Community TV.

Credits: 3

COMM 221: MASS MEDIA WRITING (W)

An introduction to the basics of media writing, covering a variety of writing styles, including journalism and public relations. Provides practical experience in writing, editing, and meeting deadlines for Campus Comments, the MBC student newspaper.

Credits: 3

COMM 222: REGISTER FOR INT 222

CORE REQUIREMENT MET: COMPUTER COMPETENCY AND SOCIAL SCIENCE Students taking this course will gain experience in analyzing social science and business data. They will learn how to correctly interpret data tables, download data from databases on the Internet and CD ROMs, manipulate the data in a spreadsheet, and analyze the data with statistical and graphing software. They will use computed probabilities to infer the reliability of their estimates and the strength of relationships between their variables. Students will acquire the means to understand and evaluate quantitative reasoning in news, company, government, and institutional reports. In the course of their work, students will use a variety of software packages, including Excel, SPSS, and Systat, and they will do independent research on a major institutional survey. This course is required for the major in Business, Communication, Economics, Health Care Administration, Marketing Communication, and Sociology. It is required for the minor in Economics. The course is designed for upper-class students in the social science and business disciplines.

Credits: 3

Prerequisites:

college algebra, its equivalent, or a higher level mathematics course.

COMM 225: CULTURE, IDENTITY, COMMUNICATION(D)

This course considers the role of ethnicity, race, culture, gender, class and sexual orientation in the construction of everyday social, cultural, and political experience and discourse in the U.S. Students are encouraged to actively engage in intercultural dialogue with multiple cultural voices informed by the theoretically grounded perspective of minority communication scholars and of others representing a range of cultural experience.

Credits: 3

COMM 229: REG FILM 229: ADV VIDEO PRODUCTION

The art and theories of visual storytelling through narrative, documentary, and creative self-expression. Projects are oriented toward basic scripting, shooting, editing, and multiple-camera studio events for MBC TV. Cross listed as FILM 229 and THEA 229.

Credits: 3

Prerequisites:

FILM 119 or permission of the instructor.

COMM 237: MEDIATION & CONFLICT RESOLUTION (O)

For course description, see REL 237 in the Religion listing.

Credits: 3

COMM 240: ADVERTISING

Examines the history, functions, practices, and criticism of advertising. Students learn the creative process of the profession, as well as ways to become more critical consumers of advertising messages. Includes community-service learning and a group project for a nonprofit organization. Cross listed as MKTC 240. Recommended background: COMM 100.

Credits: 3

Recommended:

COMM 100.

COMM 245: SOCIAL MEDIA

Develops knowledge and skills needed to understand, critique and implement social media strategies for organizations as well as individuals. Focuses on professional and ethical use of social media. Topics include: history of social media, critical analysis of relationships between social media and audiences, and relationships with traditional media, as well as strategic communication, and entrepreneurship on line. Class will develop projects for nonprofit organizations

Credits: 3

COMM 254: REG FOR FILM 254

A critical framework for watching and analyzing popular and critically acclaimed films by examining dramatic, visual, and technical elements, and by studying the art and history of great filmmakers. Screenings each week of important silent, classic, international, and modern films. Cross-listed with ARTH 254 and FILM 254.

Credits: 3

COMM 260: PUBLIC RELATIONS

The development and role of public relations and its centrality in democratic societies. Students learn practices of the profession, strategies and tactics, and how to implement a campaign. Includes the important role of research in public relations and related theory. Study of business and media writing and a community service-learning project on behalf of a nonprofit organization. Cross listed as MKTC 260.

Recommended background:

COMM 100.

Credits: 3

Recommended:

COMM 100.

COMM 275: WOMEN AND FILM

An introduction to the history & analysis of the representations of women in American film from a contemporary feminist theory and cultural studies approach. Students will learn to actively engage in film criticism from this informed perspective. The focus will be on mainstream Hollywood but may also include made-for-television, independent, documentary, and foreign film.

Credits: 3

COMM 277: COLLOQUIUM

Credits: 1

COMM 280: INTERCULTURAL COMMUNICATION (I)

Course serves as an introduction to the field of intercultural communication by looking at the practical application of theory and research. Intercultural Communication focuses on the importance of culture in our everyday lives, and the ways in which culture interrelates with and influences communication processes. The course will cover several general topics including: identity, perception, communication skills, culture, linguistic differences, stereotyping, and intercultural communication in education, medicine and business. This course is designed to help us do all these things and become better communicators through intercultural awareness.

Credits: 3

COMM 287: EXTERNSHIP

Credits: 3

COMM 300: PERSUASIVE CAMPAIGNS

Course investigates a broad range of campaigns for products and services, politics, public health, and social movement causes. Case studies and persuasion theories help students understand integrated marketing communication strategies and tactics.

Credits: 3

COMM 334: MULTINATIONAL MARKETING

The United States is a mosaic of cultures and backgrounds, and this course will look at the impact these growing subcultures have on a diverse market environment. In addition to learning strategic applications of consumer/segment insights, students will be encouraged to reflect on current biases in advertising and other messaging, and through their analysis understand the ethics and social responsibility involved with marketing to the multicultural consumer. Cross listed as COMM 334.

Credits: 3

Prerequisites:

BUAD 230.

COMM 345: SOCIAL MEDIA RESEARCH (R)

In this course students will learn best practices of social media integration in marketing campaigns and how they can be used to deliver traditional messages on ever-changing platforms. This course will create an understanding of the power and limitations of social media for delivering content while allowing students to delve deeper into research strategies to determine what are the best platforms for a brand or company in terms of marketing.

Credits: 3

COMM 380: TEACHING ASSISTANT FOR

Credits: 3

COMM 387: DEPARTMENTAL EXTERNSHIP

General Internship. This is done on an individual basis. Please see your advisor. professional worlds. The student identifies the internship and negotiates the nature of her responsibilities with the supervising organization, which works with the supervising professors to evaluate the student's performance. Internship-agreement contract must be finalized before a student begins working with an organization. The major is required to complete a three-semester-hour internship.

Credits: 3

Criminal Justice

CJ 100: INTRODUCTION TO CRIMINAL JUSTICE

This course provides a general overview of the social creation of crime and of social responses to crime. Students analyze the social circumstances that produce crime in diverse societies and cultures. They also study a variety of legal and law enforcement systems that define and control crime. This course focuses on the perspectives of all those involved in the production of crime and on the critical analysis of those perspectives.

Credits: 3

CJ 150: WOMEN IN POLICING (G)

This course provides a unique view into the history and current issues of women in law enforcement. This discussion-based course explores the entrance of women into the law enforcement industry and the changes through time as women have moved into this male-dominated field. This course will also examine the current roles of women and the future trends as more women enter the field.

Credits: 3

CJ 151: INTRODUCTION TO CYBERSECURITY

This course explains, how a significant side effect of the positive growth of technology has been a proliferation of computer-facilitated crime, explaining how computers have become the preferred tools used to commit crimes, both domestically and internationally, and have the potential to seriously harm people and property alike. The chapters discuss different types of cybercrimes-including new offenses unique to the Internet-and their widespread impacts. Readers will learn about the governmental responses worldwide that attempt to alleviate or prevent cybercrimes and gain a solid understanding of the issues surrounding cybercrime in today's society as well as the long- and short-term impacts of cybercrime.

Credits: 3

CJ 177: COLLOQUIUM

Credits: 3

CJ 210: PRISONS AND PUNISHMENT

Major philosophies of punishment and related history of prisons. Develops understanding of justification for punishment and how American prison systems do and do not reflect these justifications.

Credits: 3

CJ 211: CRIMINOLOGY

This course introduces students to social scientific theory explaining crime and criminal behavior, with an emphasis on sociological theory. This is an introductory-level class focusing on the basic principles of criminology from a sociological perspective. Course topics include basic concepts, different methods of measuring crime, diverse theories of criminology, and a focus on the social origins of crime and criminal behavior. Criminology has captured the attention of political scientists, biologists, anthropologists, psychologists, and sociologists. Legislators, politicians, mass media, law enforcement, the courts, and the corrections system all have a profound impact on the nature of crime. Indeed, crime is an integral part of the fabric of American life.

Credits: 3

Prerequisites:

CJ 100 or sophomore standing

CJ 215: CRIMINAL INVESTIGATIONS

This course covers the fundamentals of criminal investigation including the gathering of investigative information from victims and witnesses, the search and recording of crime scenes, and the principles involved in collecting and preserving physical evidence. There is a strong emphasis on investigative policies, procedures, and practices that are necessary and essential to secure the truth within today's legal climate.

Credits: 3

CJ 220: POLICE ADMINISTRATION

This course teaches the principles of organization and administration of public safety agencies; studies the management of line operations, staff and auxiliary services, investigative and juvenile units; introduces concepts of data processing; examines policies, procedures, rules, and regulations pertaining to crime prevention.

Credits: 3

CJ 223: POLICE LEADERSHIP

This course examines and considers the various elements that have changed leadership in public safety. Students will learn how the changing landscapes are reshaping to adapt and the importance of using evidence practices initiating change.

Credits: 3

**CJ 225: PUBLIC SAFETY
RESPONSE TO DISASTERS**

This course will explore the development of public safety response to major incidents following the National Response Framework (NRF), the Incident Command System (ICS), and the National Incident Management System (NIMS). Students will learn how to manage public safety resources in school shootings, major accidents including trains and planes, pandemics, terrorist attacks, and natural disasters including hurricanes, earthquakes, and fires. Students will conduct classroom exercises using real life or fictional events to manage major incidents and catastrophes. They will learn to critically analyze policy as well as specific events for effectiveness in achieving practical, social and ethical goals. Students will learn how to develop more useful procedures through analysis both failure and success for "lessons learned." This course counts as an "applied," professional — training course for the major. Students are encouraged to take CJ 100 prior to taking this course.

Credits: 3**CJ 230: CRIME SCENE
INVESTIGATIONS**

This course will explore all aspects of crime scene investigation. The role of the Crime Scene Investigator (CSI) is paramount to the successful preparation and prosecution of a case for criminal trial. Students learn how to identify, collect, and preserve evidence at a crime or vehicle collision scene. Using a simulated crime or collision scene, students will conduct a search for evidence, photograph, and sketch the crime scene. Through the simulation, students will prepare a report and draw conclusions based on the evidence collected. Reconstruction of the scene is an important part of the role of the CSI and is used in determining final conclusions. This course counts as an "applied" professional training course for the major. Students are encouraged to take CJ 100 and CJ 215 prior to this course.

Credits: 4**CJ 230L: LAB FOR CJ 230**

LAB FOR CJ 230.

Credits: 0**CJ 233: COMPARATIVE
CRIMINAL JUSTICE**

This course features a detailed consideration of the criminal justice systems of selected nations, in historical and cultural context. The essential features and functions of police, courts, lawyers, jails, bail, and prisons are compared for their effectiveness, as well as for their role in assigning the label of "juvenile delinquent" or "criminal." The course includes theories of criminal behavior and reactions to that behavior.

Credits: 3**CJ 234: JUVENILE
DELINQUENCY (S)**

This course examines how society treats young people who break the law, the social causes of juvenile delinquency, and rates of juvenile delinquency. Students will explore criminological and sociological theories relating to juvenile delinquency and apply course concepts to current events and media reports.

Credits: 3**CJ 235: LAW ENFORCEMENT
AND THE COMMUNITY**

This course on Community Policing focuses on problem solving and the strategies and skills necessary to build community/police partnerships. The student examines traditional policing techniques and lessons learned through trial and error. The student explores new and innovative programs aiding a police department's shift to Community Policing. The student addresses the pitfalls encountered, and the citizens' concerns and criticisms of Community Policing. The student examines how these obstacles are resolved and explores untried methods to gain community commitment. This course counts as an "applied," professional — training course for the major. Students are encouraged to take CJ 100 prior to this course.

Credits: 3

CJ 240: VICTIMOLOGY (S)

This survey course offers a broad introduction to victimology, the scientific study of victims. With a focus on criminal victimization, students will explore the history of victimology (including the emergence of a victims' movement), data on victimization, types of victimization, the societal impact of victimization, and policies related to victimization. Special attention will be paid to exploring restorative justice policies and programs as responses to victims' issues.

Credits: 3

CJ 241: INTRODUCTION TO COMPUTER SECURITY

This course is the study of principles and practices of computer and network security. Students will explore common threats to information systems and the methods to prevent or mitigate the threat. Topics include malware, social engineering, application security, network security, data security, cryptography, and network security.

Credits: 3

CJ 245: CRIMINAL PROFILING

Understanding what motivates individuals to offend is key to finding, trying, and convicting offenders. Serial offenders are individuals who commit multiple crimes, thus inflicting harm on society multiple times. This course will discuss actual serial offenders and the cases associated with them in an examination of the use of linkage analysis associated with the crimes. Students will learn how criminal profiles are developed and why this process is important within the criminal justice system.

Credits: 3

CJ 250: CRIMINAL LAW

The goal of this course is to help you understand criminal law in the United States. In particular, we will examine various aspects of this law, to include the elements of particular offenses. We will explore all the major categories of crime and the criminal prosecution of individual offenders.

Credits: 3

CJ 255: VIOLENT CRIME PROSECUTION

This course is to help the student understand the role of the prosecutor in our justice system, specifically as it relates to violent crimes. In particular, students will examine various aspects of prosecution, including interacting with victims and witnesses, engaging in plea negotiations, and preparation and performance. Students will explore four major categories of violent crime: Robbery, Aggravated Assault, Homicide, and Sexual Assault.

Credits: 3

CJ 256: CIVIL LIABILITY FOR CRIMINAL JUSTICE

This course has been designed to provide students with an overview of civil liability as it affects each of the three components (Police, Courts and Corrections) of the criminal justice system. Specific attention will be given to US Supreme Court precedents and evolving public sentiment, that affect the liability and the administration of criminal justice personnel.

Credits: 3

CJ 260: SPECIAL TOPICS IN APPLIED CRIMINAL JUSTICE

This course deals with topics that are unique in criminal justice and may be tied to specific events that affect change in the criminal justice system. The topics are not part of the regular course curriculum.

Credits: 3

CJ 262: GIRL-CENTERED INITIATIVES (G)

This innovative training program educates participants about effective, research-based practices for addressing the needs of girls and young women who have experienced trauma and/or been impacted the juvenile justice system. Upon successful completion in this course, students will be certified by the Girl Centered Institute (GCI) through the Delores Barr Weaver Policy Center to provide girl-centered interventions in a variety of settings. This course is designed to enhance the skills of professionals and students in the fields of education, social services, child protection, mental health, and juvenile justice, as well as volunteer mentors, coaches, and leaders involved with girl-serving organizations. GCI participants/graduates will become more effective in including girls' voices in their work by learning strategies for translating research into policies, processes, programs and services that emphasize the safety, dignity, and growth of girls.

Credits: 3

CJ 265: INTRODUCTION TO HOMELAND SECURITY

This course introduces the changing dynamics of homeland security at both the national and state levels to the student. It explores the various dynamics of providing security in different settings. The history and future of terrorism are also examined in a global context. Students are encouraged to take CJ 100 and CJ 233 prior to this course.

Credits: 3

CJ 270: INTRODUCTION TO TERRORISM

This is an introductory-level course that combines societally relevant sociological and criminological concepts. It explores, describes and explains the history, scientific study, societal impact, responses, and policies of victimization in the United States and beyond. Students will use theory to explore crime from the perspective of victims. Students explore the various methodological tools used to collect and analyze data pertaining to victims. This course requires students to explore the place of the victim within society at both the micro and macro levels from a sociological perspective, learning important sociological terms and concepts along the way. Students learn about and use major criminological theories as they relate to victims from a sociological perspective and explore policies related to victimization, that impact all members of society.

Credits: 3

CJ 277: COLLOQUIUM

Credits: 3

CJ 287: DEPARTMENTAL INTERNSHIP

Provides students with the opportunity to observe criminal justice related occupational possibilities in actual employment settings. A maximum of 6 s.h. of applied credit will count toward the Criminal Justice major. This course does not substitute for CJ 387.

Credits: 3

Prerequisites:

permission of a member of criminal justice faculty.

CJ 300: THEORY CRIMINOLOGY & CJ SYSTEM (W)

This course is one of four fulfilling the criminal justice senior requirement. Students become more familiar with some of the major theoretical traditions in the discipline. They write a scholarly paper on at least one social scientific theorist or theoretical tradition. The course also introduces students to criminal justice as an academic profession.

Credits: 3

Prerequisites:

CJ 100, SOC 211, SOC 232, and SOC 233. This course is offered every spring semester for MBCW students and at least one semester per school year for MBU Online students.

CJ 320: RESEARCH METHODS (R)

This course is designed to introduce Criminal Justice majors to applied, practical research in criminology and criminal justice. Students will explore the fundamentals of research, including operationalization, sampling, causation vs correlation, and research designs. The course will cover survey research, qualitative methods, and content analysis. Analyzing quantitative and qualitative data will be explored. The final project for this course will be a research proposal (through the method section).

Credits: 3

Prerequisites:

CJ 100, CJ 211, and INT 222

CJ 377: COLLOQUIUM

Credits: 3

CJ 380: TEACHING ASSISTANT FOR

Credits: 1

CJ 386: CJ CAREER EXPLORATION (C)

This course is one of four fulfilling the criminal justice senior requirement. The career exploration experience offers students an opportunity to learn about a wide range of Criminal Justice professions. Students will engage with several community leaders and criminal justice practitioners to learn more about their career path and how their role as a criminal justice practitioner impacts the community. Students will learn about community issues and what is needed for community betterment. Involvement with community projects may also be available. Resources for locating and applying to jobs in the criminal justice field will be provided. Ideally, the career exploration experience will help students gain a better understanding of careers in criminal justice and prepare them for future employment.

Credits: 3

CJ 387: SENIOR INTERNSHIP (C)

This course is one of four fulfilling the criminal justice senior requirement. The senior internship offers students a field experience in one of a wide range of Criminal Justice professions. Students keep a journal and work with their advisor in order to benefit as much as possible from this opportunity. Ideally, the internship provides data that can be analyzed and developed as part of the senior thesis.

Credits: 3

Prerequisites:

CJ 100, CJ 211,

CJ 400: CRIMINAL JUSTICE SENIOR SEMINAR (M)

This course is one of four fulfilling the criminal justice senior requirement. Students in the senior seminar will conduct an in-depth investigation of a topic in criminal justice and write two scholarly analyses. Student in Senior Thesis will conduct research on a topic in criminal justice and write a thesis presenting their findings. In both cases, senior papers will demonstrate a significant command of criminal justice theory, academic literature and research methodology. Ideally, both the seminar papers and thesis will analyze information acquired during the senior internship.

Credits: 3

Prerequisites:

INT 222, SOC 320, or CJ 320

CJ 401: CRIMINAL JUSTICE SENIOR THESIS (M)

This course is one of four fulfilling the criminal justice senior requirement. Students in the senior seminar will conduct an in-depth investigation of a topic in criminal justice and write two scholarly analyses. Student in Senior Thesis will conduct research on a topic in criminal justice and write a thesis presenting their findings. In both cases, senior papers will demonstrate a significant command of criminal justice theory, academic literature and research methodology. Ideally, both the seminar papers and thesis will analyze information acquired during the senior internship.

Credits: 3

Prerequisites:

INT 222, SOC 320, or CJ 320. CJ 401 also requires CJ 300.

Marketing and Communication

MKTC 217: CODING FOR DIGITAL COMMUNICATION

An introductory course, offered online, for web design that covers HTML, and introduces other current tools. Students write code in a text editor to help them develop coding skills, with hands-on experience for assignments that build pages. Programming knowledge includes coverage of languages such as Python, C++, and Java. While not required, students benefit from knowledge of Adobe Creative Cloud suite of software (Photoshop, InDesign, Illustrator) covered in ART 117.

Credits: 3

MKTC 230: MARKETING PRINCIPLES

Credits: 3

MKTC 240: REGISTER FOR COMM 240

Credits: 3

Recommended:

COMM 100.

MKTC 260: REGISTER FOR COMM 260

Credits: 3

Recommended:

COMM 100.

MKTC 277: COLLOQUIUM

Credits: 3

MKTC 287: DEPARTMENTAL INTERNSHIP

Credits: 2

MKTC 300: PERSUASIVE CAMPAIGNS

Credits: 3

MKTC 334: MULTICULTURAL MARKETING IN AMERICA

The US is a mosaic of cultures and backgrounds, and this course will look at the impact these growing subcultures have on a diverse market environment. In addition to learning strategic applications of consumer/segment insights, students will be encouraged to reflect on current biases in advertising and other messaging, and through their analysis understand the ethics and social responsibility involved with marketing to the multicultural consumer.

Credits: 3

MKTC 336: REG FOR BUAD 336: GLOBAL MARKETING

Credits: 3

MKTC 338: REG FOR BUAD 338: MKTG RESEARCH

Credits: 3

MKTC 362: CONSUMER BEHAVIOR

Credits: 3

MKTC 375: BUILDING SUSTAINABLE BRANDS

Why do some brands stand the test of time while others disappear? What is the impact of being socially and environmentally responsible on brand sustainability? Using case studies and readings from the popular press, this course will explore what it takes to build a successful brand that not only generates bottom-line growth but positively impacts people and communities, generates brand loyalty, and garners employee engagement.

Credits: 3

Prerequisites:

Buad 230

MKTC 380: TEACHING ASSISTANT FOR

Credits: 3

MKTC 387: DEPARTMENTAL INTERNSHIP

For course details see Experiential Learning under Academic Regulations and Procedures.

Credits: 3

MKTC 400: SENIOR SEMINAR (M)

Practice in the conduct and presentation of a marketing or communication case study, and development of a professional portfolio. This capstone experience in the major includes an assessment of student's cumulative knowledge of the discipline.

Credits: 3

MKTC 401: INDEPENDENT RESEARCH

Individual students may qualify to conduct an independent research thesis or project demonstrating understanding of communication and marketing issues. Topic of student's choice in agreement with instructor.

Credits: 3

Prerequisites:

consult discipline coordinator

MKTC 487: DEPARTMENTAL EXTERNSHIP

Credits: 0

MKTC 490: ON CATALOG DIRECTED INQUIRY

Credits: 0

Social Work

SOWK 123: EVERYDAY MINDFULNESS

The practice of Mindfulness is a mind-body based approach that helps people to manage their thoughts, feelings, and mental health. It is widely used in a range of contexts to assist in creating a greater sense of well-being. Each of us has experienced moments of Mindfulness; when we take in a beautiful sunset or notice the fresh air when we step outside, we are practicing mindfulness. We are mindful when we are so focused in work or play that we don't think about past or future, just what we are doing in that very moment. Mindfulness is not a "cure-all" for all of life problems, but research indicates that mindfulness training can have a significant therapeutic effect for those experiencing stress, anxiety, high blood pressure, depression, chronic pain, migraines, heart conditions, diabetes and other ailments. At the very least, it allows us to live in our lives more deeply. This course will provide an opportunity for experiential learning of Mindfulness practices and offer meaningful tools to incorporate Mindfulness into daily life.

Credits: 1

SOWK 124: AGING

Introduction to dynamics of aging, including bio-psycho-socio aspects and special needs of aged persons. Participants will examine society's provisions for the aged and methods used in working with their problems.

Credits: 3

SOWK 153: INTRODUCTION TO SOCIAL WORK

Explores career opportunities in social work. Special emphasis on the profession as it relates to practice with children, families, and other persons who experience problems with adjustment to their social environment. Participants will study philosophies, values, and attitudes that form a base for professional practice.

Credits: 3

**SOWK 156: INTERVIEWING-
HUMAN SERVICES (O)**

Students will acquire knowledge and develop skills for effective communication which are essential for helping individuals and families in planning change, in the social work profession, as well as in other disciplines. Emphasis on understanding and development of interviewing skills. Class activities include role playing interviews.

Credits: 3

**SOWK 235: HUMAN BEHAVIOR &
SOCIAL ENVIRONMENT I**

Provides basic framework for creating and organizing knowledge of human behavior and social environment. Social systems, life-span, and strengths approaches to understanding HBSE introduced. Focus on individuals and families and impact of larger environment on these systems.

Credits: 3

Prerequisites:

SOC 100, SOWK 153, PSYC 111, and either BIOL 151 or BIOL/WS252.

**SOWK 251: CHILD WELFARE
SERVICES**

Study of adoption, foster care, child care protective services, juvenile court, and other child welfare services for children in need of protection. We study the well-being of children and attitudes and values that define parents' and society's responsibilities to children.

Credits: 3

**SOWK 262: GIRL-CENTERED
INITIATIVES (G)**

This innovative training program educates participants about effective, research-based practices for addressing the needs of girls and young women who have experienced trauma and/or been impacted by the juvenile justice system. Upon successful completion of this course, students will be certified by the Girl Centered Institute (GCI) through the Delores Barr Weaver Policy Center to provide girl-centered interventions in a variety of settings including the internship SW 287. This course is designed to enhance the skills of professionals and students in the fields of education, social services, child protection, mental health, and juvenile justice, as well as volunteer mentors, coaches, and leaders involved with girl-serving organizations.

Credits: 3

**SOWK 265: MINDFULNESS SELF-
COMPASSION**

Self-care has been identified as one of the overlooked competencies in the social work profession. This course is intended to put the student on a better path to manage stress by teaching specific, concrete tools that can be used to decrease emotional stress and enhance life satisfaction. In this experiential course, students will be instructed in both informal and formal practices of mindfulness and self-compassion and how these practices can be used to provide a foundation of well-being. Course material will consider the latest scientific findings regarding mindfulness and self-compassion.

Credits: 3

**SOWK 275: SOCIAL WELFARE
POLICY**

Describes and analyzes policies and services rendered by local, state, regional, national, and international agencies and policy implications for social work practice. Students prepare to advocate for social policy changes designed to improve social conditions, promote social justice, and empower at risk populations.

Credits: 3

Prerequisites:

SOWK 153 and POLS 100 OR
SOWK 153 AND POLS 200.

SOWK 277: COLLOQUIUM

Special topic of interest

Credits: 3

**SOWK 287: SOCIAL WORK
FIELD OBSERVATION**

Through affiliation with a social service agency, students observe the nature of the client-worker relationship. Perceptual orientation and descriptive skills are emphasized through varied levels of observation. Internship requires placement for a minimum of 120 contact hours on a scheduled basis. Group supervision is also required.

Credits: 3

Prerequisites:

SOWK 262

SOWK 307: SCHOOL SOCIAL WORK

Teaches students the skills and knowledge needed to work in a school setting as a social worker. With an emphasis on planning, assessment, and successful interventions, students learn theoretical framework as applied in a school setting. Students also learn the value of interdisciplinary team planning, models of service delivery, program planning and the value of community resources.

Credits: 3

Prerequisites:

SOWK 153

SOWK 317: SOCIAL WORK RESEARCH (R)

Designed to increase knowledge of research as a tool for social work practice. Students acquire basic skills and knowledge to utilize existing social research for practice-related decision making and the capacity to carry out systematic methods of inquiry in their practice setting.

Credits: 3

Prerequisites:

SOWK 153 and INT 222.

SOWK 335: HUMAN BEHAVIOR & SOCIAL ENVIRONMENT II

Provides basic framework for creating and organizing knowledge of human behavior and social environment, along with social systems, lifespan, and strengths approaches acquired in HBSE I, to understand group organizational and community systems. Special attention given to the impact of human diversity, discrimination, and oppression in the context of groups, organizations, and communities.

Credits: 3

Prerequisites:

SOWK 153 and SOWK 235.

SOWK 353: SOC WORK W/ DIVERSE POPULATIONS (DW)

Provides understanding of and sensitization toward cultural diversity, to include race/ethnicity, sex, sexual orientation, ablism versus disablism, and social class in the context of social work practice and policy, as well as generally. Personal values toward cultural identity, as defined above, are explored and discussed in the context of social work values and practice.

Credits: 3

SOWK 355: SOCIAL WORK PRACTICE I (C)

Assists students in developing knowledge and skills to work with individuals. Experiential techniques are employed to aid in integration of theory and practice. Many of the videotapes, class exercises, case studies, and role plays focus on the implications of cultural diversity and include application to vulnerable populations.

Credits: 3

Prerequisites:

SOWK 153.

SOWK 365: SOCIAL WORK PRACTICE II

Assists students in developing knowledge and skills to work with families and groups. Experiential techniques are employed to aid in integration of theory and practice. Many of the videotapes, class exercises, case studies, and role plays focus on the many implications of cultural diversity and include application to vulnerable populations.

Credits: 3

Prerequisites:

SOWK 355.

SOWK 375: SOCIAL WORK PRACTICE III

Assists students in developing the knowledge base necessary for understanding the contemporary American community, its structure, politics, its growth and/or decline, and roles and functions of various human service agencies and organizations within the community. Additional focus on how people can empower themselves for the purpose of improving the overall quality of life in communities.

Credits: 3

Prerequisites:

SOWK 365.

SOWK 380: TEACHING ASSISTANT FOR

Credits: 3

SOWK 380: TEACHING ASSISTANT FOR

Teaching Assistant

Credits: 3

SOWK 400: FIELD INSTRUCTION SOCIAL WORK (M)

Supervised field instruction in a social service agency provides seniors opportunities to acquire knowledge and skills in social work practice. The field work requires a semester block placement, five days a week, 8 hours per day, for a minimum of 450 contact hours on a scheduled basis. An integrating seminar is also required.

Credits: 15

Prerequisites:

Completion of all social work and general education required curriculum with a minimum grade of "C" in each social work course as well as successful completion of the program's comprehensive exam.

SOWK 487: DEPARTMENTAL EXTERNSHIP**Credits:** 0**SOWK 487: DEPARTMENTAL EXTERNSHIP**

Externship

Credits: 1-3**SOWK 490: ON CATALOG DIRECTED INQUIRY****Credits:** 0**SOWK 490: ON CATALOG DIRECTED INQUIRY**

Directed Inquiry

Credits: 1-3

Applied Behavior Analysis

Program Director: Rachel Potter
Program Coordinator: Lori Wall

OVERVIEW:

One of the greatest challenges schools and caregivers face today is the sharp rise in children diagnosed with Autism Spectrum Disorder (ASD). Mary Baldwin University is helping to provide educators — and others seeking employment in any human services field — with comprehensive training and experiences in the field of ASD. Approved by the Virginia Autism Council, Mary Baldwin University's Comprehensive Certificate in the Area of Autism Spectrum Disorders will help those professionals work with and provide support to individuals with ASD in schools and in the greater community.

Behavior analysis focuses on the principles that explain how learning takes place. Through decades of research, the field of behavior analysis has developed

many techniques for increasing useful behaviors and reducing those that may cause harm or interfere with learning. Applied behavior analysis (ABA) is the use of these techniques and principles to bring about meaningful and positive change in behavior.

This major will include coursework in Applied Behavior Analysis (ABA) which will provide a deeper understanding about concepts and principles of ABA, behavior assessment, behavior change procedures, ethics and professional standards, personnel management, as well as additional topics.

ABA 277: COLLOQUIUM IN ABA

This special topics course designation is used for a course in the discipline of Applied Behavior Analysis that may vary in title and in credit hours. It is designed for the purposes of a single special offering of a course, with 1 credit hour assigned per 15 instructional hours. Should the special topics course intend to be offered as a permanent course offering, it must go through the approval process as a new course.

Credits: 0**ABA 287: INTERNSHIP IN ABA**

This course allows students to receive Internship credit in the ABA field. Up to three credits are available per course, with 1 credit for 45 hours of Internship work. Students must provide documentation of completed work to the supervising faculty member. ABA 287 is a prerequisite for ABA 387 (undergraduate students); ABA 587 is a prerequisite for 687 (graduate students). Pre approval by the department is required prior to registration. Pre-requisite: ABA 313 or 513

Credits: 0**ABA 313: BASIC CONCEPTS/ PRINCIPLES OF ABA**

This 45-hour course is designed to cover the basic concepts and principles of behavior analysis, as it evolved and derived from the earlier experimental analysis of behavior and as it related to the profession of applied behavior analysts. This class emphasizes the skills from sections A and B of the Fifth Edition Task List of the Behavior Analysis Certification Board®. It will outline a brief history of behavior analysis, its goals as a science, and key concepts of learning and behavior that govern how organisms, especially humans, behave and change in their environments. (For undergraduate students, ABA 313 or 513 is a pre-requisite for all other ABA coursework)

Credits: 4

**ABA 320: CULT/DIVERSITY:
BEHAVIORAL ANALYSIS (D)**

This 45-hour course is designed to cover the basic concepts and principles of behavior analysis, as it evolved and derived from the earlier experimental analysis of behavior and as it related to the profession of applied behavior analysts. This class emphasizes the skills from sections A and B of the Fifth Edition Task List of the Behavior Analysis Certification Board®. It will outline a brief history of behavior analysis, its goals as a science, and key concepts of learning and behavior that govern how organisms, especially humans, behave and change in their environments.

(For undergraduate students, ABA 313 or 513 is a pre-requisite for all other ABA coursework)

Credits: 3

Prerequisites:

For undergraduate students, ABA 313 or 513 is a pre-requisite for all other ABA coursework.

**ABA 321: OBM: ORG APPS OF
BEHAVIORAL SCIENCE**

Behavior analysis is not constrained to the classroom or the treatment center. Wherever anyone goes, they are behaving. And engaging in work behavior is a socially significant response that is amenable to study in the behavioral sciences. This course deals exclusively with the behavior of individuals and the interlocking behavioral systems produced by the interactions from the board room to the production floor. This course focuses on the field of Organizational Behavior Management and is a natural extension of the basic and advanced principles in behavior analysis directly into all workforce levels.

Credits: 3

**ABA 380: TEACHING ASSISTANT
FOR**

This course allows high performing undergraduate and graduate students to serve as teaching assistants in ABA courses, receiving course credit in exchange for their time. Credit hours vary based on number of hours of work involved (1 credit hour - 40 hours). A TA contract will be established between the student and supervising faculty member. Pre-requisite: ABA 313 or 513.

Credits: 0

ABA 387: INTERNSHIP IN ABA

This course allows students to receive Internship credit in the ABA field. Up to three credits are available per course, with 1 credit for 45 hours of Internship work. Students must provide documentation of completed work to the supervising faculty member. ABA 287 is a prerequisite for ABA 387 (undergraduate students); ABA 587 is a prerequisite for 687 (graduate students). Pre approval by the department is required prior to registration. Pre-requisite: ABA 313 or 513

Credits: 0

ABA 395: SENIOR SEMINAR I

This course serves as the first component of the culminating research project for students majoring in Autism Studies & Applied Behavior Analysis. In this course, students [a] select a topic under the umbrella of autism studies and/or ABA that is of interest, [b] develop research questions based on the topic of interest—either empirical or theoretical, [c] compose a written review of professional literature on the topic, and [d] either complete (i.) an empirical or action-research component of the study, or (11.) develop a 3-hour training module and related materials on the topic for a selected target audience (teachers, parents, RBTs, etc.), and [e] present their project orally (in-person or remotely) to a minimum of two faculty. Students complete this P/NC course in the first half of the semester in which they are taking ABA 400 (ABA 400 serves as the project completion semester, and "M" gen ed credit is awarded with ABA 400, not ABA 395) ABA 395 and 400 must be taken in the same semester.

Credits: 0.5

ABA 400: SENIOR PROJECT (M)

This course serves as the culminating research project for students majoring in Autism Studies & Applied Behavior Analysis. In this course, students (a) select a topic under the umbrella of autism studies and/or ABA that is of interest, (b) develop research questions based on the topic of interest either empirical or theoretical, (c) compose a written review of professional literature on the topic, and (d) either complete (i) an empirical or action-research component of the study, or (ii.) develop a 3-hour training module and related materials on the topic for a selected target audience (teachers, parents, RBTs, etc.), and (e) present their project orally (in-person or remotely) to a minimum of two faculty. Prerequisite ABA 400.

Credits: 3

**ABA 513: BASIC CONCEPTS/
PRINCIPLES OF ABA**

This 45-hour course is designed to cover the basic concepts and principles of behavior analysis, as it evolved and derived from the earlier experimental analysis of behavior and as it related to the profession of applied behavior analysts. This class emphasizes the skills from sections A and B of the Fifth Edition Task List of the Behavior Analysis Certification Board®. It will outline a brief history of behavior analysis, its goals as a science, and key concepts of learning and behavior that govern how organisms, especially humans, behave and change in their environments. (For undergraduate students, ABA 313 or 513 is a pre-requisite for all other ABA coursework; graduate students must take ABA 513 in their first semester of ABA coursework, but may take other ABA courses concurrently.)

Credits: 4

**ABA 514: BEHAVIOR
ASSESSMENT**

This 45-hour course is designed to cover behavior assessment procedures as conducted in the profession of applied behavior analysis. This class emphasizes the skills from section F of the Fifth Edition Task List of the Behavior Analysis Certification Board®. It will focus on the skills required for the assessment of students or clients being considered for, or receiving, behavior analytic services. The course will address assessments to determine a need for services, as well as assessments that may be conducted during ongoing work with a client, to include functional analyses, skills assessments, preference assessments, etc. Students will demonstrate how to utilize and interpret data from such assessments.

Credits: 3

ABA 515: BEHAVIOR CHANGE PROCEDURES I

This 45-hour course is designed to cover behavior change procedures as conducted in the profession of applied behavior analysis. This class emphasizes the skills from section G, and partially from section H, of the Fifth Edition Task List of the Behavior Analysis Certification Board®. It will focus on the application of interventions and instructional procedures, including the selection of such interventions. Students will demonstrate the ability to select and implement appropriate procedures including, but not limited to: modeling, shaping, chaining, extinction, reinforcement, punishment, token economies, group contingencies, and strategies that promote generalization. Particular modules will be devoted to teaching verbal behavior.

Credits: 3

ABA 516: BEHAVIOR CHANGE PROCEDURES II

This 15-hour course is designed to cover continuing behavior change procedures as conducted in the profession of applied behavior analysis. This class emphasizes the skills from section H (in part) of the Fifth Edition Task List of the Behavior Analysis Certification Board®, building on those addressed in ABA 515. It will focus on using assessment and scientific evidence to guide procedural decision-making, while considering other relevant factors unique to the individual situation and environment. The course will focus on monitoring treatment using data and making subsequent decisions, including collaboration with others in the process.

Credits: 1

ABA 517: ABA ETHICS/ PROFESSIONAL STANDARDS I

This 30-hour course is designed to cover ethical and professional standards as held to in the profession of applied behavior analysis. This class emphasizes the skills from section E of the Fifth Edition Task List of the Behavior Analysis Certification Board®. It will focus on ensuring that students have a clear understanding of the ethical and professional obligations that they will face as practitioners in this field and the consequences of failing to uphold these standards of practice. Students will have an understanding as to why these standards are of critical importance and their role as responsible service providers.

Credits: 2

ABA 518: ABA PERSONNEL MANAGEMENT I

This 15-hour course is designed to cover the basics of personnel management and supervision as applicable in the profession of applied behavior analysis. This class emphasizes the skills from section I of the Fifth Edition Task List of the Behavior Analysis Certification Board®. It will focus primarily on the role and importance of the supervision process, training of others (including using monitoring, feedback, and reinforcement), and using effective strategies to improve performance of supervisees and of themselves as a supervisor.

Credits: 1

ABA 519: DATA COLLECTION & RESEARCH DESIGN

This 30-hour course is designed to cover the basics of measurement, data display interpretation, and experimental design, as applicable in the profession of applied behavior analysis. This class emphasizes the skills from sections C and D of the Fifth Edition Task List of the Behavior Analysis Certification Board®. It will focus on operationally defining and measuring behavior of significance in multiple ways, selecting appropriate measures, graphing data, correctly interpreting graphed data, and exploring single-subject research design parameters. (Note: Students pursuing the BCBA credential or in the BA/MS program should not enroll in this course; they should enroll in ED 536 instead.)

Credits: 2

**ABA 534: ABA ETHICS/
PROFESSIONAL STANDARD II**

This 15-hour course is designed to address advanced exploration of ethics and professional standards, as applicable in the profession of applied behavior analysis. This class emphasizes the skills from section E of the Fifth Edition Task List of the Behavior Analysis Certification Board®, building on content from ABA 517. It will explore additional case studies and ask students to reflect on how they might handle situations they may encounter in the profession. Dilemmas of increasing difficulty will be presented for consideration and debate. Students will reflect on the immense power and responsibility that behavior analysts hold with the knowledge that they have regarding changing (manipulating) human behavior.

Credits: 1

**ABA 535: ADV CONCEPTS &
PRINCIPLES OF ABA**

This 45-hour course is designed to address advanced concepts and principles of applied behavior analysis. This class emphasizes the skills from sections A & B of the Fifth Edition Task List of the Behavior Analysis Certification Board®, building on content from ABA 513. Students will review further and more complex examples demonstrating these principles, and demonstrate their understanding both receptively and expressively. Students will be expected to exhibit fluency with key terms and errorlessly identify examples and non-examples of various principles.

Credits: 3

**ABA 536:
MEASUREMENT, DATA, EXPERIMENTAL
DESIGN**

This 45-hour course is designed to address advanced measurement, data display, data interpretation, and experimental design, as applicable to the field of applied behavior analysis. This class emphasizes the skills from sections C & D of the Fifth Edition Task List of the Behavior Analysis Certification Board®. It will focus on operationally defining and measuring behavior of significance in multiple ways, selecting appropriate measures, graphing data, correctly interpreting graphed data, and exploring single-subject research design parameters.

Credits: 3

**ABA 537: ABA PERSONNEL
MANAGEMENT II**

This 15-hour course is designed to address advanced personnel management and supervision, as applicable to the field of applied behavior analysis. This class emphasizes the skills from section I of the Fifth Edition Task List of the Behavior Analysis Certification Board®. It will focus on the role and importance of the supervision process, training of others (including using monitoring, feedback, and reinforcement), and using effective strategies to improve performance of supervisees and of themselves as a supervisor. Students will understand and describe the role of the BCBA in the supervision of BCaBAs and RBTs, as well as the role/responsibility they may have in the fieldwork supervision of individuals in the future working toward a BCBA credential.

Credits: 1

ABA 577: COLLOQUIUM IN ABA

This special topics course designation is used for a course in the discipline of Applied Behavior Analysis that may vary in title and in credit hours. It is designed for the purposes of a single special offering of a course, with 1 credit hour assigned per 15 instructional hours. Should the special topics course intend to be offered as a permanent course offering, it must go through the approval process as a new course.

Credits: 0

**ABA 580: TEACHING ASSISTANT
FOR**

This course allows high performing undergraduate and graduate students to serve as teaching assistants in ABA courses, receiving course credit in exchange for their time. Credit hours vary based on number of hours of work involved (1 credit hour - 40 hours). A TA contract will be established between the student and supervising faculty member. Pre-requisite: ABA 313 or 513.

Credits: 0

ABA 587: INTERNSHIP IN ABA

This course allows students to receive Internship credit in the ABA field. Up to three credits are available per course, with 1 credit for 45 hours of Internship work. Students must provide documentation of completed work to the supervising faculty member. ABA 2B7 is a prerequisite for ABA 387 (undergraduate students); ABA 587 is a prerequisite for 687 (graduate students). Pre approval by the department is required prior to registration. Pre-requisite: ABA 313 or 513

Credits: 0

ABA 590: DIRECTED INQUIRY IN ABA

This directed inquiry (independent study) course designation is used for a course in the discipline of Applied Behavior Analysis that may vary in title and in credit hours. It is designed for the purposes of a special offering of a course to address a unique topic of study or research endeavor under the supervision of an ABA faculty member, with 1 credit hour assigned per 15 instructional/engagement hours.

Credits: 0

ABA 620: CULT/DIVERSITY: BEHAVIOR ANALYSIS

Socially and ethically responsible behavior analysts have a duty to engage in professional practice that prioritizes matters of equity, inclusivity, and cultural competence. In this course, students will engage with readings, experiences, and activities to further equip them to enter the field of ABA with enhanced skills for collaborating with, and serving those, who have identities, lived experiences, and cultures that represent diverse communities in which they may practice.

Credits: 3

ABA 621: OBM: ORG APPS OF BEHAVIORAL SCIENCE

Behavior analysis is not constrained to the classroom or the treatment center. Wherever anyone goes, they are behaving. And engaging in work behavior is a socially significant response that is amenable to study in the behavioral sciences. This course deals exclusively with the behavior of individuals and the interlocking behavioral systems produced by the interactions from the board room to the production floor. This course focuses on the field of Organizational Behavior Management and is a natural extension of the basic and advanced principles in behavior analysis directly into all workforce levels.

Credits: 3

ABA 630: METHODS OF PROFESSIONAL INQUIRY

This course will prepare students to conduct scholarly research related to the field of ABA using a variety of approaches and integrating multiple resources. Students will learn the history of human subjects research, the role of the Institutional Review Board, and will explore the options that are available for the master's thesis project in ABA. Students will also utilize this course to prepare for their thesis by establishing their preliminary topic, proposed research questions, methodology, and begin to approach the review of the literature. Students will begin to work with peers in the ABA program as part of a peer review process for their intended thesis work.

Credits: 4

ABA 632: INQUIRY RESEARCH PROJECT I

Students work with their assigned project chair to identify a research question and develop a project for investigation. The student will conduct a comprehensive scholarly study, write a paper as part of their project, and present, to their committee, conclusions that offer innovation or resolution to their research question.

Credits: 1.5

Prerequisites:

ABA 630.

ABA 633: INQUIRY RESEARCH PROJECT II

ABA 633 is the second part of the inquiry Research Project. Students work with their assigned project chair to complete a culminating capstone project for the Master of Science in Applied Behavior Analysis degree. Students will select a research project pathway, identify a research question, and develop a project for investigation. Though comprehensive scholarly study and applied/empirical research (as applicable) students complete a project that is then presented (virtually/online) for evaluation on its merits. The grade shall be listed as "not recorded" until completion of ABA 633 (if the student completes during this term) or the extension course in which the thesis is defended; at that time, the final project grade will be posted for both ABA 632 and ABA 633.

Credits: 1.5

Prerequisites:

ABA 632.

ABA 634: COMPREHENSIVE EXAM I

Students begin to work through required components for the comprehensive examination. The grade for ABA 634 shall be P/NC. The ABA 634/635 course sequence may be taken as a substitute or ABA 632/633 for the MS in ABA degree.

Credits: 1.5

Prerequisites:

ABA 630.

ABA 635: COMPREHENSIVE EXAM II

Students submit the components of their comprehensive examination. The grade for ABA 635 shall be P/NC. The ABA 634/635 course sequence may be taken as a substitute for ABA 632/633 for the MS in ABA degree.

Credits: 1.5

Prerequisites:

ABA 634.

ABA 687: INTERNSHIP IN ABA

This course allows students to receive Internship credit in the ABA field. Up to three credits are available per course, with 1 credit for 45 hours of Internship work. Students must provide documentation of completed work to the supervising faculty member. ABA 2B7 is a prerequisite for ABA 387 (undergraduate students); ABA 587 is a prerequisite for 687 (graduate students). Pre approval by the department is required prior to registration. Pre-requisite: ABA 313 or 513

Credits: 0

ABA 732: INQUIRY RESEARCH PROJ EXTENSION I

This is the first extension in the three course extension series available to students attempting to complete ABA 632/633. Students who need to complete ABA 632/633 must register for each extension in term sequence (732, 733, 734), during all terms following the semester in which ABA 632/633 was taken, until they have completed and defended their project. ABA 732, 733, 734 will appear on the transcript as Pass/No Credit. If the student has not defended his or her project upon the conclusion of ABA 734, the student receives a grade of NC for ABA 632 and 633.

Credits: 2

ABA 733: INQUIRY RESEARCH PROJ EXTENSION 2

This is the second extension in the three course extension series available to students attempting to complete ABA 632/633. Students who need to complete ABA 632/633 must register for each extension in term sequence (732, 733, 734), during all terms following the semester in which ABA 632/633 was taken, until they have completed and defended their project. ABA 732, 733, 734 will appear on the transcript as Pass/No Credit. If the student has not defended his or her project upon the conclusion of ABA 734, the student receives a grade of NC for ABA 632 and 633.

Credits: 2

ABA 734: INQUIRY RESEARCH PROJ EXTENSION 3

This is the third and final extension in the three course extension series available to students attempting to complete ABA 632/633. Students who need to complete ABA 632/633 must register for each extension in term sequence (732, 733, 734), during all terms following the semester in which ABA 632/633 was taken, until they have completed and defended their project. ABA 732, 733, 734 will appear on the transcript as Pass/No Credit. If the student has not defended his or her project upon the conclusion of ABA 734, the student receives a grade of NC for ABA 632 and 633.

Credits: 2

ASD 360: CHARACTERISTICS OF AUTISM SPECTRUM

This is the first of four courses in the 12-credit Autism Certificate Program. This course provides an overview of autism and related developmental disabilities across the lifespan, including Asperger Syndrome and other pervasive developmental disorders. The course will cover assessment, diagnostic criteria and identification, characteristics, collaboration with families, an overview of educational impact and trends, transitioning to adulthood, controversial topics regarding etiology and treatment, and an overview of national and state resources.

Credits: 3

ASD 361: COMMUNICATION ASPECTS OF AUTISM (W)

This is the second of four courses in the 12-credit Autism Certificate Program. This course provides students with an overview of typical language acquisition and development as compared with students with Autism Spectrum Disorders. The course emphasizes the visual aspects of language learning as well as the notion of "communication as behavior" and addresses the role of assistive and augmentative communication technologies to support individuals on the Spectrum. Additionally, this course introduces students to the common sensory integration issues often associated with Autism. The course provides classroom strategies for supporting individualized sensory and communication needs of children who have Autism Spectrum Disorders, including an introduction to applied behavioral analysis techniques used for language development and collaboration with families and related service providers, as well as focusing on the importance of teaching skill-generalization across multiple settings and situations.

Credits: 3

Prerequisites:

ASD 360.

ASD 362: SOC SKILLS INSTRUCTION AUTISM (R)

This is the third of four courses in the 12-credit Autism Certificate Program. This course provides students with an overview of typical social and behavioral development as compared with students with Autism Spectrum Disorders. The course emphasizes the role of functional behavior assessments and applied behavioral techniques as related to addressing challenging or inappropriate behaviors that may be exhibited by persons with Autism Spectrum Disorders. Additionally, the course addresses social skill deficits that persons with Autism may have and provides instructional strategies and techniques to address these issues in the classroom using methods that are purposeful and individualized, including the role of peers. This course will focus on collaboration with families and related service providers, as well as the importance of teaching skill-generalization across multiple settings and situations.

Credits: 3

Prerequisites:

ASD 360.

ASD 363: PRACTICUM IN AUTISM STUDIES

This practicum experience concludes the four-course program for the 12-credit Autism Certificate. It is intended to be a culminating experience so that students have an opportunity to concretely demonstrate skills, techniques, and strategies learned in the previous three courses. This course requires that students complete a practicum experience (minimum of 70 in-class hours) in a setting that serves children with Autism Spectrum Disorders. This could include a self-contained setting, and inclusive setting, or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. Students enrolled in the course will meet three times during the semester to process experiences, share ideas, and engage in inquiry-based discussion. This is in addition to ongoing on-line requirements. Prerequisites (or co-requisites): ASD 360, ASD 361, and ASD 362.

Credits: 1.5

Co-Requisites:

ABA 360, 361, and 362.

ASD 364: PRACTICUM IN AUTISM STUDIES II (CO)

This practicum experience concludes the four-course program for the 12-credit Autism Certificate. It is intended to be a culminating experience so that students have an opportunity to concretely demonstrate skills, techniques, and strategies learned in the previous three courses. This course requires that students complete a practicum experience (minimum of 70 in-class hours) in a setting that serves children with Autism Spectrum Disorders. This could include a self-contained setting, and inclusive setting, or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. Students enrolled in the course will meet three times during the semester to process experiences, share ideas, and engage in inquiry-based discussion. This is in addition to ongoing on-line requirements.
*Prerequisites (or co-requisites): ASD 363

Credits: 1.5

ASD 640: CHARACTERISTICS OF AUTISM SPECTRUM

This is the first of four courses in the 12-credit Autism Certificate Program. This course provides an overview of autism and related developmental disabilities across the lifespan, including Asperger Syndrome and other pervasive developmental disorders. The course will cover assessment, diagnostic criteria and identification, characteristics, collaboration with families, an overview of educational impact and trends, transitioning to adulthood, controversial topics regarding etiology and treatment, and an overview of national and state resources.

Credits: 3

ASD 641: COMMUNICATION ASPECTS OF AUTISM

This is the second of four courses in the 12-credit Autism Certificate Program. This course provides students with an overview of typical language acquisition and development as compared with students with Autism Spectrum Disorders. The course emphasizes the visual aspects of language learning as well as the notion of "communication as behavior" and addresses the role of assistive and augmentative communication technologies to support individuals on the Spectrum. Additionally, this course introduces students to the common sensory integration issues often associated with Autism. The course provides classroom strategies for supporting individualized sensory and communication needs of children who have Autism Spectrum Disorders, including an introduction to applied behavioral analysis techniques used for language development and collaboration with families and related service providers, as well as focusing on the importance of teaching skill-generalization across multiple settings and situations.

Credits: 3

Prerequisites:

ASD 640.

**ASD 642: SOCIAL SKILLS
INSTRUCTION AUTISM**

This is the third of four courses in the 12-credit Autism Certificate Program. This course provides students with an overview of typical social and behavioral development as compared with students with Autism Spectrum Disorders. The course emphasizes the role of functional behavior assessments and applied behavioral techniques as related to addressing challenging or inappropriate behaviors that may be exhibited by persons with Autism Spectrum Disorders. Additionally, the course addresses social skill deficits that persons with Autism may have and provides instructional strategies and techniques to address these issues in the classroom using methods that are purposeful and individualized, including the role of peers. This course will focus on collaboration with families and related service providers, as well as the importance of teaching skill-generalization across multiple settings and situations.

Credits: 3**Prerequisites:**

ASD 640.

**ASD 643: PRACTICUM IN
AUTISM STUDIES I**

This practicum experience concludes the four-course program for the 12-credit Autism Certificate. It is intended to be a culminating experience so that students have an opportunity to concretely demonstrate skills, techniques, and strategies learned in the previous three courses. This course requires that students complete a practicum experience (minimum of 70 in-class hours) in a setting that serves children with Autism Spectrum Disorders. This could include a self-contained setting, and inclusive setting, or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. Students enrolled in the course will meet three times during the semester to process experiences, share ideas, and engage in inquiry-based discussion. This is in addition to ongoing on-line requirements. Prerequisites (or co-requisites): ED 640, ED 641, and ED 642.

Credits: 1.5**Co-Requisites:**

ED 640, ED 641, and ED 642.

**ASD 644: PRACTICUM IN
AUTISM STUDIES II**

This practicum experience concludes the four-course program for the 12-credit Autism Certificate. It is intended to be a culminating experience so that students have an opportunity to concretely demonstrate skills, techniques, and strategies learned in the previous three courses. This course requires that students complete a practicum experience (minimum of 70 in-class hours) in a setting that serves children with Autism Spectrum Disorders. This could include a self-contained setting, and inclusive setting, or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. Students enrolled in the course will meet three times during the semester to process experiences, share ideas, and engage in inquiry-based discussion. This is in addition to ongoing on-line requirements.

*Prerequisites (or co-requisites):
ASD 363

Credits: 1.5**Co-Requisites:**

ED 640, ED 641, and ED 642.

Education

There are multiple paths to teacher licensure for students at Mary Baldwin University and they are outlined below.

Undergraduate students preparing to teach must complete all requirements for the bachelor's degree, which includes a major. They must also complete professional studies requirements and any additional

requirements particular to the area of licensure. Students pursuing Elementary Education Licensure are encouraged to pursue the Liberal Arts and Interdisciplinary Studies major. Students seeking licensure to teach at the middle or secondary level must major in the area in the area in which they intend to teach and should minor in their discipline-specific education minor.

Undergraduate students may also minor in one of the education minors without pursuing licensure. There are additional options for individuals who already hold a baccalaureate degree and for undergraduates who wish to obtain their undergraduate degree, master's, and licensure in as little as four or five years.

Through the Post-Baccalaureate Teacher Licensure Program, (PBTL) students who already have a bachelor's degree can pursue initial licensure. This is a licensure program, which takes into account all of the credits a student has already earned and applies those toward the goal of obtaining a Virginia teaching license. This program does not lead to a graduate degree. All students enrolled in the program must devote their final semester entirely to student teaching. *For more information on PBTL, please contact the College of Education.*

Students seeking both initial licensure and a graduate degree do so through the Master of Arts in Teaching program.

ED 110: PRACTICUM IN EDUCATION (C)

This course is designed to provide students who are contemplating teaching as a career to acquire early and varied experiences in area school classrooms. Students will meet several afternoons with their practicum supervisor for the practicum seminar. A minimum of 60 hours will be spent in the classroom, with the exception of MBCW/UC students, who will complete a minimum of 90 hours during May Term. Students must complete this course prior to the senior year.

Credits: 3

ED 111: PRACTICUM IN SPECIAL EDUCATION (C)

This course is designed to give students who are contemplating a career in special education an opportunity to observe and assist teachers in the classroom. A minimum of 60 hours will be spent in the classroom, with the exception of College for Women and University College students, who will complete a minimum of 90 hours during May Term. Students should complete this course prior to the senior year.

Credits: 3

ED 115: FOUNDATIONS OF EDUCATION (T)

This course provides an overview of the historical, philosophical, and sociological underpinnings of the American education system. This course addresses local, state and national policy, legislation, and regulations pertaining to K-12 education, legal and ethical issues, professionalism, current issues and trends in education, and Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.

Credits: 3

ED 120: UNDERSTANDING EXCPTNL INDIVIDUALS

This course is about exceptional children and youth with learning and/or behavior problems, or who are gifted and talented, or who have physical disabilities. The course is a study of the field of special education and the exceptional individuals.

Credits: 3

ED 157: COMPUTER TECHNOLOGY FOR TEACHERS

This online course prepares teachers to use computer technology within the classroom to enhance, augment, and enlarge opportunities for learning. Offered as needed to Baldwin Online and Adult Program students.

Credits: 3

ED 205: CHARACTERISTICS OF EXCEPTIONALITY

Students demonstrate knowledge of definitions, characteristics, and learning and behavior support needs of children and students with giftedness and/or disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education at the elementary, middle, and high school levels. They develop an understanding and knowledge of characteristics that shall include: age- span and developmental issues; levels of severity; cognitive functioning; language development; emotional and behavioral adjustment; social development; medical aspects; and cultural, ethnic, and socioeconomic factors; along with the educational implications of various exceptionalities.

Credits: 3

ED 209: ASSESS & EVAL IN SPED & GIFTED ED

In this course, students will review and understand the key concepts of assessment and evaluation of exceptional students. Students will develop a solid foundation of assessment practice, factors that may influence assessment results, and diagnostic tools used to measure academic achievement and overall intelligence. Students will become familiar with both formal and informal assessment tools, reading and interpreting assessment data, the eligibility process, and writing formal reports.

Credits: 3

ED 212: LIFESPAN HUMAN DEVELOPMENT (S)

Lifespan Human Development Is required as prerequisite for admission to MDCHS and also meets the VA DOE licensure requirement for 3 hours of human growth and development coursework. This course will focus on theory, philosophy, and research on learning and human development from birth through late adulthood, as well as real-life applications in these areas through experiential projects and related assignments. Topics include physical, psychosocial, emotional, cognitive, language, and gender development in family, school, peer, and work contexts.

Credits: 3

ED 215: FOUNDATIONS & LEGAL ISSUES OF SPED

This course provides students with an understanding of the foundation for educating students with disabilities including historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice today. Students will explore how development, disability-specific characteristics, medical dynamics, and family/ environmental systems interplay with and influence the provision of educational services to students with disabilities. In exploring educational implications of disabilities and legal/regulatory requirements for identification, evaluation, and providing services, students will understand ethical issues and expected standards of professional practice.

Credits: 3

ED 218: TRANSITIONING -EXCEPTIONAL LEARNERS

Students will demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training, employment, and independent living that addresses an understanding of long-term planning, transition assessments, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations.

Credits: 3

ED 226: COLLAB TO SUPPORT EXCEPTIONAL LEARN

During this course, students will gain an understanding of collaborative relationships in the school setting, identify collaboration strategies, and learn how to implement effective collaborative/co-teaching teaching models to benefit exceptional learners. Students will learn how to apply these skills through collaborative engagements with other educators, related service providers, outside agencies, families and other stakeholders.

Credits: 3

ED 228: COMPUTER EDUCATION FOR TEACHERS

This course is designed for pre-service teachers and those educators who desire to understand the use of computers in the educational system. A basic understanding of the operation of a computer is necessary for participation in this course. The course is designed to be a web based course and students must have access to a computer, the internet, and an e-mail address. All course work will be accomplished and finalized on-line.

Credits: 3

ED 229: METHODS OF TEACHING SOCIAL STUDIES

This course will equip elementary preservice teachers with the knowledge, skills and processes of teaching history and social sciences necessary to plan thorough, effective lessons using a variety of instructional strategies that are deemed effective in social studies classrooms. Students will plan, develop and evaluate social studies lessons and instructional units that are age-appropriate. Teaching through inquiry will be an instructional focus in which students will learn how to develop the curiosity of learners as they provide authentic learning experiences. The focus of the course will be on pedagogy with the required social studies content being covered in content courses in United States history, state and local Virginia government, geography and/or economics.

Credits: 3

ED 230: METHODS OF TEACHING SCIENCE

This course will focus on the teaching and learning of science through inquiry. With an inquiry approach, students are engaged in their own learning as they search for answers and solve problems through hands-on, minds-on investigations. Students learn best when they do science in the context of the own environments and when science is integrated across the curriculum. This course will model such an inquiry-based science classroom that includes real and relevant content; inside/outside studies; project-based unit planning; scientific tools and technology; diverse learner strategies; and alternative/authentic assessments.

Credits: 3

ED 238: METHODS TEACHING MATH-ELEM LEV (Q)

The course reviews content through pedagogical practices for elementary topics such as number/number sense, Algebra, Geometry, and Probability/Statistics from a teacher and preK-6 student perspective. Pre-service teachers will develop a deeper understanding of content, gain flexibility in solving problems, apply the NCTM Process Standards, and acknowledge the effective practices (NCTM, 2014) for facilitating mathematical instruction through a focus on rich inquiry-based tasks. As a pre-service teacher, you will be introduced to vertical and horizontal progression of the standards for student learning as well as nontraditional algorithms, manipulatives, and technology that are appropriate for this grade span. Differentiation strategies will be shared and applied in classroom instruction and assignments in order to meet all student needs in a general education classroom that might also include students with disabilities. The assignments and classroom activities will enable the pre-service teacher an opportunity to experience teaching and learning through the lens of a teacher and a student.

Credits: 3

ED 239: METHODS OF TEACHING MATH- SPED (Q)

The course addresses the interactions and support of special education teachers with general education teachers in order to meet all the needs of students with disabilities. Instructional methods will be investigated that will not only address academic needs but also the social, emotional, and behavioral/ needs. Mathematical content in the K-12 topics will be investigated to determine how to meet the Virginia Standards of Learning, NCTM Process Standards, and IEP criteria. The usage of technology will be investigated as to how its usage will support students with disabilities. Through an online course delivery approach, discussions will need to simulate face to face discourse of the classroom through postings and responses to the postings of your peers. Researching topics on the internet will be necessary in addition to textbook readings.

Credits: 3

ED 250: TEACHING THE GIFTED STUDENT

Students participate in peer teaching, simulations, independent study and discussions. Through these experiences, the students demonstrate their knowledge of the curriculum and skills in adjusting to meet the special needs of gifted learners. By the end of this course, students will be able to define and explain the nature and characteristics of giftedness; explain how giftedness is enhanced; identify the gifted; demonstrate skills in defining goals and objectives; and design, teach and evaluate activities which are appropriate for gifted students.

Credits: 2

ED 260: MULTICULTURAL EDUCATION

An elective course designed to provide students considering a career in teaching with an understanding of how the increasing diversity of the American population has influenced life in public school classrooms. Students will study characteristics of various cultural and ethnic groups represented in public schools today and demonstrate understanding of the potential impact of those characteristics on student learning and achievement. In addition, they will be expected to apply their understanding toward analysis of curriculum materials and instructional approaches. The course is offered to online students only as a Canvas supported independent tutorial.

Credits: 3

ED 276: CULT, HIST, ED SYSTEM OF CYPRUS (I)

This course provides an overview of various forces that shape contemporary education in the United States and in international settings. Students will explore the relationship between education, culture, and society in the global context. Students will critically reflect upon their own educational experiences and their perspectives and beliefs about education. Students will be introduced to strategies that are considered "best practice" and will compare aspects of the U.S. education system to those aspects in an international setting. This course meets the general education requirements for international credit. Students will write frequently in both formal and informal formats and will be asked to reflect upon what they see and experience during their time in Cyprus.

Credits: 3

ED 277: COLL:COMPARATIVE ED

Credits: 3

ED 287: EXPER LEARNING

Credits: 3

ED 300: ELEMENTARY METHODS AND PRACTICUM

This course conceptualizes the teacher as one who makes and carries out decisions about curriculum and instruction, based on principles of teaching and learning. Instructional planning and classroom management are emphasized. Students will gain an in depth understanding of the Virginia Standards of learning and how to implement those standards with diverse groups of learners. A 30 hour field experience in a PK-6 classroom integrates theory with practice.

Credits: 4

**ED 305: CLASSROOM MGT/
COLLABRTN SPED SETTGS**

Prospective teachers learn classroom and behavior management techniques and individual interventions, develop skills required to collaborate with regular education colleagues and with families of students with disabilities, learn and practice skills in consultation, case management, and collaboration needed to assist and support students and families in successful transitions within the K-12 school system and beyond.

Credits: 3

**ED 308: FIELD EXPERIENCE:
ESL**

This course serves as the 300 hour field experience (150 direct instructional hours) for individuals adding ESL to an existing teaching license or pursuing an ESL endorsement concurrently with another endorsement. ED 608 is the graduate-level version of this course.

Credits: 3

**ED 310: MIDDLE/SECOND
METHODS PRACTICUM (R)**

This course conceptualizes the teacher as one who makes and carries out decisions about curriculum and instruction, based on principles of teaching and learning. Instructional planning and classroom management are emphasized. Students will gain an in-depth understanding of the Virginia Standards of Learning and how to implement those standards with diverse groups of learners. A 30-hour field experience in an appropriate 6th-12th grade classroom (or K12 in the case of K12 endorsements) integrates theory with practice.

Credits: 4

**ED 315: IEP DEVELOPMENT &
IMPLEMENTATION**

Students will demonstrate knowledge of the IEP process, develop Individualized Educational Programs, and apply differentiation strategies to teach diverse learners. Students will understand and apply their understanding of service delivery, curriculum and instruction of students with disabilities including scope and sequence, lesson planning, instructional methods, and assessments based on the general education curriculum Virginia SOLs at the K-12 levels.

Credits: 4

**ED 320: TECHNIQUES OF
INSTRUCTION**

Credits: 3

**ED 321: DEVELOPMENTAL
TECHNG OF READING**

Credits: 2

**ED 323: LANG ACQUISITION &
LITERACY DEV I**

This course is designed for teacher education students who plan to teach general or special education at the elementary or middle school levels. A heavy focus of the course is devoted to improving literacy among elementary students with and without disabilities, and a later section focuses on reading components for adolescent learners. Students will develop a thorough understanding of the complex nature of language acquisition, reading, and literacy-aligned with the Virginia English Standards of Learning. Related to language acquisition development, students will learn about phonetics, semantics, syntax, morphology, phonology, and pragmatics. Course content related to reading includes phonological awareness at all four levels (e.g., word, syllable, onset-rime, phoneme), concept of print, phonics, fluency, vocabulary development, and comprehension strategies for fiction and nonfiction texts. Related to writing, students will learn about the stages of writing, writing strategies, conventions to support composing, written expression, usage, and mechanics. Word Study, and focus on spelling stages, is an integral part of this course.

Credits: 3

ED 324: LANG ACQUISITION & LITERACY DEV II

It is geared toward the foundations of learning to read, write, and communicate, and how the Virginia Foundation Blocks for Early Learning Comprehensive Standards for four-Year-Old's and the Virginia Standards of Learning for English provide the core for teaching English in grades preK-6. Students will learn knowledge, skills, and processes to teach communication (speaking, listening, and media literacy), reading (phonological awareness, phonics, vocabulary, fluency, comprehension,), writing, and use of technology for purposes of reading, writing, and research. Word Study is taught in ED 323/635; therefore, this class will include a review as needed, with an opportunity to put Word Study into practice. This is a 4-credit course with a 30-hour practicum placement in an elementary school during the language arts block, designed to provide the opportunity to apply students' understanding of the complex nature of language and literacy acquisition.

Credits: 4**ED 325: CLASSROOM AND BEHAVIOR MANAGEMENT**

Theories and research-based practices associated with establishing, implementing, and maintaining classroom and behavioral management procedures that are age-appropriate are emphasized, along with preventing behavior problems and modifying classroom environments to enhance student learning. Safety and crisis management are addressed as students develop their own Classroom and Behavior Management plan. Students will develop and analyze diverse techniques to increase positive behavior and decrease inappropriate behavior that effect learning.

Credits: 3**ED 328: ASSESSMENT OF & FOR LEARNING**

In this course, assessment types, creation, selection, analysis, and interpretation will be addressed that is applicable for general education students as well as students with disabilities. Legal and ethical issues of assessment creation, administration, and reporting will be explored along with assessment validity and reliability. The relationship between assessment OF and FOR learning, instruction, and monitoring of student progress will be explored and data (including state assessment data) is linked to improving teacher planning and instruction. Student academic results and the link to teacher evaluation will be discussed. Additionally, how self-assessment by students leads to improving academic performance toward clearly defined instructional objectives will be explored. Students encounter many different types of assessments in their educational experiences. These will be explored to determine the different functions they serve along with limitations for diverse student learners. Lastly, students will explore best practices related to integrating technology into the classroom to engage and assess students.

Credits: 4

ED 336: COMPARATIVE EDUCATION (IW)

This course examines historical, cultural, political, and economic forces that shape education in the United States and in international settings. We will explore the relationship between education, culture, and society in the global context. Students will critically reflect upon their own educational experiences and their perspectives and beliefs about education. Students will compare aspects of the U.S. education system to those aspects in an international setting of their choice.

Credits: 3

ED 339: ART METHODS LAB: VISUAL ART PK-12

Students pursuing an endorsement in visual art will explore how the Virginia Standards of Learning, provide a foundation for teaching within the discipline. Students will learn how to apply their knowledge and skills of the visual arts with the processes and pedagogy for teaching art appropriate to the developmental levels and academic needs of students in preK-12. The instructional framework taught in this course serves to supplement instruction in art skills that student will have from their studies in coursework in the visual arts.

Credits: 3

ED 341: LANGUAGE & LINGUISTICS FOR EDUCATOR

This course provides teacher education students with an overview of the development of language in the context of culture and historical concepts. The historical development and structure of language (English and other languages) is reviewed. Students will understand the basic principles and methodologies of linguistic science, while learning how to discuss language issues in an informed way with linguists and non-linguists. The course will address basic foundations of linguistics in order to prepare teachers who may be working with ESL students, or who may be teaching language arts/literacy/English in the K-12 classroom.

Credits: 3

ED 342: CULTURAL RESPONSE TEACHING & COMM (D)

This course examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Special emphasis is placed on the role of ethnicity in the development of the United States and its education system. Includes an overview of multicultural/multilingual curricula with a special focus on culturally/linguistically-responsive instruction and assessment techniques.

Credits: 3

ED 343: ESL ASSESSMENT & CURRICULUM DESIGN

This course is designed to prepare teachers to provide linguistically and culturally appropriate assessment for English Language learners (ELLs) in grades K-12, focusing on utilizing assessment to design appropriate curricula. Students will also learn about the foundational issues and historical development of ESL instruction in the US.

Credits: 3

ED 344: LITERACY INSTRUCTION ELLs

This course provides an overview of second language (L2) methods and materials, focusing specifically on the teaching and learning of L2 literacy skills: reading and writing. Additional attention will be given to vocabulary and grammar. Class sessions will focus on theory and practice related to these four important components of language learning. In addition, students will critique popular L2 textbooks currently in use around the world, evaluate already developed lesson plans, develop lesson plans of their own, engage in short demonstration lessons that showcase state-of-the-art teaching techniques, and complete a literature review on a topic of personal interest.

Credits: 3

**ED 345: METHODS ESL
INSTRUCTION/PRACTICUM**

This course examines classroom assessment and instructional best practices useful for meeting the needs of a diverse student population in grades K-12, in particular the needs of students whose primary language is not English. This course includes a 30-hour field experience.

Credits: 4

**ED 346: ENGLISH METHODS
LAB: MS & SECONDARY**

This course focuses on pedagogical implications of the English and Middle School Language Arts Standards of Learning. This course guides students in preparing to teach English in middle and secondary school settings. Students will explore (a) skills, knowledge, and processes necessary to teach reading, writing, and communication, (b) instructional theory and strategies, and (c) the Virginia Standards of Learning for English as they relate to instruction and assessment.

Credits: 3

**ED 347: MATH METHODS LAB:
MS & SECONDARY**

The course reviews content through pedagogical practices for middle and high school topics such as Algebra, Geometry, and Probability Statistics from a teacher and student perspective. Pre-service teachers will develop a deeper understanding of content, gain flexibility in solving problems, apply the NCTM Process Standards, and acknowledge the effective practices (NCTM, 2014) for facilitating mathematical instruction through a focus on rich inquiry-based tasks. As a pre-service teacher, you will be introduced to vertical and horizontal progression of the standards for student learning as well as nontraditional algorithms, manipulatives, and technology that are appropriate for this grade span. Differentiation strategies will be shared and applied in classroom instruction and assignments in order to meet all student needs in a managerial education classroom that might also include students with disabilities. The assignments and classroom activities will enable the pre-service teacher an opportunity to experience teaching and learning through the lens of a teacher and a student.

Credits: 3

**ED 348: SOCST METHODS LAB:
MS & SECONDARY**

Students pursuing endorsements in middle or secondary history and social sciences will explore how the Virginia Standards of Learning provide a foundation for teaching within the discipline. Students will understand the significance of diversity, humanity, key decisions, economics, geography, actions of groups and individuals, and historical change in societies and communities. Students will synthesize and understand the processes necessary to effectively teach history and social sciences in grades 6-12, including through the instruction and practice of effective research and writing, and the incorporation of best practices in pedagogy for content delivery.

Credits: 3

**ED 349: SCIENCE METHODS
LAB: MS & SECONDARY**

Through this course, students will integrate content with pedagogical practice for middle and secondary sciences outlined in national science teaching standards and the Virginia Standards of Learning in order to develop a foundation for teaching within the discipline. The course addresses effective instruction in Middle School Science, Biology, and Chemistry. Students will identify and understand the processes necessary to effectively teach the sciences in grades 6-12, including knowledge, skills, and practices of the core areas of science, the nature of science and scientific inquiry; evaluation of instructional resources and practices; and instructional design to meet the needs of diverse learners.

Credits: 3**ED 350: CONTENT AREA
LEARNING**

This course explores how teachers can assist middle and secondary students with and without disabilities in the process of reading to learn. Students will learn how to increase content learning through reading and writing activities. The course encourages students to apply their understanding of how basic reading skills influence middle and high school students' ability to comprehend content area curriculum. Students will explore ways to assess, as well as build vocabulary and comprehension of content areas with a variety of texts including fiction and nonfiction. This class emphasizes how teachers can use engaging, student-driven strategies in practical ways to facilitate learning and ultimately foster independent readers/learners. Additionally, students will explore, try, and consider ways to integrate technology to enhance content learning.

Credits: 3**ED 362: SOC SKILLS
INSTRUCTION AUTISM (R)**

This is the third of four courses in the 12-credit Autism Certificate Program. This course provides students with an overview of typical social and behavioral development as compared with students with Autism Spectrum Disorders. The course emphasizes the role of functional behavior assessments and applied behavioral techniques as related to addressing challenging or inappropriate behaviors that may be exhibited by persons with Autism Spectrum Disorders. Additionally, the course addresses social skill deficits that persons with Autism may have and provides instructional strategies and techniques to address these issues in the classroom using methods that are purposeful and individualized, including the role of peers. This course will focus on collaboration with families and related service providers, as well as the importance of teaching skill-generalization across multiple settings and situations.

Credits: 3**Prerequisites:**

ED 360.

ED 371: SPED K-6 ADD ON PRACTICUM

For certified teachers seeking an add-on endorsement in Special Education: General Curriculum K-6, this practicum/field experience includes 45 instructional hours of successful teaching experience with K-6 students with disabilities accessing the general curriculum in a public or accredited nonpublic school. Students will receive mentored practice in planning, instructing and assessing student learning, developing an understanding of ethical issues and accepted standards of professional behavior. This experience must be completed during or following the last semester of coursework required for the add-on endorsement.

Credits: 1

ED 372: SPED 6-8 ADD-ON PRACTICUM

For certified teachers seeking an add-on endorsement in Special Education: General Curriculum 6-8, this practicum/field experience includes 45 instructional hours of successful teaching experience with 6"-8" grade students with disabilities accessing the general curriculum in a public or accredited nonpublic school. Students will receive mentored practice in planning, instructing and assessing student learning, developing an understanding of ethical issues and accepted standards of professional behavior. This experience must be completed during or following the last semester of coursework required for the add-on endorsement.

Credits: 1

ED 373: SPED 6-12 ADD-ON PRACTICUM

For certified teachers seeking an add-on endorsement in Special Education: General Curriculum 6-12, this practicum/field experience includes 45 instructional hours of successful teaching experience with 6th-12th grade students with disabilities accessing the general curriculum in a public or accredited nonpublic school. Students will receive mentored practice in planning, instructing and assessing student learning, developing an understanding of ethical issues and accepted standards of professional behavior. This experience must be completed during or following the last semester of coursework required for the add-on endorsement.

Credits: 1

ED 377: 4MAT SYSTEM-RIGHT/LEFT MODE TECH

Credits: 3

ED 380: TEACHING ASSISTANT FOR

Credits: 3

ED 382: STUDENT TEACHING: ELEMENTARY ED (O)

A 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks and accumulates a minimum of 150 clock hours of direct instruction within the grade level range of the endorsement area sought. Students receive mentored practice in ethical issues, accepted standards of professional behavior, planning, instruction, and assessing student learning. Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching. Please see the Requirements for Approval to Student Teach in the Course Catalog.

Credits: 12

ED 383: STUDENT TEACHING: MIDDLE ED (O)

A 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks and accumulates a minimum of 150 clock hours of direct instruction within the grade level range of the endorsement area sought. Students receive mentored practice in ethical issues, accepted standards of professional behavior, planning, instruction, and assessing student learning. Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching. Please see the Requirements for Approval to Student Teach in the Course Catalog.

Credits: 12

**ED 384: STUDENT TEACHING:
SECONDARY ED (O)**

A 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks and accumulates a minimum of 150 clock hours of direct instruction within the grade level range of the endorsement area sought. Students receive mentored practice in ethical issues, accepted standards of professional behavior, planning, instruction, and assessing student learning. Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching. Please see the Requirements for Approval to Student Teach in the Course Catalog.

Credits: 12**ED 385: STUDENT TEACHING:
ART EDUCATION (O)**

Student teaching requires one semester working directly with students in a classroom on a full-time basis, for a minimum of 12 weeks under the direction of a classroom teacher and college supervisor. For students seeking endorsement in Art, Music or Special Education, the student teaching experience shall be split into 8 weeks in an elementary setting and 8 weeks in a secondary setting, to total a 16-week placement. Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching.

Credits: 12**ED 386: SEMINAR**

Seminar is held in conjunction with student teaching. This experience allows students to discuss and examine critical issues related to student teaching. Spring semester only for Residential students.

Credits: 2**ED 387: EXTERNSHIP****Credits: 0****ED 388: STUDENT
TEACHING: BUSINESS ED (O)****Credits: 12****ED 389: STUDENT TEACHING:
FOREIGN LANG (O)**

Student teaching requires one semester working directly with students in a classroom on a full-time basis, for a minimum of 12 weeks under the direction of a classroom teacher and college supervisor. For students seeking endorsement in Art, Music or Special Education, the student teaching experience shall be split into 8 weeks in an elementary setting and 8 weeks in a secondary setting, to total a 16-week placement. Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching.

Credits: 12**ED 391: STUDENT TEACHING:
THEATRE (O)****Credits: 12****ED 392: STUDENT TEACHING:
MUSIC ED (O)**

Student teaching requires one semester working directly with students in a classroom on a full-time basis, for a minimum of 12 weeks under the direction of a classroom teacher and college supervisor. For students seeking endorsement in Art, Music or Special Education, the student teaching experience shall be split into 8 weeks in an elementary setting and 8 weeks in a secondary setting, to total a 16-week placement. Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching.

Credits: 12

ED 393: STUDENT TEACHING: SPECIAL ED (O)

A 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks and accumulates a minimum of 150 clock hours of direct instruction within the grade level range of the endorsement area sought. Students receive mentored practice in ethical issues, accepted standards of professional behavior, planning, instruction, and assessing student learning. For students seeking PK-12 or K-12 endorsements, the student must have experience in elementary, middle, and secondary grade levels through practicum and student teaching experiences. Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching. Please see the Requirements for Approval to Student Teach in the Course Catalog.

Credits: 12

ED 394: STUDENT TEACHING-ESL

A (minimum) 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks, and accumulates a minimum of 150 clock hours of direct instruction within the endorsement area sought. Students receive mentored practice in planning, instructing and assessing student learning, as well as the ethical issues and accepted standards of professional behavior. The field experience will address assessment, evaluation, differentiated instruction, best practices, and technology to promote PK-12 student learning within the scope and sequence of the general curriculum while addressing individualized needs of the ESL students.

Credits: 12

ED 400: SENIOR SEMINAR AND PROJECT (M)

This course is the capstone course for the Liberal Arts and Interdisciplinary Studies Major. In this course, students will demonstrate a clear understanding of the pedagogy and processes involved in teaching elementary school students. An action research project associated with student teaching or other elementary classroom experience will be required. College for Women and University College students are expected to take ED 400 while student teaching. MBU Online and Adult Program students may choose to take ED 400 the term immediately prior, during, or immediately following student teaching.

Credits: 3

ED 401: SECONDARY SCHOOL METHODS & PRACTIUM

Credits: 4

ED 487: DEPARTMENTAL EXTERNSHIP

Credits: 0

ED 510: PRACTICUM

The practicum experience is designed for MAT students who are preparing to teach. This experience provides them with an opportunity to observe and assist teachers in the classroom, and to understand the ethical issues and the practice of accepted standards of professional behavior.

Credits: 0.5

ED 511: PRACTICUM

The practicum experience is designed for MAT students who are preparing to teach. This experience provides them with an opportunity to observe and assist teachers in the classroom, and to understand the ethical issues and the practice of accepted standards of professional behavior.

Credits: 0.5

ED 512: PRACTICUM

The practicum experience is designed for MAT students who are preparing to teach. This experience provides them with an opportunity to observe and assist teachers in the classroom, and to understand the ethical issues and the practice of accepted standards of professional behavior.

Credits: 0.5

ED 513: PRACTICUM

The practicum experience is designed for MAT students who are preparing to teach. This experience provides them with an opportunity to observe and assist teachers in the classroom, and to understand the ethical issues and the practice of accepted standards of professional behavior.

Credits: 0.5

ED 514: PRACTICUM

The practicum experience is designed for MAT students who are preparing to teach. This experience provides them with an opportunity to observe and assist teachers in the classroom, and to understand the ethical issues and the practice of accepted standards of professional behavior.

Credits: 0.5

ED 520: APPLIED BEHAVIOR ANALYSIS PRACTICUM

Students will be engaged in a series of practicum activities designed to develop understanding of concepts, theories, and research related to the field of Applied Behavior Analysis. Students will learn to design and evaluate a program for behavior change while understanding the procedures for establishing desired behaviors and reducing unhealthy and maladaptive behaviors, and apply this to a real setting.

Credits: 1

ED 525: SPECIAL EDUCATION APPLIED PRACTICUM

This course provides students with 70 hours of field-based experiences in K-12 special education, and explores the implementation of special education policies and best practices in school-based settings. [This course does not meet special education endorsement requirements.]

Credits: 3

ED 546: ENGLISH METHODS LAB: MS & SECONDARY

This course focuses on pedagogical implications of the English and Middle School Language Arts Standards of Learning. This course guides students in preparing to teach English in middle and secondary school settings. Students will explore (a) skills, knowledge, and processes necessary to teach reading, writing, and communication, (b) instructional theory and strategies, and (c) the Virginia Standards of Learning for English as they relate to instruction and assessment.

Credits: 3

ED 547: MATH METHODS LAB: MS & SECONDARY

The course reviews content through pedagogical practices for middle and high school topics such as Algebra, Geometry, and Probability/Statistics from a teacher and student perspective. Pre-service teachers will develop a deeper understanding of content, gain flexibility in solving problems, apply the NCTM Process Standards, and acknowledge the effective practices (NCTM, 2014) for facilitating mathematical instruction through a focus on rich inquiry-based tasks. As a pre-service teacher, you will be introduced to vertical and horizontal progression of the standards for student learning as well as nontraditional algorithms, manipulatives, and technology that are appropriate for this grade span. Differentiation strategies will be shared and applied in classroom instruction and assignments in order to meet all student needs in a general education classroom that might also include students with disabilities. The assignments and classroom activities will enable the pre-service teacher an opportunity to experience teaching and learning through the lens of a teacher and a student.

Credits: 3

ED 548: SOCST METHODS LAB: MS & SECONDARY

Students pursuing endorsements in middle or secondary history and social sciences will explore how the Virginia Standards of Learning provide a foundation for teaching within the discipline. Students will understand the significance of diversity, humanity, key decisions, economics, geography, actions of groups and individuals, and historical change in societies and communities. Students will synthesize and understand the processes necessary to effectively teach history and social sciences in grades 6-12, including through the instruction and practice of effective research and writing, and the incorporation of best practices in pedagogy for content delivery.

Credits: 3

ED 549: SCIENCE METHODS LAB: MS & SECONDARY

Through this course, students will integrate content with pedagogical practice for middle and secondary sciences outlined in national science teaching standards and the Virginia Standards of Learning in order to develop a foundation for teaching within the discipline. The course addresses effective instruction in Middle School Science, Biology, and Chemistry. Students will identify and understand the processes necessary to effectively teach the sciences in grades 6-12, including knowledge, skills, and practices of the core areas of science; the nature of science and scientific inquiry, evaluation of instructional resources and practices; and instructional design to meet the needs of diverse learners.

Credits: 3

ED 577: SPECIAL TOPICS:

On an occasional basis, this course is offered to a student(s) to explore topics related to graduate education.

Credits: 3

ED 590: GRADUATE WRITING SEMINAR

The Graduate Writing Seminar is offered for the purpose of providing MAT students with a resource for improving and refining their writing skills. It is intended that students who are identified (or who self-identify) as needing assistance in developing appropriate graduate-level writing skills will be advised to enroll in ED 590 for one or more semesters. Instruction will be individualized and based on diagnosis of writing samples. Topics will include: Sentence structure, parts, patterns and choices. Elements of style. The writing process. Essay construction. Development of professional "voice". Conventions of form and format. Documentation and attribution.

Credits: 1

ED 592: BEHAVIOR ANALYSIS: MEASURE & ASSESS

This graduate-level 45-hour course covers the basic concepts and principles of measurement and experimental design, as it relates to the profession of applied behavioral analysis. The present course covers tasks from the content areas of B.

Measurement and the Basic Behavior Analytic Skills of Measurement and Experimental Design as outlined in the BACB's Fourth Edition Task List. Specific emphasis will be given to: 1) selecting proper measurement systems to obtain data in an applied setting, 2) designing and implementing observational measurement systems, and 3) different methods for evaluating interventions to determine effectiveness.

Credits: 3

ED 593: ETHICS IN BEHAVIOR ANALYSIS

This graduate-level 45-hour course covers both the ethical standards surrounding the professional field of behavior analysis as well as the key concepts related to the implementation of assessment and intervention. This class emphasizes the Guidelines for Responsible Conduct (BACB) as well as content from the areas of: A. Identification of the Problem, C. Assessment, D. Intervention, and E. Implementation, Management, and Supervision (from the BACB Fourth Edition Task List). Behavioral Change Considerations (TC:01-TC:03) and Behavior Change Systems (TS:01-TS:08) are also reviewed. Upon completion of the class, the student will have an understanding of both the ethical standards and the application of these standards and the concepts, as well as the applications necessary for both successful interventions and assessment across a variety of settings.

Credits: 3

ED 594: BEHAVIOR CHANGE AND PROCEDURES

This graduate 45-hour course covers in depth concepts, principles, and processes related to the elements of behavior change. Specific consideration is given to: 1) the appropriate use of reinforcement, 2) the concepts of shaping and chaining, 3) the proper use of mand, tact, intraverbal, and listener training, 4) the use of differential reinforcement, 5) discrimination procedures, 6) using interventions based on antecedents, and 7) errorless learning procedures. This class emphasizes the content areas of Fundamental Elements of Behavior Change (TE-01 to TE-21) and Specific Behavior Change Procedures (TP-01 to TP-13) from the Behavior Analyst Certification Board's Fourth Edition Task List.

Credits: 3

ED 595: SPECIAL TOPICS IN BEHAVIOR ANALYSIS

This graduate 45-hour course covers in depth concepts, principles, and processes related to the elements of behavior change. Specific consideration is given to measurement and data analysis, experimental design, behavior change systems, intervention, implementation, management, and supervision within behavior analysis. This class emphasizes the content from the: A. Identification of the Problem, C. Assessment, D. Intervention, and E. Implementation, Management, and Supervision as well as B. Measurement and the Basic Behavior Analytic Skills of Measurement and Experimental Design as outlined in the BACB's Fourth Edition Task List (from the BACB Fourth Edition Task List). Behavioral Change Considerations (TC:01-TC:03) and Behavior Change Systems (TS:01-TS:08) are also reviewed.

Credits: 3

ED 596: SOCIETAL CONSIDERATIONS FOR BA

This graduate 45-hour course covers in depth concepts, principles, and processes related to the elements of behavior change. This class emphasizes the Guidelines for Responsible Conduct (BACB) as well as discretionary content. Upon completion of the class, the student will have an understanding of both the ethical standards and application of these standards and the concepts, and will also have reviewed a number of ethical dilemmas that will aid in their future ethical conduct as behavior analysts.

Credits: 3

ED 601: LIFESPAN HUMAN DEVELOPMENT

Lifespan Human Development is required as prerequisite for admission to MDCHS and also meets the VA DOE licensure requirement for 3 hours of human growth and development coursework. This course will focus on theory, philosophy, and research on learning and human development from birth through late adulthood, as well as real-life applications in these areas through experiential projects and related assignments. Topics include physical, psychosocial, emotional, cognitive, language, and gender development in family, school, peer, and work contexts

Credits: 3

ED 602: FOUNDATIONS OF EDUCATION

This course provides an overview of the historical, philosophical, and sociological underpinnings of the American education system. This course addresses local, state and national policy, legislation, and regulations pertaining to K-12 education, legal and ethical issues, professionalism, current issues and trends in education, and Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.

Credits: 3

ED 603: ASSESSMENT OF & FOR LEARNING

Participants in this course will discuss assessment types, creation, analysis, and interpretation that includes their purpose, methods of administering, and differentiation to meet general education and special education students. Legal and ethical issues of assessment creation, administration, and reporting will be explored along with assessment validity and reliability. Assessment creation will involve assessment OF and FOR learning with a focus on using performance assessments and all previously mentioned topics. Performance assessments will include those that are formative and summative and use clear evaluation techniques such as rubrics. Participants will share how the assessment (performance and state assessment data) will inform planning and instruction to meet ALL student needs with students and teachers self-assessing and documenting/monitoring student progress. Discussions about student academic results will be linked to teacher evaluation. Participants will investigate a variety of assessments students may experience (standardized tests, diagnostic assessments, college admission tests, industry certifications, and placement assessments) and acknowledge the different functions they serve and limitations with diverse students/learners. Additionally, students will explore best practices related to integrating technology in the classroom to engage and assess students. Participants will be expected to justify their statements on various assignments using APA format.

Credits: 3

ED 606: INTG LIT TO IMPROVE CONT AREA LEARN

This course explores how teachers can assist middle and secondary students with and without disabilities in the process of reading to learn. Students will learn how to increase content learning through reading and writing activities. The course encourages students to apply their understanding of how basic reading skills influence middle and high school students' ability to comprehend content area curriculum. Students will explore ways to assess, as well as build vocabulary and comprehension of content areas with a variety of texts including fiction and nonfiction. This class emphasizes how teachers can use engaging, student-driven strategies in practical ways to facilitate learning and ultimately faster independent readers/learners. Additionally, students will explore, try, and consider ways to integrate technology to enhance content learning.

Credits: 3

ED 607: INSTRUCTIONAL STRATEGIES ELEMENTARY

This course conceptualizes the teacher as one who makes and carries out decisions about curriculum and instruction, based on principles of teaching and learning. Instructional planning and classroom management are emphasized. Students will gain an in-depth understanding of the Virginia Standards of Learning and how to implement those standards with diverse groups of learners.

Credits: 3

ED 608: FIELD EXPERIENCE

This course serves as the 12-week field experience (including at least 150 direct instructional hours) for individuals adding an additional endorsement to an existing license or pursuing an additional endorsement concurrently with another endorsement.

Credits: 3

ED 609: STUDENT TEACHING: ELEMENTARY

A 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks and accumulates a minimum of 150 clock hours of direct instruction within the grade level range of the endorsement area sought. Students receive mentored practice in ethical issues, accepted standards of professional behavior, planning, instruction, and assessing student learning. Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching. Please see the Requirements for Approval to Student Teach in the Course Catalog.

Credits: 6

ED 610: STUDENT TEACHING: MIDDLE/SECONDARY

A 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks and accumulates a minimum of 150 clock hours of direct instruction within the grade level range of the endorsement area sought. Students receive mentored practice in ethical issues, accepted standards of professional behavior, planning, instruction, and assessing student learning. Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching. Please see the Requirements for Approval to Student Teach in the Course Catalog.

Credits: 6

ED 611: SEMINAR

Seminar is held in conjunction with student teaching. This experience allows students to discuss and examine critical issues related to student teaching. Spring semester only for Residential students.

Credits: 2

ED 612: PROFESSIONAL DEVELOPMENT PROJECT

In lieu of student teaching (for teachers who hold a collegiate professional license), students choose among options for their professional development: a classroom research project, a supervision project, or a self-designed project. The project is planned with the student's advisor and presented to a committee of three from the graduate faculty.

Credits: 3

Prerequisites:

IN 630.

ED 613: REFLECTIVE SYNTHESIS PROJECT

In a final paper graduating students reflect on and analyze their entire MAT experience, including course work, practica, and student teaching. They synthesize their understanding of what it means to be an inquiring teacher, both conceptually and practically, who cultivates inquiry in K-12 students. ED 613 is to be taken concurrently with ED 609/610/614 or ED 612.

Credits: 1

ED 614: STUDENT TEACHING: SPECIAL EDUCATION

A 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks and accumulates a minimum of 150 clock hours of direct instruction within the grade level range of the endorsement area sought. Students receive mentored practice in ethical issues, accepted standards of professional behavior, planning, instruction, and assessing student learning. For students seeking PK-12 or K-12 endorsements, the student must have experience in elementary, middle, and secondary grade levels through practicum and student teaching experiences. Student teachers may not work, take courses, or participate in varsity sports. Application must be made the semester prior to student teaching. Please see the Requirements for Approval to Student Teach in the Course Catalog.

Credits: 6

**ED 615: GIFTED EDUCATION
FIELD EXPERIENCE**

For certified teachers seeking an add-on endorsement in Gifted Education, this practicum/field experience includes 45 instructional hours of successful teaching experience with gifted students in a heterogeneously grouped (mixed ability) classroom or a homogeneously grouped /single ability) classroom. Students receive mentored practice in planning, instructing and assessing student learning, developing an understanding of ethical issues and accepted standards of professional behavior.

Credits: 1

**ED 616: NATURE JOURNALING
ACROSS CURRICULUM**

Educators study a variety of journaling techniques and artistic medium for observing and documenting the natural world, including the use of field sketching, map making, daily logs, data collection, observational notes, and writing for reflection. The course is designed to: 1) introduce educators to strategies for improving the artistic, written and reflective abilities of K-12 students using nature experiences; 2) encourage educators to use the outdoors around the school and community as sites for nature-related observation, documentation, and artistic/ written expression; and 3) help educators develop school-based curriculum strategies for integrating art with science and writing through nature journaling.

Credits: 3

ED 617: MATH IN THE GARDEN

Educators learn how to use the garden and local environment to teach standards-based math skills to students in grades K-8. Using outdoor connections, the course will address the concepts, practice, and applications of math, from basic operations to geometry and data analysis. Educators will learn ways to make math more meaningful for students, through problem-solving and task-oriented strategies that help answer the question, "Why do we have to learn this?" The course will include field trips to gardens, an historic cemetery, and natural areas for implementation practice.

Credits: 3

**ED 618: NATURAL RESEARCH
INVESTIGATIONS**

The goal of this course is to help educators get their students "wild about science." Using wildlife and habitat studies as the focus, the course provides elementary, middle and high school educators the skills needed to work with students as they design and perform their own field-based investigations related to the local environment. Educators will participate in plant and animal studies, ask questions and develop plans for finding answers, observe and collect data in natural settings, and present results and conclusions. Participants will plan curriculum for effective "environment-based learning" instruction by implementing strategies and techniques presented in class. The course will address learning standards for all grade levels.

Credits: 3

**ED 619: TROUT IN THE
CLASSROOM**

Educators learn to implement the science-based curriculum, Trout in the Classroom (TIC) developed through the conservation organization, Trout Unlimited. In TIC programs, students in grades K-12 raise trout from eggs, monitor tank water quality, engage in stream habitat study, and release their trout in a local state-approved stream. The course focuses on integrating TIC across the curriculum, finding resource support and funding, and tank set-up and maintenance. Field experiences include stream/watershed studies, data collection and field technology practice, and fisheries biology.

Credits: 3

**ED 620: OUTDOOR
CLASSROOM:EBL
DEVELOPMENT**

A variety of pedagogical issues related to environment-based learning (EBL) are studied, including: outdoor learning methods, management of students and materials, program and student assessment, working with special needs students and diverse populations in the outdoors, lesson planning, technology, curriculum resource development, area mapping, and schoolyard habitat development and management.

Credits: 3

**ED 621: STORYTELLING:
CURRICULUM INTEGRATION**

The oral tradition of storytelling provides a window into the context of culture and environment; the process addresses content standards in language arts, science, and social studies. Educators come to understand how to use this timeless tradition as a tool for motivating student learning while enhancing the oral and writing abilities of K-12 students. Students learn to observe, reflect upon and document their own sense of place in time.

Credits: 3

**ED 622: CHARACTERISTICS OF
EXCEPTIONALITY**

Students demonstrate knowledge of definitions, characteristics, and learning and behavior support needs of children and students with giftedness and/or disabilities whose cognitive and functional skills are not significantly different from typically developing peers and therefore require access to the general education curriculum for an appropriate education at the elementary, middle, and high school levels. They develop an understanding and knowledge of characteristics that shall include: age- span and developmental issues; levels of severity; cognitive functioning; language development; emotional and behavioral adjustment; social development; medical aspects; and cultural, ethnic, and socioeconomic factors; along with the educational implications of various exceptionalities.

Credits: 3

**ED 622K: INTEGRATED APPROACH
TO EXCEPTIONALITY**

Credits: 3

**ED 623: ADVANCED STUDIES OF
GIFTED LEARNERS**

Delving further into the characteristics and educational needs of gifted learners, this course explores a variety of curricular and instructional strategies that aim to strengthen abilities and increase opportunities regarding accommodation of accelerated learning aptitudes in the mixed-ability classroom. Advocacy skills, giftedness identification, holistic assessment, curriculum differentiation, alternative programs, and appropriate services are emphasized. Fundamental principles of effective program planning and evaluation are stressed, specifically those theories and methodologies designed to broaden understandings of giftedness and gifted education.

Credits: 3

**ED 624: IEP DEVELOPMENT &
IMPLEMENTATION**

Students will demonstrate knowledge of the IEP process, develop Individualized Educational Programs, and apply differentiation strategies to teach diverse learners. Students will understand and apply their understanding of service delivery, curriculum and instruction of students with disabilities including scope and sequence, lesson planning, instructional methods, and assessments based on the general education curriculum Virginia SOLs at the K-12 levels.

Credits: 3

**ED 624K: DIFFERENTIATED
CURRICULUM INSTRUCTION**

Credits: 3

**ED 625: CLASSROOM AND
BEHAVIOR MANAGEMENT**

Theories and research-based practices associated with establishing, implementing, and maintaining classroom and behavioral management procedures that are age-appropriate are emphasized, along with preventing behavior problems and modifying classroom environments to enhance student learning. Safety and crisis management are addressed as students develop their own Classroom and Behavior Management plan. Students will develop and analyze diverse techniques to increase positive behavior and decrease inappropriate behavior that effect learning.

Credits: 3

**ED 626: CHESAPEAKE
CLASSROOMS**

This course is provided in partnership with the Chesapeake Bay Foundation (CBF). Educators choose from any of the five-day Chesapeake Classroom summer sessions offered by CBF (www.cbf.org/chesapeakeclassrooms) and complete the MBU requirements. Chesapeake Classrooms equips educators with the knowledge, skills, and confidence to include the environment in the K-12 curriculum and involve students in outdoor learning. Educators explore the watershed and examine the connection between land-use and water quality through hands-on, standards-based investigations and action projects. Note: MBU students must be accepted into the Chesapeake Classrooms program before registering for this course.

Credits: 3

ED 628: READING ON THE RIVER

In this course, educators learn to build upon students' natural curiosities to develop an environment-based literacy program for students in grades K-12. By connecting research-supported literacy instruction to experiences in the outdoors, educators can create reading and writing activities that are relevant and motivational for students. In the course, educators study pedagogical skills and strategies that align instruction to local and state literacy standards. Methods, resources, and technology for teaching foundational reading skills and for using informational text, literature, writing, and assessments are explored.

Credits: 3

ED 629: THE TRAIL TO EVERY CLASSROOM

This course is offered in partnership with the Appalachian Trail Conservancy and the National Park Service to provide graduate credit for the high-quality professional development program, The Trail to Every Classroom (TTEC). The TTEC course provides K-12 educators with the tools and training needed to implement a place-based curriculum and to conduct service-learning with students on the Appalachian Trail (A.T.). During the course, educators develop their own experiential learning curriculum based on state educational standards that integrate a hands-on study of the A.T. The TTEC program goals are to: engage youth in volunteer activities; encourage a love of learning; promote healthy lifestyles; create a conservation ethic; and to form a respect for the Appalachian Trail. Note: MBU students must be accepted into the TTEC program before registering for this course.

Credits: 3

ED 630: TEACHERS ON THE ESTUARY

In this course, Mary Baldwin University (MBU) partners with the Chesapeake Bay Foundation (CBF), the Chesapeake Bay National Estuarine Research Reserve -- Maryland (CBNERMD), and National Oceanic and Atmospheric Administration (NOAA) to provide graduate credit for the TOTE program. Students in this course may choose from any of the TOTE workshops. This middle and high school level course is recommended for previous participants of CBF's Chesapeake Classrooms immersions and teachers already familiar with the basics of estuarine ecology. Teachers on The Estuary (TOTE) is designed to support teacher's understanding of the environment using technology and scientific instrumentation to enhance local, participant-driven field experiences and authentic research. During this dynamic five-day residential program, participants will explore Dorchester County's coastal habitats by conducting field investigations and interacting with local scientists, community members and coastal educators, as well as practice integrating local and national monitoring data into the classroom through cross-disciplinary, hands-on field activities highlighting the on-line classroom resources:

Chesapeake Exploration and Estuaries 101 Curriculum.

Credits: 3

ED 631: TECHNOLOGIES TO ADVANCE LEARNING

Students explore the application of contemporary technologies to advance teaching and learning through investigating a wide variety of media and technological resources. Students in the course will develop an understanding of how educational technology can enhance, augment, and enlarge opportunities for PK-12 student learning.

Credits: 3

ED 632: INQUIRY RESEARCH PROJECT I

Students work with their assigned project chair to identify a research question and develop a project for investigation. The student will conduct a comprehensive scholarly study, write a paper as part of their project, and present, to their committee, conclusions that offer innovation or resolution to their research question. Special note about ED 632: Students not completing ED 632 within the semester will be required to maintain ongoing enrollment in the extension course series, ED 732, 733, 734, the 2 semester hour continuance/extension of the course. Students will be billed per semester that the student continues work on the project. Students may choose to not enroll during summer months, provided that the student does not plan to use college resources (including faculty support) on the project and provided that the student does not plan to defend in the summer. If the student plans to work with their project chair or defend the project during the summer, the student must first check with the project chair to make sure that they are available to do so. The student must be enrolled during all fall and spring semesters until completing and defending the project. The student must be enrolled in ED 632 or ED 732, 733, or 734 during the semester that the project is defended. If a semester of enrollment is skipped (other than summer) prior to completing the project, a grade of F will be entered for ED 632 and the course will need to be retaken at the full 3 semester hour tuition rate. Prerequisite IN630.

Credits: 3

ED 633: RESEARCH INTERNSHIP

This is a twelve-week field placement where students participate in an internship that supports their individual research projects. This can be done in the summer, fall, or spring semester. Students should consult with their advisors regarding appropriate internships. All internship placements will be approved and arranged through the MAT Office.

Credits: 3

ED 634: CLASSROOM AND BEHAVIOR MANAGEMENT

Credits: 3

ED 635: LANG ACQUISITION & LITERACY DEV I

This course is designed for teacher education students who plan to teach general or special education at the elementary or middle school levels. A heavy focus of the course is devoted to improving literacy among elementary students with and without disabilities, and a later section focuses on reading components for adolescent learners. Students will develop a thorough understanding of the complex nature of language acquisition, reading, and literacy-aligned with the Virginia English Standards of Learning. Related to language acquisition development, students will learn about phonetics, semantics, syntax, morphology, phonology, and pragmatics. Course content related to reading includes phonological awareness at all four levels {e.g., word, syllable, onset-rime, phoneme), concept of print, phonics, fluency, vocabulary development, and comprehension strategies for fiction and nonfiction texts. Related to writing, students will learn about the stages of writing, writing strategies, conventions to support composing, written expression, usage, and mechanics. Word Study, and focus on spelling stages, is an integral part of this course.

Credits: 3

ED 636: LANG ACQUISITION & LITERACY DEV II

It is geared toward the foundations of learning to read, write, and communicate, and how the Virginia Foundation Blocks for Early Learning Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning for English provide the core for teaching English in grades preK-6. Students will learn knowledge, skills, and processes to teach communication (speaking, listening, and media literacy), reading (phonological awareness, phonics, vocabulary, fluency, comprehension,), writing, and use of technology for purposes of reading, writing, and research. Word Study is taught in ED 323/635, therefore, this class will include a review as needed, with an opportunity to put Word Study into practice.

Credits: 3

ED 637: TRANS FOR EXCEP LEARNERS

Students will demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary education, training employment, and independent living that addresses an understanding of long-term planning, transition assessments, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship, and legal considerations

Credits: 3

ED 638: COLLAB TO SUPPORT EXCEP LEARNERS

During this course, students will gain an understanding of collaborative relationships in the school setting, Identify collaboration strategies, and learn how to implement effective collaborative/co-teaching teaching models to benefit exceptional learners. Students will learn how to apply these skills through collaborative engagements with other educators, related service providers, outside agencies, families, and other stakeholders.

Credits: 3

ED 639: ASSESS & EVAL IN SPED & GIFTED ED

In this course, students will review and understand the key concepts of assessment and evaluation of exceptional students. Students will develop a solid foundation of assessment practice, factors that may influence assessment results, and diagnostic tools used to measure academic achievement and overall intelligence. Students will become familiar with both formal and informal assessment tools, reading and interpreting assessment data, the eligibility process, and writing formal reports.

Credits: 3

ED 642: INSTRUCTIONAL STRATEGIES IN SPED

Examination of reading and writing curricular and instructional practices in preparation to teach students with diversified needs. Emphasis is placed on learner-centered pedagogical frameworks which support the development of skilled and meaningful reading, writing, spelling and oral communication. Students will explore (a) skills, knowledge, and processes necessary to teach reading, writing, and communication, (b) instructional theory and strategies, (c) differentiation for students with special needs, and (d) the Virginia Standards of Learning for English as they relate to instruction and assessment.

Credits: 3

ED 644: GIFTED LEARNERS: SOCIAL/ EMOTIONAL

Development of a deeper understanding of, and appreciation for, the unique and highly complex cognitive, social, and emotional characteristics of gifted learners, and the special populations therein, is the aim of this course. Several facets of contemporary research issues regarding giftedness and gifted education are addressed, including identity development, underachievement, multiple exceptionalities, culturally and linguistically diverse giftedness, student advocacy skills, holistic assessment, delivery of appropriate services, and use of alternative programs. Practical application of differentiated curricula and instructional models, methodologies, and strategies to meet the wide variety of needs of gifted students are also explored. Performance based pedagogy, especially through proficiency in written expression, will be incorporated as both instructional and assessment tools.

Credits: 3

ED 645: LANGUAGE & LINGUISTICS FOR EDUCATOR

This course provides teacher education students with an overview of the development of language in the context of culture and historical concepts. The historical development and structure of language (English and other languages) is reviewed. Students will understand the basic principles and methodologies of linguistic science, while learning to discuss language issues in an informed way with linguists and non-linguists. The course will address basic foundations of linguistics in order to prepare teachers who may be working with ESL students, or who may be teaching language arts/literacy/English in the K-12 classroom.

Credits: 3

ED 646: CULTURALLY RESPONSIVE TEACH/COMM

This course examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Special emphasis is placed on the role of ethnicity in the development of the United States and its education system. Includes an overview of multicultural/multilingual curricula with a special focus on culturally/linguistically-responsive instruction and assessment techniques.

Credits: 3

ED 647: ESL ASSESSMENT & CURRICULUM DESIGN

This course is designed to prepare teachers to provide linguistically and culturally appropriate assessment for English Language learners (ELLs) in grades K-12, focusing on utilizing assessment to design appropriate curricula. Students will also learn about the foundational issues and historical development of ESL instruction in the US.

Credits: 3

ED 648: LITERACY INSTRUCTION FOR ELLs

This course provides an overview of second language (L2) methods and materials, focusing specifically on the teaching and learning of L2 literacy skills: reading and writing. Additional attention will be given to vocabulary and grammar. Class sessions will focus on theory and practice related to these four important components of language learning. In addition, students will critique popular L2 textbooks currently in use around the world, evaluate already developed lesson plans, develop lesson plans of their own, engage in short demonstration lessons that showcase state-of-the-art teaching techniques, and complete a literature review on a topic of personal interest.

Credits: 3

ED 649: METHODS ESL INSTRUCTION/PRACTICUM

This course examines classroom assessment and instructional best practices useful for meeting the needs of a diverse student population in grades K-12, in particular the needs of students whose primary language is not English. This course includes a 30-hour field experience.

Credits: 4

ED 650: STUDENT TEACHING-ESL

A (minimum) 12-week classroom placement requires full classroom teacher responsibility for a minimum of five consecutive weeks, and accumulates a minimum of 150 clock hours of direct instruction within the endorsement area sought. Students receive mentored practice in planning, instructing and assessing student learning, as well as the ethical issues and accepted standards of professional behavior. The field experience will address assessment, evaluation, differentiated instruction, best practices, and technology to promote PK-12 student learning within the scope and sequence of the general curriculum while addressing individualized needs of the ESL students.

Credits: 6

ED 651: PERSPECTIVES ON US HIGHER EDUCATION

This course will acquaint students with the history, purposes, origins, structures, and challenges of the complex system of post-secondary education in the U.S. The course will consider the different uses to which higher education has been applied. We will examine the European roots of American higher education and will explore a broad array of issues, controversies, traditions, and reforms.

Credits: 3

ED 652: ADULT DEVELOPMENT

This course considers the developmental psychology of adults, beginning with the transition from late adolescence into emerging adulthood and continuing through five definitive stages of maturation through senescence. Included in this course is an overview of the tenets of developmental psychology and the theorists most noted for the foundations of the discipline. Students will apply developmental theory to the five domains of adult functioning, focusing on physical change, cognitive change, family and gender roles, work roles, personality and meaning, and relationships in each of these dimensions. Included in the discussions will be the effect of stress on healthy adult development.

Credits: 3

ED 653: THE HISTORY OF ADULT EDUCATION

The purpose of this course is to guide students through the development and history of adult education outside of the traditional institutions from a global perspective. It will review the concepts of higher learning throughout history, from ancient classical civilizations to present day. It is designed to address not only traditional educational programs, but also the numerous issues that have influenced the expansion of adult education such as literacy development, career and professional training, GED programs, etc. The course will pay special attention to adult education programs developed for diverse populations. While focusing mostly on adult education programs in the United States, students will have the opportunity to become acquainted with programs in other countries and cultures.

Credits: 3

ED 654: Special Topics

The purpose of this course is for students to explore a topic related to Adult and Higher Education in depth. The topics will rotate on a regular basis (at least annually) so that students will have an element of choice in what topic they would like to explore further. Sample topics for the course include: Multiculturalism/Diversity in Higher Education; College Administration and Student Affairs; Marketing, Recruitment, and Retention; The American Community College; Gender and Higher Education; National and International Perspectives; Curriculum Design and Planning in Higher Education. There may also be opportunities for such a course to be centered on educational travel to a domestic or international location to explore further dimensions of adult and higher education beyond our local community. With all topics, student will be given assignments to demonstrate their reflection and analysis of how these course experiences relate to historical, philosophical, cultural, and political aspects of the field.

Credits: 3

ED 655: INTERNSHIP IN ADULT AND HIGHER ED

The purpose of this course is for students to experience workplace environments in adult and/or higher education. Students will complete a minimum of 120 hours working in such a setting (at least 20 of which need to be in a second setting or second type of experience). Students who are currently employed in adult and higher education will need to complete a minimum of 20 of these hours in another office or capacity to broaden their experience. Students will be given assignments to demonstrate their reflection and analysis of how these experiences relate to philosophical, cultural, and political aspects of the field.

Credits: 3

ED 657: DESIGN SOCIAL MEDIA AND ELEARNING

This course addresses higher education use of social media to provide information, communicate and engage students via popular social media platforms such as Twitter, Facebook, Instagram, and Pinterest. Discover the impact of student driven social media, such as Whisper, Vent, YikYak, and how to deal with the social influence of these sites on the institution. The course covers the philosophy, foundations, benefits, and challenges associated with eLearning including all variety of online experiences, open educational resources, and other eLearning resources.

Credits: 3

ED 658: PLAN, EVAL & INSTITUTIONAL RESEARCH

Institutional Research has become a ubiquitous function in higher education in the 21st century. Drawing on the understanding of Strategic Planning and alignment of Program evaluation will form the understanding of the role that Institutional research plays in the life of an institution of higher education. This course will examine the functions IR serves in planning, evaluation, and external accountability and will be introduced to several common techniques. The course will use case studies with actual data, such as data from CIRP, NCEE, and OPEN Doors databases to enable students to gain experience in getting data to "tell stories" that are relevant to decision-makers. Students will learn about external accreditors and accountability and will gain practice in making accreditation decisions through case studies. Students will need some basic facility with Excel spreadsheets and knowledge of basic statistical terms such as means and medians.

Credits: 3

ED 659: LEGAL/POLITICAL CONSIDERATIONS IHE

Legal and Political Considerations in colleges and universities has become more complex and no longer can be managed by an in-house legal team. The purpose of this course will be to introduce to learners the most pressing legal issues that present challenges for institutions of higher education and examine how these issues have been managed. Key issues to be addressed include such topics as academic freedom and tenure; student conduct both in and outside of the classroom; student privacy and well-being, affirmative action; sexual harassment; sponsored research and intellectual property. Legislation to be examined, as it pertains to all institution constituents, include: Title VI, Title IX, FERPA, HIPPA, Title VII, Equal Pay Act, ADA Compliance and Sexual Orientation and Gender Identity discrimination policies. Students will engage in policy considerations through case study and legal case review.

Credits: 3

ED 669: MINDFUL, BIAS-AWARE & REFLECT TEACH

This course is an introduction to mindful, bias-aware, and reflective teaching. In this course, we will explore the principles of mindfulness and anti-bias teaching through reflective activities and assignments. We will examine ways to integrate mindful, bias-aware activities across the curriculum and in our daily experiences.

Credits: 3

ED 670: INSTRUCTIONAL COACHING & MENTORING

This course provides an introduction to instructional coaching, a form of job-embedded professional development focused on improving teaching practice in order to improve student learning. The course will provide an overview of tools used in instructional coaching. Educators at all levels and in all roles – current and aspiring instructional coaches, educators who would like to collaborate with a colleague in peer coaching structures, K-12 principals and teacher leaders who want to understand the power of instructional coaching --will benefit from this course.

Credits: 3

ED 671: LIT DIAG & REMED I WITH PRACTICUM

This course is designed to prepare students to teach reading and language arts in PreK-2nd grade. Content delivered in this course is intended to improve learning of all students, including those at risk for or with learning disabilities, as well as students with cultural or linguistic diversity. Attendees will consider ways to differentiate instruction to meet diverse learner needs. The course emphasizes assessment and instruction of the five components of effective reading Instruction as identified by the National Reading Panel (including (a) phonological awareness, (b) early phonics, (c) fluency, (d) vocabulary (e.g., specific word instruction), and (e) comprehension of literary text, as well as (f) elements of writing. Additional topics include oral language development, guided reading, and remediation for students with dyslexia or related reading difficulties. Practicum required.

Credits: 4

ED 672: LIT DIAG & REMED II WITH PRACTICUM

This course is designed to prepare students to teach reading and language arts in upper elementary grades (3rd-8th grade). With higher grades being a focus in this class, you will focus on helping kids "read to learn" as opposed to "learning to read". Like ED671, the emphasis is on differentiating instruction to meet varying and diverse student needs. The course emphasizes assessment and instruction of the following topics: (a) advanced phonics, (b) fluency, (c) vocabulary (e.g., word learning strategies), (d) comprehension of literary and informational text, (e) writing, and (f) new literacies of the Internet. Students will administer and analyze the Qualitative Reading Inventory (QRI). Practicum required.

Credits: 4

Prerequisites:

ED 671

ED 673: CHILD & ADOLESCENT LITERATURE

This course focuses on different genres of literature for children and adolescents. Students will learn how to select and interpret the quality of reading material at different reading levels. In addition, the course emphasizes how literature plays a role in improving literacy acquisition of students. Topics include: (a) multicultural literature, (b) censorship and protocols, (c) creating life-long readers, and (d) integrating literature into the classroom. The course explores recent research and practice associated with children and adolescent literature.

Credits: 3

ED 674: WORD**KNOWLEDGE:PHONICS,SPELL,VOCABULARY PRACTICUM**

This course prepares students to assess students' spelling stages and to use diagnostic information to improve students' word knowledge. Students will develop word study lessons based on varying developmental needs of students. The course emphasizes (a) the history and theory of word knowledge and spelling development, (b) the developmental stages of spelling, (c) vocabulary knowledge, and (d) the relationships of word knowledge with oral language development, phonemic awareness, phonics, comprehension, and writing.

Credits: 3

ED 675: LITERACY LEADERSHIP & PRACTICUM

In this course, the roles of literacy leaders are explored including, the reading specialist and reading coach. Emphasis is on organizing and managing elementary and secondary reading programs. Students will learn ways to evaluate literacy programs and improve literacy programs and instruction. Specifically, students will evaluate school-wide measurements and discuss implications of reading programs/instruction based on normative standards. In addition, students will examine methods to determine and disseminate targeted, differentiated professional development. Students will develop a repertoire of strategies to coach teachers and model evidence-based reading instruction. Practicum required.

Credits: 4

Prerequisites:

ED671 and ED672

ED 691: SPED K-6 ADD-ON**PRACTICUM**

For certified teachers seeking an add-on endorsement in Special Education: General Curriculum K-6, this practicum/field experience includes 45 instructional hours of successful teaching experience with K-6 students with disabilities accessing the general curriculum in a public or accredited nonpublic school. Students will receive mentored practice in planning, instructing and assessing student learning, developing an understanding of ethical issues and accepted standards of professional behavior. This experience must be completed during or following the last semester of coursework required for the add-on endorsement.

Credits: 1

ED 692: SPED 6-8 ADD-ON PRACTICUM

For certified teachers seeking an add-on endorsement in Special Education: General Curriculum 6-8, this practicum/field experience includes 45 instructional hours of successful teaching experience with 6"-8" grade students with disabilities accessing the general curriculum in a public or accredited nonpublic school. Students will receive mentored practice in planning, instructing and assessing student learning, developing an understanding of ethical issues and accepted standards of professional behavior. This experience must be completed during or following the last semester of coursework required for the add-on endorsement

Credits: 1

ED 693: SPED 6-12 ADD-ON PRACTICUM

For certified teachers seeking an add-on endorsement in Special Education: General Curriculum 6-12, this practicum/field experience includes 45 instructional hours of successful teaching experience with 6th-12th grade students with disabilities accessing the general curriculum in a public or accredited nonpublic school. Students will receive mentored practice in planning, instructing and assessing student learning, developing an understanding of ethical issues and accepted standards of professional behavior. This experience must be completed during or following the last semester of coursework required for the add-on endorsement.

Credits: 1

**ED 732: INQUIRY RESEARCH
PROJ EXTENSION 1**

Students who need to complete ED 632 must register for ED 732, the first in the extension course series (ED 732, 733, 734), during all fall and spring semesters following the semester in which ED 632 was taken until they have completed and defended their project. If students plan to work with their project chair or defend their project during the summer, they must also register for one session during summer, after confirming the availability of their project chair. ED 732, 733, 734 will appear on the transcript as Pass/No Credit. The ED 732, 733, 734 series may be taken for a maximum of three semesters. If the student has not defended his or her thesis upon the conclusion of ED 734, the student receives a grade of F for ED 632 and NC for ED 734, and is withdrawn from the program. The student may apply for readmission, but must include a proposal outlining the timeline for completing the project. If the student is readmitted, he or she must begin again by taking ED 632. Offered every term. Fee: per semester hour.

Credits: 2

**ED 733: INQUIRY RESEARCH
PROJ EXTENSION 2**

This is the second extension in the three course extension series attempting to complete ED 632. Students who still need to complete ED 632, after ED 732, must register for ED 733, during all fall and spring semesters following the semester in which ED 732 was taken until they have completed and defended their project. If students plan to work with their project chair or defend their project during the summer, they must also register for one session during summer, after confirming the availability of their project chair. ED 732, 733, 734 will appear on the transcript as Pass/No Credit. The ED 732, 733, 734 series may be taken for a maximum of three semesters. If the student has not defended his or her thesis upon the conclusion of ED 734, the student receives a grade of F for ED 632 and NC for ED 734, and is withdrawn from the program. The student may apply for readmission, but must include a proposal outlining the timeline for completing the project. If the student is readmitted, he or she must begin again by taking ED 632. Offered every term. Fee: per semester hour.

Credits: 2

**ED 734: INQUIRY RESEARCH
PROJ EXTENSION 3**

This is the final extension in the three course extension series attempting to complete ED 632. Students who still need to complete ED 632, after ED 733, must register for ED 734, during all fall and spring semesters following the semester in which ED 733 was taken until they have completed and defended their project. If students plan to work with their project chair or defend their project during the summer, they must also register for one session during summer, after confirming the availability of their project chair. ED 732, 733, 734 will appear on the transcript as Pass/No Credit. The ED 732, 733, 734 series may be taken for a maximum of three semesters. If the student has not defended his or her thesis upon the conclusion of ED 734, the student receives a grade of F for ED 632 and NC for ED 734, and is withdrawn from the program. The student may apply for readmission, but must include a proposal outlining the timeline for completing the project. If the student is readmitted, he or she must begin again by taking ED 632. Offered every term. Fee: per semester hour.

Credits: 2

**IN 380: TEACHING ASSISTANT
FOR**

CORE REQUIREMENT MET: ARTS

Credits: 3

**IN 487: DEPARTMENTAL
EXTERNSHIP**

CORE REQUIREMENT MET: ARTS
AND WRITING COMPT

Credits: 0

IN 577: SPECIAL TOPICS:

On an occasional basis, this course is offered to a student(s) to explore topics related to graduate education.

Credits: 3

IN 601: METHODS OF TEACHING MATH-ELEM LEVEL

The course reviews content through pedagogical practices for elementary topics such as number/number sense, Algebra, Geometry, and Probability/Statistics from a teacher and preK-6 student perspective. Pre-service teachers will develop a deeper understanding of content, gain flexibility in solving problems, apply the NCTM Process Standards, and acknowledge the effective practices (NCTM, 2014) for facilitating mathematical instruction through a focus on rich inquiry-based tasks. As a pre-service teacher, you will be introduced to vertical and horizontal progression of the standards for student learning as well as nontraditional algorithms, manipulatives, and technology that are appropriate for this grade span. Differentiation strategies will be shared and applied in classroom instruction and assignments in order to meet all student needs in a general education classroom that might also include students with disabilities. The assignments and classroom activities will enable the preservice teacher an opportunity to experience teaching and learning through the lens of a teacher and a student.

Credits: 3

IN 602: METHODS OF TEACHING MATH- SPED

The course addresses the interactions and support of special education teachers with general education teachers in order to meet all the needs of students with disabilities. Instructional methods will be investigated that will not only address academic needs but also the social, emotional, and behavioral needs. Mathematical content in the K-12 topics will be investigated to determine how to meet the Virginia Standards of Learning, NCTM Process Standards, and IEP criteria. The usage of technology will be investigated as to how its usage will support students with disabilities. Through an online course delivery approach, discussions will need to simulate face to face discourse of the classroom through postings and responses to the postings of your peers. Researching topics on the internet will be necessary in addition to textbook readings.

Credits: 3

IN 604: METHODS OF TEACHING SOCIAL STUDIES

This course will equip elementary preservice teachers with the knowledge, skills and processes of teaching history and social sciences necessary to plan thorough, effective lessons using a variety of instructional strategies that are deemed effective in social studies classrooms. Students will plan, develop and evaluate social studies lessons and instructional units that are age appropriate. Teaching through inquiry will be an instructional focus in which students will learn how to develop the curiosity of learners as they provide authentic learning experiences. The focus of the course will be on pedagogy with the required social studies content being covered in content courses in United States history, state and local Virginia government, geography and/or economics.

Credits: 3

IN 605: METHODS OF TEACHING SCIENCE

This course will focus on the teaching and learning of science through inquiry. With an inquiry approach, students are engaged in their own learning as they search for answers and solve problems through hands-on, minds-on investigations. Students learn best when they do science in the context of the own environments and when science is integrated across the curriculum. This course will model such an inquiry-based science classroom that includes real and relevant content; inside/outside studies; project-based unit planning; scientific tools and technology; diverse learner strategies; and alternative/authentic assessments.

Credits: 3**IN 605R: INQUIRY IN NATURAL SCIENCES**

CORE REQUIREMENT MET: ARTS

Credits: 3**IN 607: INQUIRY IN THE HUMANITIES**

Student knowledge of culture's legacy of creative endeavor utilizes materials from philosophy, literature (including literature for children), and history for exploring human creativity and developing the capacity for aesthetic judgment. Students learn to examine their own beliefs, respond to literature, discuss controversial topics, and communicate complex ideas. Writing and communication skills are strengthened, and the practice of intellectual inquiry while offering experience in designing instructional strategies for K-12 learners is modeled.

Credits: 3**IN 609: INQUIRY IN THE ARTS**

Students understand and interpret both visual and performing arts using formal and contextual analysis. Presents understanding and appreciating art (1) as formal constructions in which meaning resides in selection and arrangement of materials or processes particular to the art form, and (2) as the expressions of cultures, eras and makers with distinctive qualities of mind and spirit, and distinctive interpretations of the nature and experience of humankind. The nature of creativity, goals of arts education, and integrating arts across the curriculum are emphasized.

Credits: 3**IN 611: MEANING & PURPOSE: FOUND OF EDUC**

CORE REQUIREMENT MET: ARTS

Credits: 3**IN 620: FOUNDATIONS & LEGAL ISSUES OF SPED**

This course provides students with an understanding of the foundation for educating students with disabilities including historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice today. Students will explore how development, disability-specific characteristics, medical dynamics, and family/environmental systems interplay with and influence the provision of educational services to students with disabilities. In exploring educational implications of disabilities and legal/regulatory requirements for identification, evaluation, and providing services, students will understand ethical issues and expected standards of professional practice.

Credits: 3**IN 625: ADVANCED INQUIRY DIVERSE LEARNERS****Credits: 3**

IN 626: AUTHENTIC LEARNING: THEORY RSRCH

The local environment provides numerous opportunities for connections to K-12 academic standards in all content areas and for addressing big idea concepts via project-based learning. In this course, students learn to integrate problem-based themes of the local community into the curriculum. Using the complex interconnections of natural and built environments, educators from rural to urban areas can facilitate investigations of real-world issues from a variety of perspectives: historical, scientific, socio-cultural, economic, and personal. This course emphasizes the history, philosophy, and theory of using Environment-Based Learning (EBL) to teach state and national standards.

Credits: 3

IN 627: LEARNING THEORY FOR DIVERSE LEARNER

This course applies contemporary brain theory research to a wide range of diversity present in today's schools. This course covers the role of challenge, perception, patterning, and spatial memory and the total physiology as part of learning. The underlying concept that each brain is unique provides the fundamental concepts of differentiated curriculum.

Credits: 3

IN 628: PUBLIC POLICY IN EDUCATION

This course examines the influence of political and social constructs that affect decisions relative to education in both public and private schools, including home schooling. Emphasis is placed on the role of public education in the greater community. Using current legislative issues at state and federal levels, the students will consider the impact of public policy on effective schools.

Credits: 3

IN 629: LEADERSHIP IN EDUCATION

This course is designed to prepare students to be effective teacher leaders in their schools. It will focus on leadership styles, funding strategies, mediation strategies, and other issues related to empowering teachers to become school leaders.

Credits: 3

IN 630: METHODS OF PROFESSIONAL INQUIRY

This course is designed to prepare students to conduct scholarly research through a wide variety of resources. With an emphasis on options for K-12 educators, students will learn how to formulate a thesis and appropriately document supporting evidence through literature reviews and research methodologies. The course will prepare students to conduct either basic research, action research, or a scholarly educational project as part of their culminating Inquiry Research Project (ED632) for the MEd program. The successful completion of this IN630 course should provide a solid foundation for timely completion of the ED632 project.

Credits: 3

IN 631: CURRICULUM DEVELOPMENT AND DESIGN

This course offers a critical analysis of the K-12 curriculum from a variety of disciplinary perspectives. It will include a review of historical developments, an analysis of pressures affecting curriculum change and status, an examination of curriculum-making issues, and a consideration of current trends in curriculum design and practice.

Credits: 3

IN 632: EDUCATION LAW

A study of the relevant legal principles that affect the operation, organization, and administration of schools in Virginia and the United States, students examine how judicial interpretation of common, statutory, and constitutional law influences educational policy making. This course assists teachers and others in related professions to gain knowledge about legal issues to help them effectively perform professional duties.

Credits: 3

IN 633: ASSESS/PLAN FOR INSTRUCT IMPROVEMNT

This course emphasizes variables related to both short and long-term planning as well as assessment of curricular programs. Using a variety of assessment tools, students will learn how to analyze data and make informed decisions for program evaluation and classroom instruction. Discussions will also include the use of both quantitative and qualitative data in planning new curricular programs.

Credits: 3

IN 634: PLACE BASED LEARNING

This course is designed as a model of the environment-based learning process with an emphasis on topics in social studies and geography. Students participate in an investigation of a local socio/environmental issue, focusing on the integrated relationship of environment to people and culture. Investigations involve field trips and studies of history, literature, ecological principles, and cultural connections, and include strategies for implementing EBL projects with K-12 students.

Credits: 3

Higher Education

HIED 630: METHODS OF PROFESSIONAL INQUIRY

This course will prepare students to conduct scholarly research through a wide variety of resources. Using both primary and secondary documents, students will learn how to search traditional and contemporary media documents. Further, students will learn how to formulate a thesis and appropriately document supporting evidence through literature reviews and research methodologies. This course is designed to help prepare students for successful engagement in the Master's degree thesis, which will commence in HIED 632 and HIED 633

Credits: 4

HIED 632: INQUIRY RESEARCH PROJECT I

The Inquiry Research Project is the culminating experience of the HIED program. You will identify an issue of interest and develop a central research question to examine in your thesis study. You will conduct a scholarly study under the supervision of your Inquiry Research Project Chair, present your findings to a committee of two in a graduate-level final paper, and explain/defend your study in a meeting with your committee members. The project chair will collaborate with you in identifying committee membership as you approach completion. Each of the two seven week sessions (HIED 632 and HIED 633) are 1.5 credit hours-totaling 3 credit hours.

Credits: 1.5

HIED 633: INQUIRY RESEARCH PROJECT II

The Inquiry Research Project is the culminating experience of the HIED program. You will identify an Issue of interest and develop a central research question to examine in your thesis study. You will conduct a scholarly study under the supervision of your Inquiry Research Project Chair, present your findings to a committee of two in a graduate-level final paper, and explain/defend your study in a meeting with your committee members. The project chair will collaborate with you in identifying committee membership as you approach completion. Each of the two seven week sessions (HIED 632 and HIED 633) are 1.5 credit hours-totaling 3 credit hours. Prerequisite: IN 630 with a grade of B- or better.

Credits: 1.5

HIED 654: INTERNSHIP IN ADULT & HIGHER ED

The purpose of this course is for students to experience workplace environments in adult and or/ higher education. Students will complete a minimum of 120 hours working in such a setting (at least 20 of which need to be in a second setting or second type of experience). Students who currently are employed in adult and higher education will need to complete a minimum of 20 of these hours in another office or capacity to broaden their experience. Students will be given assignments to demonstrate their reflection and analysis of how these experiences relate to philosophical, cultural and political aspects of the field of Adult and Higher Education Each of the two seven week terms (HEID 654 and HEID 655) are 1.5 credit hours - totaling 3 credit hours. A minimum of three credit hours are required in the HIED program for internship work.

Credits: 1.5

HIED 655: INTERNSHIP ADULT & HIGHER ED

The purpose of this course is for students to experience workplace environments in adult and or/ higher education. Students will complete a minimum of 120 hours working in such a setting (at least 20 of which need to be in a second setting or second type of experience). Students who currently are employed in adult and higher education will need to complete a minimum of 20 of these hours in another office or capacity to broaden their experience. Students will be given assignments to demonstrate their reflection and analysis of how these experiences relate to philosophical, cultural and political aspects of the field of Adult and Higher Education Each of the two seven week terms (HEID 654 and HEID 655) are 1.5 credit hours - totaling 3 credit hours. A minimum of three credit hours are required in the HIED program.

Credits: 1.5

HIED 656: INTRO TO HIGHER ED PROFESSIONS INST

Students will be given an opportunity to demonstrate knowledge of the general scope of administrative capacities of an Institution of Higher Education (IHE) and to articulate goals and aspirations for their own involvement in the field, including synthesizing prior related experience, when applicable. This is a one credit hour course, offered in both a fall and spring term in a seven week format and during May term in a 2 week format.

Credits: 1

HIED 657: DESIGN SOCIAL MEDIA AND ELEARNING

This course addresses higher education use of social media to provide information, communicate and engage students via popular social media platforms such as Twitter, Facebook, Instagram, and Pinterest. Discover the impact of student driven social media, such as Whisper, Vent, YikYak, and how to deal with the social influence of these sites on the institution. The course covers the philosophy, foundations, benefits, and challenges associated with eLearning including all variety of online experiences, open educational resources, and other eLearning resources.

Credits: 3

HIED 658: PLAN, EVAL & INSTITUTIONAL RESEARCH

Institutional Research has become a ubiquitous function in higher education in the 21st century. Drawing on the understanding of Strategic Planning and alignment of Program evaluation will form the understanding of the role that Institutional research plays in the life of an institution of higher education. This course will examine the functions IR serves in planning, evaluation, and external accountability and will be introduced to several common techniques. The course will use case studies with actual data, such as data from CIRP, NCEE, and OPEN Doors databases to enable students to gain experience in getting data to "tell stories" that are relevant to decision-makers. Students will learn about external accreditors and accountability and will gain practice in making accreditation decisions through case studies. Students will need some basic facility with Excel spreadsheets and knowledge of basic statistical terms such as means and medians.

Credits: 3

HIED 659: LEGAL/POLITICAL CONSIDERATIONS IHE

Legal and Political Considerations in colleges and universities has become more complex and no longer can be managed by an in-house legal team. The purpose of this course will be to introduce to learners the most pressing legal issues that present challenges for institutions of higher education and examine how these issues have been managed. Key issues to be addressed include such topics as academic freedom and tenure; student conduct both in and outside of the classroom; student privacy and well-being, affirmative action; sexual harassment; sponsored research and intellectual property and non-discrimination policies. Legislation to be examined, as it pertains to all institution constituents, include: Title VI, Title IX, FERPA, HIPPA, Title VII, Equal Pay Act, ADA Compliance. Students will engage in policy considerations through case study a legal case review.

Credits: 3

HIED 660: DIVERSITY INCLUSIVITY SOC JUSTICE

The purpose of this course will be to examine and explore how diversity, inclusivity and social justice affect the educational climate in institutions of higher education. Students will participate in case studies, readings, discussions and debates. The complexity of understanding how diverse identities are experienced will be explored. Understanding the importance of inclusivity in practice and policymaking underscores the focus on issues in social justice. This course is part of a three course approach that will draw the foundations for understanding the multiple bodies of research that underpin student identity development, learning models and best practices for engaging today's learners. Course work is designed to interest those individuals interested in pursuing work in student affairs, administration, non-profits, human resource management and other areas where a more complex understanding of diversity and social justice can assist with decision making, policy development and furthering a personal understanding of the complexity of student, faculty and staff lives in institutions of higher education and in the communities that they serve.

Credits: 3

HIED 661: RESOURCE MGMT & ECON OF HIGHER ED

Students will examine and experience through simulations the challenges and rewards of managing the fiscal obligations of an institution of higher education. Fiscal responsibilities of a college or university include supporting its mission through deliberate and close development with institutions strategic planning process. Learning through exercises in budgeting, analysis and reporting with actual data sets and institution scenarios, students will come to understand the large institutional view as well as the individual department or program perspective on funding allowances and expenditures. Reporting obligations to government agencies, trustees; faculty and staff salaries and the management of an institution's infrastructure expenditures will be examined. Close analysis of revenue streams from tuition, state and federal aid, grants and institutional advancement efforts will also be considered.

Credits: 3

HIED 662: THEORY/PRACTICE LEARNING & ENGAGE

The purpose of this course is to enhance your ability in creating effective learning environments and high-impact initiatives that promote learning and engagement on a broader campus level. The exposure and study of key theories of cognitive development and meaning-making will result in a greater understanding of how we come to know (known as "epistemology") and how to facilitate deep learning with individuals, groups and populations. You will engage in activities that increase self-awareness, provide opportunities to practice facilitation of small groups and allow you to generate effective approaches to constructing campus-wide learning efforts. This course is part of a three course approach that will draw the foundations for understanding the multiple bodies of research that underpin student identity development, learning models and best practices for engaging today's learners.

Credits: 3

HIED 663: INNOVATION/CHANGE HIGH ED LEADRSHP

Based on a foundation of how Colleges and Universities are organized and administered including critical functions and divisions, this course examines effective processes, techniques, and strategies for making change as well as approaches to innovation in the fast changing higher education environment. Theories and practice of leadership in a higher education context will be integrated throughout the course.

Credits: 3

HIED 664: ADULT LEARNERS IN THE 21ST CENTURY

The purpose of this course will be to examine and explore adult learning theory and student intellectual and psychosocial development in institutions of higher education. Students will participate in case study analysis, readings, discussions, theoretical debates, and personal analysis. Students will understand the complexity of learning environments and the impact that student identity development has in modeling the learning environment for student success. This course is part of a three course approach that will draw the foundations for understanding the multiple bodies of research that underpin student identity development, learning models and best practices for engaging today's learners. Understanding the importance of multiple perspectives when approaching the practical utilizing theory will be emphasized. Course work is designed to interest those individuals interested in pursuing work in student affairs, enrollment management, administration, non-profits, human resource management or other areas that may provide service or learning opportunities to today's 21st Century Adult Learner.

Credits: 3

HIED 665: QUANTITATIVE REASONING

The need for Quantitative Reasoning has become imperative in higher education. With the emergence of evidence-based practices and evaluation of education research reaching a new level of importance in leadership and management, Quantitative Reasoning and analysis skills will be crucial for students to be aware as they make decisions for their institutions. This course will prepare students in quantitative reasoning and analysis with key issues of the course being: descriptive statistics, including mean, median, mode, standard deviation, and reporting quantitative measures; inferential statistics, including group differences, the use of covariates, and linear modeling; and, the application of quantitative reasoning skills in order to prepare students for the design and analysis of a quantitative thesis.

Credits: 3

HIED 667: ADVANCED QUANTITATIVE REASONING

This course is designed to provide students with an introduction to advanced quantitative methods. Through course materials and assignments, students will gain an understanding of the skills and knowledge required to plan, conduct, and analyze quantitative research. The course focuses on the statistical methods that are commonly used in education research and provides opportunities to apply these methods using real data. As an applied course, the content is not highly technical. The course emphasizes understanding concepts (rather than the mathematics) behind the statistics, with an emphasis on the questions answered by specific methods and interpretation of the results from those methods. A basic premise of the course is that students will come to a deeper understanding (and hopefully appreciation) of quantitative methods through their actual application in investigations of education problems. Students will be required to not only design relevant analyses but also interpret results and communicate implications. Prerequisite: HIED 665 or permission of instructor

Credits: 3

HIED 732: INQUIRY RESEARCH PROJ EXTENSION I

Students who need to complete HIED 632 must register for HIED 732, the first in the extension course series (HIED 732, 733, 734), during all fall and spring terms following the term in which HIED 633 was taken until they have completed and defended their project. If students plan to work with their project chair or defend their project during the summer, they must also register for one or both terms during summer, after confirming the availability of their project chair. HIED 732, 733, 734 will appear on the transcript as Pass/No Credit. The HIED 732, 733, 734 series may be taken for a maximum of three terms. If the student has not defended their thesis upon the conclusion of HIED 734, the student receives a grade of NC for HIED 632 and NC for HIED 734, and is withdrawn from the program. The student may apply for readmission, but must include a proposal outlining the timeline for completing the project. If the student is readmitted, they must begin again by taking HIED 632.

Credits: 2

HIED 733: INQUIRY RESEARCH PROJ EXTENSION 2

This is the second extension in the three course extension series attempting to complete HIED 632. Students who still need to complete HIED 632, after HIED 732, must register for HIED 733, during all fall and spring terms following the term in which HIED 732 was taken until they have completed and defended their project. If students plan to work with their project chair or defend their project during the summer, they must also register for one or both terms during summer, after confirming the availability of their project chair. HIED 732, 733, 734 will appear on the transcript as Pass/No Credit. The HIED 732, 733, 734 series may be taken for a maximum of three terms. If the student has not defended their thesis upon the conclusion of HIED 734, the student receives a grade of NC for HIED 632 and NC for HIED 734, and is withdrawn from the program. The student may apply for readmission, but must include a proposal outlining the timeline for completing the project. If the student is readmitted they must begin again by taking HIED 632. Offered every term. Fee: per semester hour.

Credits: 2

HIED 734: INQUIRY RESEARCH PROJ EXTENSION 3

This is the final extension in the three course extension series attempting to complete HIED 632. Students who still need to complete HIED 632, after HIED 733, must register for HIED 734, during all fall and spring terms following the term in which HIED 733 was taken until they have completed and defended their project. If students plan to work with their project chair or defend their project during the summer, they must also register for one or both terms during summer, after confirming the availability of their project chair. HIED 732, 733, 734 will appear on the transcript as Pass/No Credit. The HIED 732, 733, 734 series may be taken for a maximum of three terms. If the student has not defended their thesis upon the conclusion of HIED 734, the student receives a grade of NC for HIED 632 and NC for HIED 734, and is withdrawn from the program. The student may apply for readmission, but must include a proposal outlining the timeline for completing the project. If the student is readmitted, they must begin again by taking HIED 632. Offered every term. Fee: per semester hour.

Credits: 2

Art

Jim Sconyers, Jr., department chair

The Department of Art and Art History offers a minor in Art History and a major and a minor in Studio Art.

ART 109: FUNDAMENTALS OF ART & DESIGN I (A)

Required for studio art majors. A practical exploration of the basic elements and principles of art and design. ART 109 and ART 110 establish a foundation for effective communication through the language of visual form. Problems are addressed primarily through black and white media. Some attention will be given to three-dimensional design. If possible, ART 109 should be taken before ART 110, but the two courses do not have to be taken sequentially. Materials fee.

Credits: 3

ART 110: FUNDAMENTALS OF ART & DESIGN II (A)

Required for studio art majors. Color theory, color organization and an introduction to selected three-dimensional design elements, aspects of sequential art and various processes of conceptualization. If possible, ART 109 should be taken before ART 110, but the two courses do not have to be taken sequentially. Materials fee.

Credits: 3

ART 111: DRAWING I (A)

Required for studio art majors. For students who have had little or no experience in art as well as those whose abilities have already been developed in high school programs. A basic-level course emphasizing perceptual skills of drawing, expressiveness and composition. Various media are explored. Materials fee.

Credits: 3

ART 112: PAINTING I (A)

Drawing experience helpful but not required. An introduction to the basics of painting, emphasizing composition, value, and color. Materials fee.

Credits: 3

ART 113: INTRODUCTION TO WATERCOLOR (A)

An exploration of traditional and experimental techniques in watercolor. Students will work from still life, the model, and the landscape. Materials fee.

Credits: 3

ART 114: CERAMICS I (A)

Basic instruction in clay through various hand-building and wheel-throwing techniques and glazing options. Historical and contemporary perspectives on clay will be explored through different projects. Also included will be concepts of 3D design as they pertain to the projects. Materials fee.

Credits: 3

ART 115: PHOTOGRAPHY I (A)

An introduction to technical and aesthetic issues of black and white photography (silver-gelatine printing), with an emphasis on using the medium for personal and creative expression. Includes a series of assignments designed to increase understanding of basic camera operation, darkroom techniques, and artistic problem solving. Requires 35mm camera with manually adjustable aperture and shutter speed. Materials fee.

Credits: 3

ART 116: PINHOLE PHOTOGRAPHY (A)

The objective of this course is to build a foundation of knowledge about black and white pinhole photography as a creative artistic medium. Materials fee.

Credits: 3

ART 117: SOFTWARE IN THE VISUAL ARTS (A)

This course introduces a practical understanding of Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. External hard drive (250 GB min) required.

Credits: 3

ART 119: INTRO TO FILM/VIDEO PRODUCTION

Fundamental, practical, and theoretical approach to video production. Emphasizes camera operation and composition, nonlinear editing and principles of editing (using FinalCut Pro), and related audio. Projects vary to emphasize broadcasting, documentary, narrative filmmaking, and various forms of artistic expression. Cross listed as COMM 119 and THEA 119 and FILM119.

Credits: 3

ART 120: PRINTMAKING I (A)

Designed as an introduction to materials and techniques. Emphasis is given to monotype, woodcuts/linocuts, the artist's book, lithography, and intaglio printing. Students gain a working knowledge of printmaking processes. Materials fee.

Credits: 3

ART 122: SILKSCREEN (A)

An introduction to the process and techniques of screen printing (silkscreen). The course includes multiple-color printing to paper, textile printing, tie-dye workshops (associated with textile printing), class discussions, and critique. Materials fee.

Credits: 3

ART 124: DIGITAL PHOTOGRAPHY/PRINTMAKING (A)

An introduction to the process and techniques of photo-lithography and photo-intaglio. The course includes Photoshop workshops, photo/printmaking techniques, class discussions, and critique. Materials fee.

Credits: 3

ART 125: INTRODUCTION TO ART EDUCATION (A)

The prospective teacher is introduced to theoretical concepts concerning the major developmental stages of children's art. Practical art projects in two-dimensions and three-dimensions are included. This course is required for prospective teachers seeking the K-12 art education endorsement. Materials fee.

Credits: 3

ART 131: PHOTOSHOP LIGHTROOM CLASSIC (A)

This online course focuses on workflow solutions for digital photographers using Adobe Photoshop Lightroom Classic. Through a series of eleven areas of study students gain confidence as digital photographers and highlight their accomplishments in a virtual portfolio published at the end of the course as a web PDF. The course is informed by Adobe Classroom in a Book, a part of Adobe's official training series.

Credits: 3

ART 140: MATERIALS AS METAPHORS (A)

Students explore various ways that existing materials and objects - both artificial and natural - can be used to create narratives and/or metaphors. Whether the student is primarily interested in painting, drawing, printmaking, photography, or working three-dimensionally, the course will serve to expand her visual and conceptual vocabulary. Materials fee.

Credits: 3

ART 177: COLLOQUIUM

Credits: 3

ART 211: DRAWING II

This course expands the student's concept and practice of drawing. Representational and abstract subjects are explored, emphasizing perception, composition, and process. Figure drawing is covered as well as drawing with color and mixed media. Conceptual and critical skills are developed. Materials fee.

Credits: 3

Prerequisites:

Art 111 or permission of the instructor.

ART 212: PAINTING II

Providing experience in painting from the still life and model, and exploring issues relating to abstraction, this course encourages further development of technical and critical skills. It also introduces the student to different painting languages. Materials fee.

Credits: 3

Prerequisites:

ART 112 or permission of the instructor.

ART 215: PHOTOGRAPHY II

The objective of this course is to build upon the student's knowledge of black and white photography as a creative artistic medium. The course places equal emphasis on deepening understanding of photography as a medium with unique aesthetic and physical qualities as well as building technical proficiency. The course will consist of PowerPoint lectures, student presentations, class discussions and critiques, along with technical instruction. Materials fee.

Credits: 3

Prerequisites:

ART 115

ART 277: TOPICS IN ART

Topics courses focus on specialized methods or topics in art, such as theory, art criticism, media, intensive analysis of a specialized period of art history, or areas of interest beyond the usual scope of departmental course offerings. Enrollment is limited. Interests of the students and faculty determine the topic. Emphasis is placed on class discussion and on presentations, both oral and written, or on a portfolio of studio work.

Credits: 3

ART 311: DRAWING III

Attention is given to contemporary concepts and to helping the student develop an individual direction in drawing. Further development of technical, conceptual, and critical skills is encouraged. Materials fee.

Credits: 3

Prerequisites:

ART 211.

ART 312: PAINTING III

The purpose of this course is to help the student begin to find her own artistic voice as a painter, as well as to continue developing practical and critical skills. It is possible to work three-dimensionally and with installation art.

Credits: 3

Prerequisites:

ART 212. Materials fee.

ART 401: SENIOR PROJECT IN PAINTING (M)

The senior project in studio art is regarded as the culmination of the major. Affording the opportunity for independent scholarship and creative work, the project is an important and exciting step that will help prepare the student for professional activity and/or graduate work. The student is expected to produce and present for exhibition a cohesive body of work that represents serious investigation of a theme or specific idea. May be repeated for credit. It is strongly recommended that students complete two semesters (6 s.h.) of the senior project; although, only one semester is required. Materials fee.

Credits: 3

ART 405: SENIOR PROJECT IN DRAWING (M)

The senior project in studio art is regarded as the culmination of the major. Affording the opportunity for independent scholarship and creative work, the project is an important and exciting step that will help prepare the student for professional activity and/or graduate work. The student is expected to produce and present for exhibition a cohesive body of work that represents serious investigation of a theme or specific idea. May be repeated for credit. Materials fee.

Credits: 3

ART 406: SENIOR PROJECT PRINTMAKING (M)

The senior project in studio art is regarded as the culmination of the major. Affording the opportunity for independent scholarship and creative work, the project is an important and exciting step that will help prepare the student for professional activity and/or graduate work. The student is expected to produce and present for exhibition a cohesive body of work that represents serious investigation of a theme or specific idea. May be repeated for credit. Materials fee.

Credits: 3

ART 407: SENIOR PROJECT EXTENDED MEDIA (M)

The senior project in studio art is regarded as the culmination of the major. Affording the opportunity for independent scholarship and creative work, the project is an important and exciting step that will help prepare the student for professional activity and/or graduate work. The student is expected to produce and present for exhibition a cohesive body of work that represents serious investigation of a theme or specific idea. May be repeated for credit. Materials fee.

Credits: 3

ART 408: SENIOR PROJECT IN PHOTOGRAPHY (M)

The senior project in studio art is regarded as the culmination of the major. Affording the opportunity for independent scholarship and creative work, the project is an important and exciting step that will help prepare the student for professional activity and/or graduate work. The student is expected to produce and present for exhibition a cohesive body of work that represents serious investigation of a theme or specific idea. May be repeated for credit. Materials fee.

Credits: 3

Art History

ARTH 100: ART IN GENERAL CULTURE (A)

An introduction to the visual arts, both in theory and in practice. It will provide an overview of the principal visual arts including their aesthetic qualities, structural forms, and historical roles. We will examine art across time and place through media and thematic connections, with an emphasis on global and contemporary art. By becoming acquainted with the formal appearance of artworks, interpreting the underlying content, and recognizing what these elements reveal about the cultures and artists that produced them, students will gain a broad understanding and general appreciation for visual art of all kinds.

Credits: 3

ARTH 101: WESTERN ART: PREHIST TO GOTHIC (A)

Introductory slide-lecture survey course orients students to the elements and principles of art, modes of expression, and thematic content. The visual arts of the ancient world, prehistory through the Medieval era, are considered in an historical context. Major monuments illustrate the influence of culture, social and religious organizations, and the events of history. ARTH 101 and ARTH 102 may be taken in any sequence or in part.

Credits: 3

**ARTH 102: WESTERN ART:
RENAISS TO MODERN (A)**

Introductory slide-lecture survey course orients the student to the elements and principles of art, modes of expression, and thematic content. The visual arts of the Renaissance through Modern era (14th through 20th century) are considered in a historical context. Major monuments illustrate the influence of culture, social and religious organizations, and the events of history. ARTH 101 and ARTH 102 may be taken in any sequence or in part.

Credits: 3

**ARTH 201: ARTS OF ASIA:
INDIA,CHINA,JAPAN (H)**

An introduction to the art and architecture of India, China, and Japan. Covering nearly 4,000 years of art and history produced by a massive area of the world—Southeast and East Asia—the course will present the main lines of development of these cultures and their arts. Emphasis will be placed on recognition and identification of major works of art, including sculpture, ceramics, painting, and architecture, and associated styles with each period/dynasty. A focus on religion and regional philosophy will be a strong component as well.

Credits: 3

**ARTH 205: 19TH-CENTURY ART
(O)**

A study of the visual arts of nineteenth-century Europe from approximately 1780 to 1880, with a special focus on France, England, and Spain. From the revolutionary and turbulent art at the beginning of the century—Neoclassicism and Romanticism—to the fin-de-siècle works of Post-Impressionism and Symbolism at the close, this course will explore the interplay between art and history in a period legendary for political propaganda, sublime darkness, shocking realism, and the roots of modernism. Recommended background: ARTH 102

Credits: 3

Recommended:
ARTH 102.

**ARTH 206: HISTORY OF
PHOTOGRAPHY (A)**

A survey of the history and evolution of still photography from its beginnings in the early nineteenth century to the end of the 20th century. Although photography developed from evolving technological and technical processes, the “nature” of the medium has been subject to debate ever since its inception in 1839. The course will examine the use of photography for aesthetic, documentary, and “scientific” purposes, stylistic shifts by major proponents of the medium, and interpretations of subject matter based on social and cultural concerns at specific moments in history.

Recommended background:
ARTH 102

Credits: 3

Recommended:
ARTH 102.

**ARTH 207: ART HISTORY
STUDIES ABROAD:SEMINAR**

This course prepares the students academically and practically for the Renaissance Studies Abroad program. Students meet weekly at a mutually convenient time to help plan activities for the trip, settle on oral presentation topics, discuss assigned readings, and discuss contemporary culture as well as issues of art and culture in the Renaissance. The class is limited to, and required for, students who have been accepted into the Renaissance Studies in Italy (ARTH 343) or Studies on Site (ARTH 210). Recommended background: ARTH 102 Co-requisite: ARTH 202, 203, or another preparatory class.

Credits: 1

**ARTH 210: STUDIES IN ART
HISTORY ON SITE**

Students with strong background, love of art and/or history may apply for Studies on Site. A small group travels to study art in locations that vary from year to year. Group discussions, oral presentations, writing, flexibility and congeniality are important. Extra charge covers room, board, transportation, museum entrance fees, most meals. Applications due with deposit by November 1; notification of acceptance by November 10.

Credits: 3

Prerequisites:

Two relevant ARTH courses.

ARTH 221: WOMEN IN THE VISUAL ARTS (G)

Study of the role of selected women in the history and evolution of art from the medieval era to the present. Emphasis on art of the 19th and 20th centuries. Traditional and feminist perspectives will be examined. Recommended background: ARTH 103.

Credits: 3

Recommended:

ARTH 102.

ARTH 222: AMERICAN ART AND ARCHITECTURE (R)

A survey of the arts in America, including architecture, sculpture, and painting, from the Colonial period to the present. Cross-listed as HIST 222.

Credits: 3

ARTH 234: PHILOSOPHY AND THE ARTS (A)

This course examines perennial questions concerning beauty in art and nature, the attribution of value, the relation of aesthetic judgement and imagination to cognition and moral duty, and the implications of these questions for inquiries in related disciplines, i.e. linguistics, psychoanalysis, and religious studies. A primary theme will be the truth-value of aesthetic objects and their ontological status as expressive entities or "spiritual objects." Cross-listed as PHIL 234.

Credits: 3

ARTH 254: FILM ANALYSIS (A)

A critical framework for watching and analyzing popular and critically acclaimed films by examining dramatic, visual, and technical elements, and by studying the art and history of great filmmakers. Screenings each week of important silent, classic, international, and modern films. Cross-listed with COMM 254 and FILM 254.

Credits: 3

ARTH 277: TOPICS IN ART HISTORY

Topics courses focus on specialized methods or topics in art, such as theory, art criticism, media, intensive analysis of a specialized period of art history, or areas of interest beyond the usual scope of departmental course offerings.

Credits: 3

ARTH 302: MODERN AND CONTEMPORARY ART (W)

A study of the development of Modern, Postmodern, and Contemporary art and artists, covering the time period from the end of the nineteenth century to the end of the twentieth century in both Europe and America. The course follows a chronological trajectory, uncovering the evolution of influences, themes, media, traditions, and contradictions within a historical, social, political, and technological context. Topics to be covered will include Impressionism & Post-Impressionism, Fauvism, Cubism, Futurism, Expressionism, the Bauhaus & de Stijl, Dada & Surrealism, Abstract Expressionism, Minimalism, Pop Art, Conceptual Art, Performance Art, Environmental Art, Feminist Art, and New Media Art.

Credits: 3

Arts Management

ARTM 287: EXTERNSHIP

Credits: 0

ARTM 340: MUSEUM STUDIES (R)

The course is designed to introduce the student in history or art history to the history, purpose and operation of museums, based on the four functions that define a museum: acquisition, preservation, exhibition and interpretation of objects. Introduction to museum governance, management, financing, including the not-for-profit status, personnel, public relations, auxiliary services and ethics are also considered. Also listed as Arth 340. This course qualifies for Experiential Education credit.

Credits: 3

ARTM 387: DEPARTMENTAL EXTERNSHIP

Credits: 0

Dance

DAN 101: DANCE INSTRUCTION PRACTICUM

Students will gain foundational knowledge regarding dance pedagogy and dancer safety, and will apply those learnings in a supervised dance teaching experience coordinated and arranged by the professor.

Credits: 2-2

Prerequisites:

Permission of the instructor

DAN 102: STUDIES IN CHOREOGRAPHY (A)

Credits: 3

**DAN 103: DANCE HIST/
CULTURAL UNDERSTAND (A)**

A broad survey of dance in historical and cultural contexts, beginning with prehistoric times and ancient civilizations moving through the Renaissance to the present. The course will examine imported influences in American dance and emerging directions. Students will develop dance literacy and an appreciation of the connections between movement and culture.

Credits: 3

DAN 139: TOPICS (P2)

A current content-related class specific to topics in the Principles of Dance and Health-Related Fitness. See the current course offerings list for the most up-to-date topic offering.

Credits: 0.5

**DAN 144: BEGINNING BALLET
(P2)**

Instruction in beginning level ballet. Leotard and slippers required. Starting Spring 2018, this beginner-level class will be offered at the PAC and will no longer require an additional course fee.

Credits: 0.5

**DAN 145: WORLD RHYTHMS
DANCE (P2)**

Instruction in a range of international dance styles set to eclectic world music. Class will include a brief warm-up followed by technique and upbeat choreography influenced by a variety of genres from around the world.

Credits: 0.5

DAN 146: MODERN DANCE (P2)

Instruction in the basic techniques of modern dance and improvisation. The students will have the opportunity to choreograph and perform solo and group pieces.

Credits: 0.5

**DAN 147: HISTORICAL DANCE
(P2)**

Instruction in historical dance movement with emphasis on American and European social dance from the 16th to 20th centuries.

Credits: 0.5

**DAN 148: BALLROOM DANCE
(P2)**

Introduction to basic ballroom dance skills including: steps, styling, leading and following for American and Latin ballroom dance forms.

Credits: 0.5

DAN 149: FOLKDANCE (P2)

Instruction and participation in international folk dances primarily from European and Middle Eastern countries.

Credits: 0.5

**DAN 150: PERFORMANCE DANCE
GROUP (P2)**

Introduction to group dance experiences through dance technique training in a range of genres, technical practice, and choreography rehearsal. The group will host, organize, and perform for a variety of dance-related events within the campus and local communities. This class may be taken additional times for credit.

Credits: 1

**DAN 151: BROADWAY JAZZ
DANCE (P2)**

Instruction in the basic techniques of jazz and musical theater dance styles with an emphasis on choreography set to Broadway show tunes and songs from famous musicals.

Technique will emphasize body isolations, balance, rhythmic patterns, and expression.

Credits: 0.5

DAN 152: HIP HOP DANCE (P2)

Instruction in a variety of Hip Hop dance techniques and choreography, including both "old school" and new urban street style dance moves with influences from jazz and funk. Class will include a warm-up and stretch followed by hip hop technique practice and choreography.

Credits: 0.5

**DAN 153: CONTEMPORARY
DANCE (P2)**

This movement class is an introduction to contemporary dance, an expressive, fluid dance genre influenced by modern, jazz, lyrical, and ballet.

Credits: 0.5

**DAN 154: DANCE IN COMMUNITY
(P2)**

Communities form around shared interests, causes, beliefs, and locations. This course introduces students to the ways in which dance promotes social connections, strengthens communities, and aids in healing through:

- 1) analysis of past and present examples of dance in community and
- 2) participation in a variety of group dance experiences.

Credits: 0.5

DAN 155: INDEPENDENT ACTIVITY (P2)

Activities to suit individual students with special needs or those who wish to do an advanced activity not offered on campus.

Credits: 0.5

Prerequisites:

Permission of instructor.

DAN 156: DANCE COMPOSITION & IMPROVISATION

Credits: 1

DAN 157: JAZZ TECHNIQUE (P2)

Instruction and practice in developing the experienced dancer's jazz dance technique and extending their dance vocabulary. Course will include focus on precision of body positions and shapes, isolations, turns, leaps, and musical timing.

Credits: 1

Prerequisites:

Permission of the instructor or department chair.

DAN 158: TAP DANCE (P2)

Instruction and practice in basic tap technique and musicality. Students will learn foundational tap sounds, rhythms, time steps and combinations, and will develop a general understanding of the history of tap dance.

Credits: 0.5

DAN 217: INTERMEDIATE BALLET (P2)

Intermediate Ballet: Leotard and slippers required. Consult the physical education department for fees. Students must provide own transportation.

Credits: 0.5

Prerequisites:

one year of ballet instruction after age 10, DAN/PHE 144, or permission of instructor.

DAN 218: ADVANCED BALLET (P2)

Advanced Ballet: Leotard and slippers required. Consult the physical education department for fees. Students must provide own transportation.

Credits: 0.5

Prerequisites:

three or more years of ballet instruction after age 10, DAN/PHE 217, or permission of instructor.

Film

FILM 119: INTRODUCTION TO VIDEO PRODUCTION

Fundamental, practical, and theoretical approach to video production. Emphasizes camera operation and composition, nonlinear editing and principles of editing (using FinalCut Pro), and related audio. Projects vary to emphasize broadcasting, documentary, narrative filmmaking, and various forms of artistic expression. Cross listed as COMM 119 and THEA 119 and ART 119.

Credits: 3

FILM 177: COLLOQUIUM

Credits: 3

FILM 229: ADVANCED VIDEO PRODUCTION

The art and theories of visual storytelling through narrative, documentary, and creative self-expression. Projects are oriented toward basic scripting, shooting, editing, and multiple-camera studio events for MBC TV. Cross listed as COMM 229 and THEA 229.

Credits: 3

Prerequisites:

FILM 119 or permission of the instructor.

FILM 254: FILM ANALYSIS (A)

A critical framework for watching and analyzing popular and critically acclaimed films by examining dramatic, visual, and technical elements, and by studying the art and history of great filmmakers. Screenings each week of important silent, classic, international, and modern films. Cross-listed with ARTH 254.

Credits: 3

FILM 264: SCREENWRITING (W)

Theory and practice of screenwriting, including concept, research, writing, revisions, and presentation. Analysis of successful scripts to discover appropriate styles and methods of writing. Workshop development of scripts emphasizing dramatic narrative for television and film. Cross listed as THEA 264.

Credits: 3

FILM 275: WOMEN IN FILM (G)

An exploration of issues of representation and spectatorship relating to women and film from the 1920s to the present from a feminist and a critical studies perspective. Examines Hollywood, independent and international cinema with an emphasis on women directors and filmmakers. Includes varied genres of film and their production and reception in their specific social contexts.

Credits: 3

**FILM 277: COLLOQUIUM
(EXPERIMENTAL)**

COLLOQUIUM: Short Narrative and Documentary Filmmaking (Experimental) Students will learn to express themselves visually, both collaboratively and independently, in a variety of short film styles, ranging from creative narrative, experimental art, and engaging, informative documentary. They will experience the preparation of shooting scripts, organizing shooting schedules, arranging for interviews, successfully operating cameras and recording audio in the field and on set. We will collaboratively produce quality original short films of our own design and interests to add to film/art/production/performance portfolios and for exhibit.

Credits: 3

**FILM 287: DEPARTMENTAL
EXTERNSHIP**

Credits: 0

**FILM 333: FILM THEORY AND
CRITICISM**

An overview of the major theoretical and critical approaches to film as a complex cultural medium. Weekly viewings and discussion of historical, international, independent, and short films. Focuses on film as art and expression by examining work of great classic, independent and international filmmakers. Cross listed as THEA 333.

Credits: 3

**FILM 380: TEACHING
ASSISTANT FOR**

Credits: 3

**FILM 387: DEPARTMENTAL
EXTERNSHIP**

Credits: 0

FILM 401: SENIOR THESIS (M)

The student will fulfill requirements for Performing Arts Film Concentration by completing a proposed film and production book as thesis, seeing the project through all stages of Film production. The student will defend this thesis to committee.

Credits: 3

Music

**MUS 100: INTRO TO LISTENING
(A)**

A general introduction to western music from Gregorian Chant to the 21st century, as well as world music, jazz, and other popular styles, designed to refine the student's listening skills and enjoyment. Emphasis will be on guided analytical listening to selected works by major composers. No previous musical experience is expected.

Credits: 3

**MUS 101: BEGINNING VOICE
CLASS**

The rudiments of singing - how to begin to build your voice-will be offered for those students who have an interest in strengthening their vocal ability, perhaps with the goal of further applied study. You must be enrolled in the Choir in a term in which you take this course. This course is intended for students with no prior vocal study. Course fee.

Credits: 1

**MUS 102: BEGINNING PIANO
CLASS**

This course introduces students to the basics of reading music and playing the piano. It is taught in a piano laboratory environment and is intended for those who have no keyboard background. Students with prior piano study should consult Professor Keiter about taking a different course. Course fee.

Credits: 1

**MUS 103: BEGINNING GUITAR
CLASS**

This course introduces students to the basics of reading music and playing the guitar. It is intended for those who have no guitar background. (Students with prior guitar experience should consult the instructor about taking a different course.) Course fee.

Credits: 1

**MUS 105: FUNDAMENTALS OF
MUSIC (A)**

An introduction to the structure of tonal music intended for the student with little or no formal musical training. Students will learn the basics of reading music, and have an introduction to the keyboard, and to aural skills training. This course is recommended for teacher licensure or for students who wish to take MUS 111. (This course is not open to students who have passed Music 111 or the equivalent.)

Credits: 3

MUS 106: MARY BALDWIN UNIVERSITY CHOIR

A large performing ensemble open to all Mary Baldwin students. The choir activities include a spring tour and concerts each semester. Can be repeated for credit.

Credits: 1

MUS 108: CHAMBER MUSIC ENSEMBLES

Admission by audition. Can be repeated for credit. Ensembles include Baldwin Charm, Bella Voce, Baldwin Singers, Flute Ensemble, String Ensemble, MBU Marching Band, Jazz Combo, and chamber groups.

Credits: 1

MUS 111: MUSIC THEORY I (A)

These courses examine the role of harmonic material in tonal music, viewed in several ways: harmonization exercises, analysis, and short compositions. There is a lab component which will emphasize aural skills and sight-singing. Required for the major or minor.

Credits: 4

Prerequisites:

Ability to read music in both treble and bass clef and/or Music 105.

MUS 111L: LAB FOR MUS 111

Credits: 0

MUS 112: MUSIC THEORY II

These courses examine the role of harmonic material in tonal music, viewed in several ways: harmonization exercises, analysis, and short compositions. There is a lab component which will emphasize aural skills and sight-singing. Required for the major or minor.

Credits: 4

Prerequisites:

Ability to read music in both treble and bass clef and/or MUS 105.

MUS 112L: LAB FOR MUS 112

Credits: 0

MUS 120: ELECTIVE APPLIED PIANO

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 1

MUS 121: ELECTIVE APPLIED VOICE

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 1

MUS 122: ELECTIVE APPLIED ORGAN

Available at beginner/intermediate or advanced levels. Note that beginner/intermediate level assumes intermediate level of piano skills. Organ lessons are taught off-campus.

Credits: 1

MUS 123: ELECTIVE APPLIED VIOLIN

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 1

MUS 124: ELECTIVE APPLIED FLUTE

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 1

MUS 125: ELECTIVE APPLIED CELLO

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 1

MUS 126: ELECTIVE APPLIED CLARINET

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 1

MUS 127: ELECTIVE APPLIED GUITAR

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 1

MUS 128: ELECTIVE APPLIED VIOLA

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 1

MUS 129: ELECTIVE APPLIED HARP

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 1

MUS 130: ELECTIVE APPLIED SAXOPHONE

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 1

MUS 131: ELECTIVE APPLIED PERCUSSION

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 1

MUS 132: ELECTIVE APPLIED COMPOSITION

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 3

MUS 141: DICTION FOR SINGERS

The course will include the application of the International Phonetic Alphabet mainly to the study of Italian, English, German, and French song literature. There will be a brief study of its application to Spanish and Latin texts. Diction problems applicable to all song literature will be discussed.

Credits: 3

MUS 150: INTRODUCTION TO PERFORMING ARTS (A)

This course is an introduction to, and a requirement for, the Performing Arts major. Students will attend Theatre, Music, and Film events with lectures before and after each. Students will participate in discussions with professors from each discipline along with readings, written response papers, and a group project geared to the student's area of interest. Cross listed as FILM 150 and THEA 150

Credits: 3

MUS 151: HISTORY OF JAZZ (D)

An examination of jazz as both a musical and sociological phenomenon; this course focuses on the musical developments that resulted in jazz, the major jazz styles from New Orleans to the present, and musicians who have strongly influenced these styles.

Credits: 3

MUS 200: TOPICS IN MUSIC HISTORY

One or more course topics will be chosen from such areas as: J. S. Bach, American Music, the Art Song, World Music, and Chamber Music Literature.

Credits: 3

MUS 210: ACCOMPANYING

This course is for piano students. Each student will accompany voice or instrumental students in a performance.

Credits: 1

Prerequisites:

Advanced piano skills and permission of instructor.

MUS 211: MUSIC THEORY III

These courses are a continuation of MUS 111-112. Students will develop analytical techniques appropriate for the major styles and genres of western music, from Gregorian chant to the present, with attention as well to the historical and cultural foundation of these techniques. Focus will be on analysis projects, composition, and aural skills.

Credits: 3

Prerequisites:

MUS 112 or permission of instructor.

MUS 212: MUSIC THEORY IV (Q)

These courses are a continuation of MUS 111-112. Students will develop analytical techniques appropriate for the major styles and genres of western music, from Gregorian chant to the present, with attention as well to the historical and cultural foundation of these techniques. Focus will be on analysis projects, composition, and aural skills.

Credits: 3

Prerequisites:

MUS 112 or permission of instructor.

MUS 215: HISTORY OF WESTERN MUSIC TO 1750

A survey of western music from antiquity to the Baroque. The major emphasis will be on aural recognition of the various musical styles current during the Medieval, Renaissance, and Baroque eras. Music 315 is required for Music Majors.

Credits: 3

Prerequisites:

MUS 100 or permission of instructor.

MUS 216: HIST WESTERN MUSIC FROM 1750 to the PRESENT

A survey of western music from the late Baroque to the present. As in MUS 315, primary emphasis will be on aural recognition of the major styles of the last 400 years. Music 316 is required for Music Majors.

Credits: 3

Prerequisites:

MUS 100 or permission of instructor.

MUS 217: CONDUCTING

Choral conducting is the choreography of sound. In addition, it is the art of teaching and communicating through verbal and gestural technique. The major goal of this course is to secure for the student the fundamental skills necessary for success as a conductor and teacher. Required for Music Education students.

Credits: 3

MUS 218: WOMEN IN MUSIC (GO)

This course will examine the rich history of women's involvement with music as composers, performers, listeners, patrons, critics, and objects of musical representation. This course includes examples drawn from western civilization, popular music, and world music.

Credits: 3

MUS 222: CHORAL LITERATURE (A)

This course has been designed to give an overview of choral literature both from an historical perspective (musical period, genre, composers, performance practice, style) and a more practical review of pieces suggested for performance at the senior high school, college and adult levels. While standard composers and works will be studied, the course may include lesser-known works and contemporary literature of interest. Selected literature will be studied by reading through scores and listening to recordings. The instructor, students, and guest lecturers will present ideas about their pieces, successful programming and appropriate selection of literature for specific levels.

Credits: 3

MUS 223: PIANO LITERATURE (A)

A survey of the music, history, and performance technique of the keyboard from the Baroque to the 21st century. Individual works will be selected for listening, discussion and limited analysis. Emphasis will be on both live and recorded performances. Reading knowledge of music recommended. Recommended background: MUS 100.

Credits: 3

Recommended:

MUS 100.

MUS 226: MUSIC AND THE THEATRE (A)

An introduction to opera and other theatre music (including incidental music, ballet, and musical theatre) from their origins to the 21st century.

Credits: 3

MUS 260: PRIMARY APPLIED PIANO

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 2

MUS 261: PRIMARY APPLIED VOICE

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 2

MUS 262: PRIMARY APPLIED ORGAN

Available at beginner/intermediate or advanced levels. Note that beginner/intermediate level assumes intermediate level of piano skills. Organ lessons are taught off-campus.

Credits: 2

MUS 263: PRIMARY APPLIED VIOLIN

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 2

MUS 264: PRIMARY APPLIED FLUTE

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 2

MUS 265: PRIMARY APPLIED CELLO

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 2

MUS 266: PRIMARY APPLIED CLARINET

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 2

MUS 267: PRIMARY APPLIED GUITAR

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 2

MUS 268: PRIMARY APPLIED VIOLA

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 2

MUS 269: PRIMARY APPLIED HARP

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 2

MUS 270: PRIMARY APPLIED SAXOPHONE

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 2

MUS 271: PRIMARY APPLIED PERCUSSION

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 2

MUS 272: PRIMARY APPLIED COMPOSITION

Individual voice, piano, and selected instrumental lessons are available to all students, on a space available basis, regardless of present level of ability and prior music experience. Normally, approved music majors and minors take Primary Applied Lessons (200-level, two credits, 60-minute lessons), and most other students should take Elective Applied Lessons (100-level, one credit, 30-minute lessons). Students with questions about their status should consult the music department. Course Fee.

Credits: 2

MUS 300: TOPICS IN MUSIC HISTORY

One or more course topics will be chosen from such areas as: J. S. Bach, American Music, the Art Song, World Music, and Chamber Music Literature.

Credits: 3

MUS 301: JUNIOR RECITAL

The Junior Recital is a half-recital (25–35 minutes) that music majors with performance emphasis present in their junior year.

Credits: 1

Prerequisites:

Students must have passed the major audition and have junior standing.

MUS 302: MINOR RECITAL

The Minor Recital is a half-recital (25–35 minutes) that music minors with performance concentration present in their junior or senior year.

Credits: 1

Prerequisites:

Students must have passed their minor audition and have at least junior standing.

MUS 310: MUSIC METHODS LAB: ELEM MUSIC ED

This course will give students a foundation for teaching music at the elementary level.

Observation and participation in public school classrooms will be arranged to integrate teaching theory and practice. The course will introduce standard methods and materials appropriate for teaching general and vocal/choral music, including Orff and Kodaly systems, recorder, and autoharp.

Credits: 3

Prerequisites:

Sophomore standing or permission of instructor.

MUS 311: MUSIC METHODS LAB: MID/SEC MUSIC ED

This course will give students a foundation for teaching music at the middle and high school levels. Observation and participation in public school classrooms will be arranged to integrate teaching theory and practice. This course is directed toward the vocal music educator and will cover choral direction methods, materials, and strategies.

Credits: 3

Prerequisites:

Sophomore standing or permission of instructor.

MUS 315: HISTORY OF WESTERN MUSIC TO 1750 (R)

A survey of western music from antiquity to the Baroque. The major emphasis will be on aural recognition of the various musical styles current during the Medieval, Renaissance, and Baroque eras. Music 315 is required for Music Majors. Prerequisite: MUS 100 or permission of instructor

Credits: 3

MUS 316: HISTORY OF WESTERN MUSIC, 1750 TO PRESENT

A survey of western music from the late Baroque to the present. As in MUS 315, primary emphasis will be on aural recognition of the major styles of the last 400 years. Music 316 is required for Music Majors. Prerequisite: MUS 100 or permission of instructor.

Credits: 3

MUS 318: WOMEN IN MUSIC (GO)

This course will examine the rich history of women's involvement with music as composers, performers, listeners, patrons, critics, and objects of musical representation. This course includes examples drawn from western civilization, popular music, and world music.

Credits: 3

MUS 323: PIANO LITERATURE (W)

A survey of the music, history, and performance technique of the keyboard from the Baroque to the 21st century. Individual works will be selected for listening, discussion and limited analysis. Emphasis will be on both live and recorded performances. Reading knowledge of music recommended. Recommended background: MUS 100.

Credits: 3

Recommended:

MUS 100.

MUS 326: MUSIC AND THE THEATRE

An introduction to the opera and related theatre music from their origins to the 21st century. Well known operas by Mozart, Rossini, Verdi, Wagner, Puccini, and Strauss will be treated in lectures and audio and video recordings. If possible, a field trip to hear an operatic performance will be scheduled. Recommended background: MUS 100.

Credits: 3

MUS 400: SENIOR SEMINAR

This seminar will focus on developing writing and research techniques appropriate to the field of music.

Credits: 3

MUS 401: SENIOR RECITAL (M)

The Senior Recital is a full recital (40–55 minutes) that majors with performance emphasis present in their senior year. Students should consult the “Guide to Recitals.”

Credits: 3

Prerequisites:

Students must have passed the major audition and have senior standing.

MUS 402: SENIOR THESIS (M)

The senior thesis affords students the opportunity to conduct a large-scale, independent research project. This will include a proposal, bibliography and literature review, a 30-page thesis (at least one component of which must discuss or analyze music), and a final defense.

Credits: 3

Shakespeare and Performance

REN 500: SHAKESPEARE

This course designs to make all holders of the degree fully conversant with the fundamentals of Shakespeare, including the major themes and narratives of his plays and poems, the basics of prosody, early English staging, the main issues of textual transmission, and the facts surrounding the life of the author. Required for MLitt core; must be taken in first fall term.

Credits: 3

REN 501: RESEARCH METHODS

This course introduces students to basic methods of research into early English drama, particularly in service of the MLitt degree thesis. Students also learn conventions of academic writing as needed. Assignments derive in part from components of the research paper required for REN 500. Required for MLitt core; must be taken in first fall term.

Credits: 1

REN 510: SHAKESPEARE AND TEXTUAL CULTURE

This course provides an in-depth study of the way a script evolves. Students will look at the history of play-writing and play-making to understand how the plays are written. Students will learn how to read both explicit and implicit stage directions, and how playwrights organize their scene structures and cast their plays. Although emphasis will be on plays from the English Renaissance, the course will include classic Greek and Roman plays, works from the Commedia dell'arte, the Spanish Golden Age, Moliere and Racine, 19th century melodramas, improv works, and film and TV screenplays. Required for concentration.

Credits: 3

REN 515: SHAKESPEARE ACTING FUNDAMENTALS

This course provides first-year graduate students with the essential tools they will need for the successful physical and vocal embodiment of both Shakespearean language and character. Using soliloquies and scenes, the students will be introduced to vocabulary that they will encounter throughout their S&P experience and will begin mastering corresponding techniques, including Physicalization of Thought, Playing Discovery, and an Introduction to Ensemble Best Practices.

For all theater makers regardless of concentration, this class will serve as a deep immersion into the “Performance” aspect of Shakespeare & Performance.

Credits: 3

REN 520: TUDOR-STUART HISTORY

This course explores the politics, religions, and cultural developments in England from 1460 to 1660. The course focuses on the dynastic turmoil of the late fifteenth century, the Reformation and its impact, the concept of personal monarchy, the lives and courts of Elizabeth I and James I, and the English Civil War. Either 520 or 550 is required for MLitt core. Offered annually in spring terms.. Available for audit if taken as elective.

Credits: 3

REN 524: PRACTICA

Credits: 1

REN 524: PRACTICA

Practica

Credits: 1

REN 530: THE LANGUAGE OF PERFORMANCE

This course examines the language tools that Shakespeare and his fellow playwrights used to convey meaning to an audience. Students study the mechanics of scanning verse before exploring in detail the ways in which these playwrights used verse forms and rhetoric to guide actors in performance. Students also learn to read both explicit and implicit stage directions in the text. Required for MLitt core; must be taken in first fall term.

Credits: 3

REN 531: PERFORMANCE OF THE LANGUAGE

Students will explore how semantic and linguistic structure informs performance and how, in turn, performance enlivens language. This course furthers the examination of textual devices such as scansion, rhetoric, and rhyme by integrating them with vocal, physical, and emotional components of performance. Special attention is given to the theatrical importance of actor-audience interaction.

Credits: 3

Prerequisites:

REN 530. Required for MLitt core; must be taken in first spring term.

REN 540: EARLY ENGLISH DRAMA & THEATRE HIST

This course stresses the institutional and commercial auspices of early English drama - its place, its space, and its occasions - against the backdrop of major developments in theatre history. Elective for students who have not completed a theatre history survey course. Offered annually. Cross-listed with undergraduate THEA course.

Credits: 3

REN 545: STUDIO

Credits: 3

REN 545: STUDIO

Studio

Credits: 3

REN 550: SOCIAL HIST OF EARLY MODERN ENGLAND

This course takes a topical approach to exploring significant aspects of daily life in England between 1460 and 1660. Topics include the structures of power and authority, family life, the roles of women and men, urban and rural life, popular religion, and ritual. Either 520 or 550 is required for MLitt core. Offered annually in fall terms.. Available for audit if taken as elective.

Credits: 3

REN 551: SHAKESPEARE PEDAGOGY

This course focuses on ways to teach dramatic literature, particularly Shakespeare, through performance in class. Students learn how to turn a classroom into a laboratory for the exploration of a play. The course offers future teachers both theoretical and practical knowledge of how students learn through their own performance and that of others. Required for MLitt core. Offered annually in spring terms.

Credits: 3

REN 552: TECHNOLOGY AND DISTANCE LEARNING

This course addresses the possibilities of distance teaching. The course will be designed to put technology at the service of future teachers, who will learn how to construct projects and curricula in Shakespeare that engage a student in the computer, and how best to work video versions of the plays and the period into a lesson plan. REQUIRED FOR THE TEACHING CONCENTRATION.

Credits: 1

REN 553: DIRECTING FOR EARLY MODERN STAGE

This course teaches the skills essential to directing early modern drama on the Blackfriars stage. Course work includes staging various common scenarios - soliloquies, dialogues, group and problem scenes, etc. - supported by readings and discussions of Shakespeare directors and scholars concerning the practical issues of staging early modern plays. These issues include but are not limited to: play selection and casting, script analysis and table work, scheduling and programming, rehearsal strategies, and performance preparation. The final project includes a paper and a directed scene in a Blackfriars Playhouse showcase.

Credits: 3

REN 554: SHAKESPEARE'S THEATRE

This course provides an in-depth study of the architecture and theatrical conventions of Shakespeare's theatre. Among the subjects covered are architecture and design of theatre spaces, organization of acting companies, acting conventions, composition and configurations of audiences, and pacing and presentation of plays. Elective. Offered bi-annually in fall terms.

Credits: 3

REN 555: VOICE

This course builds on warm-up, breathing, resonance, articulation and text work to give actors vocal range, endurance, and melody. Text work includes poetry, improvisation, group exploration of language, and the performance of monologues. Elective. Offered annually.

Credits: 3

REN 556: THE BODY IN PERFORMANCE

A critical examination and physical exploration of principles of movement: time, space, balance, grace, and harmony. Students learn the importance of these principles in human expression and theatrical performance. Focuses on self expression, range of motion, group dynamics, character transformation. Special attention to the significance of body language in the early modern period and application of movement principles to early modern dramatic texts. Elective. Offered annually in spring terms.

Credits: 3

REN 557: SHAKESPEARE'S CONTEMPORARIES

This course examines the work of playwrights in the Elizabethan and Jacobean periods. Concentrating on the textual ambience in which these playwrights wrote, the course will provide students with a greater understanding of the issues of influence, intertextuality, and notions of "originality" in the work of Shakespeare and his contemporaries. Elective. Cross Listed with THEA 217.

Credits: 3

REN 558: ACTING I

This course will introduce students to a variety of acting techniques from among Stanislavski, Uta Hagen, Laban, Alexander, Bogart, Grotowski and others. Emphasis will be placed on improvement of basic skills through character analysis and scene study, towards the synthesis of mind, voice, and body, and the understanding of acting as a collaborative art.

Credits: 3

**REN 560: STAGE COMBAT
PERFORMANCE ESSENTIALS**

The main purpose of violence in theatre is to share the story of characters with powerful and desperate needs whose actions have great impact on others and their own situations. This course will train students, using exercises and choreography, to creating illusionary acts of violence for the stage. Students use multiple weapon types, including unarmed, knife, single rapier, and broadsword to explore the skills needed when performing theatrical violence. Skills include: partnering, physical awareness with precision, manipulation of energy and force, blending of tempos and portraying pain reactions, with special focus on safety of performers and building an effective story in which the violence appears realistic. Actors must be in good physical condition and maintain a healthy awareness of their scene partner in order to safely commit to the physically dynamic give-and-take of stage violence. Students are expected to run, jump, crawl and make physical contact in numerous exercises and choreographed scenes. Elective. Offered annually in fall terms.

Credits: 3

REN 575: COSTUMING

Credits: 3

REN 577: COLLOQUIUM

Intended for students with some previous experience in acting and/or directing. This course will focus on a cohort group of actors and directors on two plays: one by Shakespeare, one from the wider canon of Renaissance dramatic literature.

Credits: 3

REN 587: MLITT INTERNSHIP

Instructional strategies internship for prospective teachers, actors, dramaturges, or directors. Students explore instructional strategies in varied settings, including college classrooms, high school classrooms, and/or educational departments of professional theatres. Interns work with teachers and students in each setting, and discuss their experiences with the instructor and other students. Credit varies; approximately 50 hours of work equivalent to 1 s.h. Elective to follow REN 551. Approval of program director is required. Offered every term. Not recommended for first-year students until summer. Note: Internship credit of 1-6 semester hours can count towards the total number of hours required for graduation. Any internship hours above 6 require special approval from the program director. See Student Handbook for more detailed information about internships and approval forms.

Credits: 3

REN 590: DIRECT INQUIRY

Independent inquiry directed by a faculty member on a topic relevant to the MLitt student's program and/or thesis. A directed inquiry is strongly recommended for all students in the summer or semester prior to the MLitt thesis project. Approval of faculty supervisor and program director is required. Elective. Offered every term.

Credits: 3

REN 600: EXPERIENTIAL

Credits: 3

REN 601: MUSIC

This course looks at the music and the musical instruments of Shakespeare's England and Shakespeare's plays. Students also learn to choose appropriate music for classroom or stage presentations.

Credits: 3

**REN 602: ENGLISH ART/
ARCHITECTURE**

This course is an examination of art, architecture, visual culture, and connoisseurship in England. We will examine the medieval beginnings, discussing how English art and architecture differs from contemporary continental examples. As time moves forward, we will go into more depth, focusing especially on the art and architecture that Shakespeare and his contemporaries would have known.

Credits: 3

REN 603: STUDIO

A company of student actors, directors, teachers, and dramaturges work together to devise an original performance piece based on, inspired by, or using an extant early modern text.

Credits: 3

Prerequisites:

REN 530, REN 531. Elective. Offered as needed.

**REN 604: THEATRICAL DANCE
IN THE RENAISSANCE**

Credits: 3

REN 605: PERFORMANCE ON BLACKFRIARS STAGE

Students will examine action and character development for the stage through analysis and application of acting fundamentals and methods of actor training under an umbrella of Shakespearean staging conditions. Students will explore ensemble building, action awareness, space, and physicality to enhance understanding and practical uses for the actor, director, dramaturg, and teacher of Elizabethan drama. Elective. Offered as needed.

Credits: 3

REN 607: EARLY ENGLISH ART & ARCHITECTURE

A chronological, stylistic analysis of art, architecture, book illumination, visual culture, and connoisseurship in England from medieval beginnings until the death of Shakespeare. Students explore the sources for art made in England and that imported from the continent. Course emphasizes unique qualities of art in England. Special focus on art and architecture that Shakespeare and his contemporaries would have known. Cross listed as ARTH 314. Elective. Offered biannually. Cross-listed with undergraduate ARTH course. Available for audit.

Credits: 3

REN 608: SHAKESPEARE AND MUSIC

Through listening and score reading students learn songs and music associated with original performances of Shakespeare's plays and those from later periods. Emphasizes music resources. Students also learn about instruments of the 16th century and appropriate modern substitutions, and study Renaissance music and music reading skills by playing the recorder. No prior music knowledge is required, but a review of basic skills - treble clef note names and rhythm - before class begins would be helpful. Elective. Offered as needed. Available for audit.

Credits: 3

REN 609: SOCIAL/THEATRICAL DANCE RENAISSANCE

This course focuses on the social function of dance in the Renaissance and its interconnection with societal manners and behavior. Also examined will be the dramatic use of the discourse of dance to further plot and reveal character. Students will learn to recognize the metaphorical use of dance in dramatic texts as well as reconstruct and perform dances based on manuals of the period. Emphasis is placed on country and court dances as well as dances of symbolism and ritual. Elective. Offered as needed.

Credits: 3

REN 610: TEXTUAL BIBLIOGRAPHY

This course looks at how the physical act of writing, transcribing, and printing plays affects the ways they are read today. Students learn to read Renaissance manuscripts and to understand how these manuscripts became printed quartos and folios.

Credits: 3

REN 612: SHAKESPEARE&DRAMA&VA STDS LEARNING

Program faculty with drama and Shakespeare training from Shenandoah Shakespeare. This course prepares Virginia's future teachers to make the SOL requirements an integral part of their presentations on Shakespeare and Elizabethan drama.

Credits: 1

REN 620: AUDIENCE STUDIES

This course explores the relationship between audiences and performance, looking in unique depth at the psychology of audiences, at an audience's needs and expectations, at the ways in which dramatists include (or exclude) an audience, and at the uses (and abuses) of a visible audience. Using the resources of the Blackfriars stage and performances, prospective directors gain practical experience in the care and handling of audiences. Elective. Offered as needed. Available for audit.

Credits: 3

**REN 630: DESIGN &
CHOREOGRAPHY RENSSANCE
STG**

This course challenges students to examine and explore - in the absence of sets - visually exciting stage action and pictures through the use of movement, blocking, props, and costumes. Special attention is given to the stage pictures that Shakespeare and his contemporaries wrote into the plays. Students consider the importance of visual variety and discover the dramatic potential in a range of staging devices such as crowd scenes and

Credits: 3

REN 635: MOVEMENT II

This movement class is designed to build an understanding of how one learns physical skills, how to develop physical analysis tools for self and other's movement, and how to develop physical skills.

Credits: 1.5

**REN 636: MOVEMENT II
PHYSICAL ACTOR TRAINING**

Continued Movement training for graduate Acting and Directing students. Emphasis on physical actor training, and taking the rehearsal to performance.

Credits: 1.5

REN 640: STAGE COMBAT

Students focus on performing stage combat that is both safe and dramatically effective. The course offers a physical vocabulary in one or more techniques: unarmed, single sword, rapier and dagger, broadsword, quarterstaff, or knife. At the discretion of the instructor, students can qualify for Skills Proficiency Testing with the Society of American Fight Directors on the last day of class. This course may be taken more than once, as different weapon proficiencies are featured, cyclically. Elective. Offered twice annually in fall and summer terms.

Credits: 3

REN 650: TOPICS IN DIRECTING

Usually taught by a guest director, this course introduces students to the artist's directing style or to a major directorial approach to the staging of early modern plays in contemporary theater. Building on the foundational skills learned in REN 531, such exposure allows advanced students to develop their directorial styles and methods. Elective. Offered annually in spring terms.

Credits: 3

**REN 652: LONDON & SHKSPR'S
ENGLAND (ABROAD)**

This course is a three week intensive in the history, architecture, and geography of Shakespeare's world, with particular emphasis on the London he and his contemporaries would have known. The course also surveys whatever early modern drama is available in London and Stratford in both original and modern productions.

Credits: 3

**REN 660: ACTING FOR THE
EARLY MODERN STAGE**

This course continues the work normally included in an acting class, but stresses acting for the Shakespearean stage. Students experiment with a range of acting techniques from the most traditional to the most contemporary, but always with a view to the architecture and audience environment of Shakespeare's theatre. Strongly suggested prerequisites: REN 530, 531, 555, and 556. Elective. Offered annually in fall terms.

Credits: 3

**REN 665: CAREERS IN THE
PROFESSIONAL THEATRE**

A course focusing on the organization and working conditions of the professional theatre and practical skills for those seeking careers in teaching or the professional theatre: auditioning and interviewing techniques, unions, resume writing, and other skills required to apply. Required for the MFA with an acting concentration.

Credits: 3

REN 670: DRAMATURGY

This practicum course focuses on production dramaturgy for Shakespearean plays and adaptations for the American stage. Students experience the dramaturg's role in each phase of the theatrical process, from the pre-production, rehearsal, and post-show stage of production. The course provides instruction in the component skills of the art of dramaturgy, and teaches students how to creatively collaborate as dramaturgs with members of a production team seeking to produce Shakespeare for audiences today. e Required for MLitt core. Offered annually in fall terms for second year MLitt students. American Shakespeare Center, some assignments may include work on non-Renaissance plays and the practice of other companies throughout the United States and Europe.

Credits: 3

REN 675: ELIZABETHAN COSTUME

This course looks at costume history, theatre practice regarding costume, and Elizabethan construction techniques. Students will research contemporary records, museum pieces, and portraiture. They will learn play analysis from a costumer's point of view, design costumes for at least three characters from a Renaissance play, and learn and practice Elizabethan construction techniques.

Credits: 3

REN 677: COLL: COMMEDIA dell'ARTE

Credits: 3

REN 680: GENDER AND PERFORMANCE

Examines theories of gender as performance and theories of gender in performance to develop critical tools for understanding social construction of gender in theater. English Renaissance cross-dressing of boy actors to play women's roles grounds performance analysis and discussion. Also considers other theatrical practices, including the contemporary. Helpful to students who want background in critical theory before continuing to a doctoral program. Elective. Offered as needed. Available for audit.

Credits: 3

REN 682: PLAYWRITING

This course combines an historical focus on the playwriting culture of early modern England with practical experience creating plays within the period's theatrical conventions. Stresses collaboration in both its historical and practical emphases. Elective. Offered as needed.

Credits: 3

REN 686: CLOWN

Students in this performance-based class investigate the internal logic of the clown mind and the clown's external physical characteristics. Students engage in exercises, improvisations, drills, and scene work to explore these concepts. Clown history, make-up, a brief overview of Mask, the art of physical comedy, and intellectual and physical exploration of "What is Funny" will be covered. A willingness to publicly make a fool out of oneself while supporting others in that artistic risk is mandatory. Elective. Generally offered alternate summers.

Credits: 3

REN 687: MFA INTERNSHIP

A number of internships are regularly available at the American Shakespeare Center, either for or not for credit, at the student's discretion. Students may seek internships with other organizations, as well. Credit varies, with approximately 50 hours of work equivalent to 1 s.h. of credit. 1-6 s.h. of internship credit can count towards the total number of hours required for graduation. Any internship hours above 6 require special approval from the program director. See Student Handbook for more detailed information about internships and approval forms. Elective. Approval of program director is required. Offered every term. Not recommended for first year students until summer.

Credits: 3

REN 690: DIRECT INQUIRY MFA

Credits: 3

REN 695: THESIS SYMPOSIUM

The symposium prepares students to plan, research, write, present, and defend his or her MLitt thesis. The course begins with a consideration of the aims, kinds, purpose, audience, and scope of theses and includes analysis of pre-existing student theses. Ultimately, the objective of the short course is for each student, through workshops and one-on-one work with the instructor, to produce a thesis prospectus and bibliography. Elective. Offered annually in May Terms.

Credits: 3

REN 700: FINAL PROJECT FOR THE MLITT

The MLitt thesis is an individually designed project with written and practical components. Required for MLitt core. Strongly recommended prerequisite: REN 590 or REN 695. Approval of faculty supervisor and program director is required. Offered every term.

Credits: 3

REN 701: EXTENSION FOR REN 700

Students who need more time to complete the MLitt thesis project must register for this extension continually, for each fall and spring term (not summer), until thesis is completed. REN 701 does not appear on academic transcripts once REN 700 is complete. Offered fall and spring terms. \$750 fee.

Credits: 0

REN 710: ACTING III

This intensive 6-week module aims to further develop the actor's verbal, physical, and imaginative story-telling skills. Using a variety of texts drawn from the Renaissance canon, actors will discover ways to deepen their connection to a character's physical and spoken acts, as well as developing a better understanding of their relationship to a visible audience. Incorporating some techniques based on the teaching of Konstantin Stanislavski and Rudolph Laban, the course will nonetheless explore a wide range of approaches to the classical text.

Credits: 3

REN 720: DIRECTING III

This intensive 6-week module aims to help directors develop their abilities as creative artists and passionate story-tellers. Choosing a play from the Renaissance canon, each director will develop the dramaturgy and performance script necessary to begin rehearsals with a professional company. In-depth text analysis will explore how the rhetorical structure of a scene might best be translated into a viable working method in the rehearsal room, and questions of the director's artistic point of view will also be explored.

Credits: 3

REN 730: PORTFOLIO

This 6-week intensive course aims to bridge the gap between training and the profession. Student actors will prepare a professional quality headshot and resume, as well as a collection of twelve monologues for the purposes of auditioning at general calls, regional unified auditions, and other types of professional theatre auditions. Student directors will prepare their directing portfolio, as well as a statement of intent and instructor, according to the needs of the class. Class sessions will help actors and directors to improve their audition and interview technique, as well as provide an opportunity to bring in professional actors and directors to share their experiences. The content and logistics of the MFA showcase will be determined by some of the work done in this class.

Credits: 3

REN 777: VOICING SHAKESPEARE'S TEXT

The focus of the course will be to explore the fundamental elements of voice and speech with the goal of making Shakespeare's use of rhetorical figures clear to an audience. We will be working extensively from Shakespeare's *Wordcraft*, written by the instructor of the class, Scott Kaiser. Our aim will be to acquire an understanding of how breath, rate, pitch, volume, duration, articulation, tonal quality, and melodic variety can be used to illuminate the structure and meaning of each figure to an audience.

Credits: 3

REN 800: FINAL PROJECT MFA

Individually designed thesis and defense.

Credits: 3

REN 801: EXTENSION FOR REN 800

M.Litt. and MFA students continuing their project or thesis after fulfilling all other course requirements(including REN 700 and REN 800) must maintain their enrollment by registering for REN 701 or REN 801 for each additional semester until completing the degree.

Credits: 0

REN 810: COMPANY DRAMATURGY

This course teaches and puts into practice the dramaturgical fundamentals of creating a company. This practicum graduate seminar for the incoming MFA students will focus on the collaborative development of key dramaturgical components of the third year company. These components include: a name and guiding mission statement for the company; a season repertory for the company; cast and production role assignments for the company's season; and a table of contents for the company's book.

Credits: 3

REN 811: COMPANY MANAGEMENT

This course explores the fundamentals of creating a theatre company. Topics include organizational structure and operations, development, managing a board, fundraising, building a budget, and basic business practices. Other topics include the business of publicity, marketing, and social media; the business of educational programming; and the role of stage management and costume design in the company model. Resident and guest faculty provide instruction for MFA students to put into practice the company building principles learned in this course.

Credits: 3

REN 812: COMPANY ACTING A

Students will take a major or featured role (or roles) in one or more of the MFA company productions. Building on their knowledge of Shakespeare's theatre, performance practices, and audiences, students will experiment with a range of acting techniques and styles from the most traditional to the most contemporary in conventional, community, in house, and found spaces. Acting journals will serve as resource material for the Company Book thesis project. Resident and guest faculty offer instruction.

Credits: 3

REN 813: COMPANY DIRECTING A

Students will direct or co-direct one or more of the MFA company productions. Developing their abilities as creative artists and passionate storytellers, students will explore various aspects of directing, including (though not limited to) character and text analysis, pre-production and script scoring, choreography and composition, actor coaching techniques and rehearsal protocol, and collaboration with technical and design teams. Directing journals will serve as resource material for the Company Book thesis project. Resident and guest faculty offer instruction.

Credits: 3

REN 814: COMPANY DRAMATURGY A

This course emphasizes script selection and preparation; documentation of rehearsal and performance practices; preparation of para-textual and para-performative materials; and strategies for sharing information with audiences before, during, and after performance.

Instruction includes resident and guest faculty. Students are to put into the practice of the MFA company the principles learned in the course.

Credits: 3

REN 815: THESIS A

Working with resident and guest faculty, MFA degree candidates dramaturg, rehearse, direct, and perform four to five early modern and early modern inspired pieces over the course of the calendar year. Each student will also contribute a chapter to a collectively composed "Company Book" that chronicles the research into and performance of the company repertory but also explores a particular theme as directed by program faculty.

Credits: 3

REN 822: COMPANY ACTING B

Students will take a major or featured role (or roles) in one or more of the MFA company productions. Building on their knowledge of Shakespeare's theatre, performance practices, and audiences, students will experiment with a range of acting techniques and styles from the most traditional to the most contemporary in conventional, community, in-house, and found spaces. Acting journals will serve as resource material for the Company Book thesis project. Resident and guest faculty offer instruction.

Credits: 3

REN 823: COMPANY DIRECTING B

Students will direct or co-direct one or more of the MFA company productions. Developing their abilities as creative artists and passionate storytellers, students will explore various aspects of directing, including (though not limited to) character and text analysis, pre-production and script scoring, choreography and composition, actor coaching techniques and rehearsal protocol, and collaboration with technical and design teams. Directing journals will serve as resource material for the Company Book thesis project. Resident and guest faculty offer instruction.

Credits: 3

REN 824: COMPANY DRAMATURGY B

This course emphasizes script selection and preparation; the digital documentation of rehearsal and performance practices; the preparation of para-textual and para-performative materials; and strategies for sharing information with audiences before, during, and after performance. Instruction includes resident and guest faculty. Students are to put into the practice of the MFA company the principles learned in the course.

Credits: 3

REN 825: THESIS B

Working with resident and guest faculty, MFA degree candidates dramaturg, rehearse, direct, and perform four to five early modern and early modern inspired pieces over the course of the calendar year. Each student will also contribute a chapter to a collectively composed "Company Book" thesis project that chronicles the research into and performance of the company repertory but also explores a particular theme as directed by program faculty.

Credits: 3

Theatre

THEA 101: PLAYS IN PERFORMANCE (AW)

Students are introduced to theatre by analyzing plays and viewing performances in professional, academic, and community theatres. No previous knowledge of theatre is required. Course may be repeated for credit. Course fee is approximately \$175.

Credits: 3

THEA 105: BASIC THEA PROD:SCENE & LIGHT (A)

A brief introduction to the technical aspects of production in set, lights, sound and props. Extensive work in MBU theatre productions is required. No previous knowledge is necessary.

Credits: 3

**THEA 110: BASIC PROD:
COSTUME/STAGE MGMT (A)**

A brief introduction to the technical aspect of production in costumes and stage management. Extensive work in MBU theatre productions is required. No previous knowledge is necessary.

Credits: 3

**THEA 111: VOICE, DICTION, &
ORAL READING (O)**

Students set individual goals for development of the speaking voice, standard American diction, clear and expressive speech, and poise in public situations. The course is appropriate for students whose first language is English and for international students, who prepare readings to demonstrate progress toward their goals.

Credits: 3

THEA 112: VOICE AND DICTION

Credits: 3

**THEA 114: INTRO TO THEATRE
HISTORY (AW)**

Students are introduced to Western theatre history and drama from the ancient Greeks to the Renaissance. Prerequisite for THEA 400.

Credits: 3

**THEA 115: INTRO DRAMA:
SCRIPT ANALYSIS (AW)**

Students learn a system of play script analysis and apply it to significant plays of the modern and postmodern periods.

Credits: 3

THEA 116: WOMEN IN THEATRE

Credits: 3

**THEA 118: TOPICS IN
PERFORMANCE**

This course augments and enriches the interdisciplinary approach to studying Shakespeare and classical performance participants receive at the ASC Theatre Camp (ASCTC), an intensive three-week residential program for high school students. ASCTC program participants attend academic lectures and performance master classes, observe the ASC acting troupes in rehearsals and performances, and rehearse an hour-long version of a play by Shakespeare or other early modern English playwright for performance in the Blackfriars Playhouse. Course participants also delve into the plays of William Shakespeare and his contemporaries to examine different methodologies for cutting, rearranging, collating, or otherwise manipulating variant and various texts to create different desired narratives in performance. Course participants will learn a variety of theories regarding text preparation for performance from many practitioners and academics (including actors, professors, editors, and directors) and have multiple chances to put their own emergent theories into practice through course assignments.

Credits: 3

**THEA 119: REG FOR FILM 119:
VIDEO PRODUCTION**

Fundamental, practical, and theoretical approach to video production. Emphasizes camera operation and composition, nonlinear editing and principles of editing (using FinalCut Pro), and related audio. Projects vary to emphasize broadcasting, documentary, narrative filmmaking, and various forms of artistic expression. Cross listed as COMM 119 and FILM 119 and ART 119.

Credits: 3

THEA 121: ACTING I

The Theatre Department's first level acting course. This course takes students through the beginning steps of developing the mind, body, and voice of the actor. Through a series of exercises, speeches and scene work students will learn the basic tenants of acting including; memorization, action, intention, character, given circumstances, storytelling, script analysis and theatrical structure. Students will participate in scene work and monologues where the tools of the actor are honed through repetition and performance in front of their peers. In class exercises along with outside rehearsal help the actor identify creative inspiration, experience the joys of risk-taking in live performance, all in a format that requires personal commitment as well as commitment to others. No previous acting experience is required. This course is a prerequisite for further acting courses.

Credits: 3

THEA 150: INTRODUCTION TO PERFORMING ARTS (A)

This course is an introduction to, and a requirement for, the Performing Arts major. Students will attend Theatre, Music, and Film events with lectures before and after each. Students will participate in discussions with professors from each discipline along with readings, written response papers, and a group project geared to the student's area of interest. Cross listed as MUS 150 and FILM 150.

Credits: 3

THEA 151: Scene and Light Design

Students learn the responsibilities of scene and lighting designers and the steps involved in the design and communication of ideas through drafting, model building, lighting plots, and hands-on experience in MBC productions. Drafting supplies needed. Alternate years.

Credits: 3

THEA 151: SCENE & LIGHT DESIGN (R)

Students learn the responsibilities of scene and lighting designers and the steps involved in the design and communication of ideas through drafting, model building, lighting plots, and hands-on experience in MBC productions. Drafting supplies needed. Alternate years.

Credits: 3

THEA 153: Stage Management

Students develop and practice the duties and skills of the stage manager in facilitating and organizing a show from planning through auditions, rehearsals, performances, tours, and strikes. Special emphasis on the stage manager's role in a group process, as a problem preventer and solver, and as a morale officer. Alternate years.

Credits: 3

THEA 156: STAGE COSTUME (R)

Students learn the basics of costume construction, design, and history including basic hand and machine stitches, garment construction, color and fabric, pattern drafting, period research, and costume rendering.

Laboratory work in the costume shop and individually-designed construction projects. Alternate years.

Credits: 3

THEA 177: COLLOQUIUM

Credits: 3

THEA 208: LONDON THEATRE (I)

Study-travel in London and to Stratford-upon-Avon. Course fee includes air transportation from Washington DC, hotel, theatre tickets, and all scheduled performances and activities. The course must be taken P/NC and may be repeated for credit.

Credits: 3

Prerequisites:

Application by November 1 and permission of instructor.

Alternate years.

THEA 210: PRODUCTION PRACTICUM (M)

Directed experience in MBU Theatre productions. Students take on one or more production roles such as stage management, design (costuming, lighting, sound, props), and publicity over the course of the term. When taken online, and during the May Term, students additionally take on performance roles and work to cover all production duties. The course may be repeated for credit.

Credits: 3

Prerequisites:

Coursework or equivalent experience in the area of specific production role(s) and permission of instructor.

THEA 211: THEATRE IN THE COMMUNITY (CM)

Supervised experience in acting, designing, stage management, producing, or directing or other areas of hands-on work in theatre in the community. Students are encouraged to propose work in theatre communities beyond the Staunton-Augusta region and to propose additional work that meets the criteria for global citizenship experience.

Credits: 3

Prerequisites:

Course work or experience at MBU in area of specialization and permission of instructor.

THEA 212: BEGINNING STANDUP COMEDY (AO)

"An intensive, introductory, semester-long exploration into contemporary stand-up comedy performance, designed to give students of all experience levels a strong foundational knowledge of the history, aesthetic formal properties, and shifting politics of the art form known as "stand-up" comedy--a solo performance form of humorous, non-fictional storytelling. Students enrolled in this hybrid course will be required to write and perform their own original stand-up comedy routines online for a public (but virtual) audience."

Credits: 3

THEA 216: REG FOR ENG 216: SHAKESPEARE (HR)

Discussion/performance course focusing on examples of comedy, history, and tragedy, each considered from the dramatic, poetic, and theatrical perspectives, with some attention given to historical background and characteristics and development of Shakespeare's art. Cross listed as ENG 216.

Credits: 3

Prerequisites:
ENG 102.

THEA 217: CONTINENTAL RENAISSANCE DRAMA (H)

A survey of the canonized plays and dramatic theory of the non-English Renaissance. This comparative study of the major theatrical and theoretical works from the Italian Renaissance, Spanish Golden Age, and French Neoclassical period explores how these dramatic and critical works engage with their specific historical and cultural moment, and how they inform each other through cross-cultural exchanges. Offered alternate years. Prerequisite THEA 114.

Credits: 3

THEA 218: SHAKESPEAREAN DRAMA IN CONTEXT (T)

Shakespearean Drama in Context is a course that asks students to study Shakespeare's plays in the context of adaptation. It focuses on Shakespeare as a playwright whose work has been adapted over time, but also as a playwright who frequently imitated and adapted the work of others in his own time. In so doing, students re-evaluate the concept of Shakespeare as "singular" and "unique," to understand his plays - and all plays - as part of a process rather than an end product.

Credits: 3

THEA 219: WOMEN IN THEATRE AND DRAMA (G)

A survey of American plays by and about women and the contributions of American female theatre practitioners. This course traces the development of the role of women in American theatre by examining the work of diverse American female theatre artists (playwrights, directors, actors, producers, etc.) from over the past 100 years of American theatre history. Offered alternate years. Cross listed as WS 219.

Credits: 3

THEA 221: ACTING II: TECHNIQUES

Acting II is a continuation of THEA 121: Acting I. The focus in Acting II is to deepen the student's understanding of character through analysis and various acting techniques. Techniques may include practices of Stanislavski, Rudolf Laban, physical acting approaches, and numerous others. Students will engage in classroom exercises, monologues and scenes as vehicles for creating and existing in the character defined by the play. Students will be challenged to meet the demands of creating a fully developed, multi-faceted character through actor's script analysis. Students will be generating character profiles which they work to embody through rehearsals and bring to life in performance. Participation in classroom exercise and exploration, along with outside rehearsals, is a major components of the work.

Credits: 3

**THEA 222: ACTING II:
PERFORMANCE STYLES**

For the intermediate to advanced student actor, this course explores the different manners of physical and vocal expression from the Greek to modern times by examining historical, cultural, and theatrical contexts, as well as the performance techniques within each period. Students will apply this knowledge through a variety of practical exercises, presentations, group work, monologues, and scenes. Offered alternate years.

Credits: 3

**THEA 229: REG FOR FILM 229:
ADV FILM/VIDEO**

The art and theories of visual storytelling through narrative, documentary, and creative self-expression. Projects are oriented toward basic scripting, shooting, editing, and multiple-camera studio events for MBC TV. Cross listed as COMM 229 and FILM 229.

Credits: 3

Prerequisites:

FILM 119 or permission of the instructor.

**THEA 254: REGISTER FOR FILM
254**

Credits: 3

**THEA 255: REGISTER AS FREN
255**

For course description, see FREN 255 in the French listing.

Credits: 3

**THEA 264: REG FOR FILM 264:
SCREENWRITING (W)**

Theory and practice of screenwriting, including concept, research, writing, revisions, and presentation. Analysis of successful scripts to discover appropriate styles and methods of writing. Workshop development of scripts emphasizing dramatic narrative for television and film. Cross listed as FILM 264.

Credits: 3

**THEA 270: AFRICAN AMERICAN
THEATRE (D)**

This survey traces the history of African-American theatre from 1959 to the present through the study of representative plays and theatre practitioners. Offered every third year.

Credits: 3

**THEA 277: COLLOQUIUM W/
SHAKESPEARE (A)**

In this course, students will interrogate questions of global citizenship, cosmopolitanism, and notions of "home" through deep engagement with the plays of William Shakespeare. This course will explore Shakespeare's position as a product of his own cultural consumption through readings drawn from his own library of literary, historical, and political sources, as well as his interest in early modern popular culture. Students will then put this knowledge into practice by working together as a theatre ensemble, mirroring Shakespeare's creative response to his culture through the collaborative creation of their own original devised performance piece inspired, influenced, and inflected by Shakespeare's plays. This ensemble-driven process will express our developing understanding of home, belonging, and global citizenship through practical engagement with contemporary devised theatre-making practices and will integrate several of the following areas: acting, improvisation, devising, playwriting, directing, dramaturgy, design, choreography, technical production, and stage management. While this class is designed specifically for the students in the Shakespeare Collective and honors students, it is open to all students interested in gaining hands-on experience in collaborative theatre-making and cultural engagement. No prior experience required.

Credits: 3

THEA 287: EXPERIENTIAL LEARNING**Credits:** 3**THEA 301: TOPICS IN THEATRE**

A two year sequence covering topics valuable to theatre majors including play readings, workshops in audition, resumes, graduate school application, guest lectures, etc. Required for majors. Open to other students with permission of theatre faculty.

Credits: 1**THEA 302: TOPICS IN THEATRE II****Credits:** 1**THEA 315: REG FOR ENG 315: EARLY ENG DRAMA**

For course description, see ENG 315 in the English listing.

Credits: 3**THEA 321: ACTING III**

This course allows students accomplished in acting to concentrate on their own areas of difficulty or experience with specific emphasis on portfolio and audition. This course may be repeated for credit.

Credits: 3**Prerequisites:**

permission of instructor.
Alternate years.

THEA 323: DIRECTING METHODS

The director's responsibilities and practices in play selection and analysis, casting, planning and coordination of technical elements, and conducting rehearsals and performances.

Focus on academic and community theatre. Previous MBU acting and technical experience is required. Students who enroll in this course are expected to take THEA 324.

Credits: 3**Prerequisites:**

permission of instructor.
Alternate years.

THEA 324: DIRECTING PRACTICUM

Supervised directing experience. Each student casts and rehearses a one-act play and forms a concerted whole of the play text, actors, and production elements. Public performance constitutes the final exam. The course may be repeated for credit.

Credits: 3**Prerequisites:**

THEA 323 and permission of instructor. May term. Alternate years.

THEA 333: REG FOR FILM 333: FILM THEORY

An overview of the major theoretical and critical approaches to film as a complex cultural medium. Weekly viewings and discussion of historical, international, independent, and short films. Focuses on film as art and expression by examining work of great classic, independent and international filmmakers. Cross listed as FILM 333.

Credits: 3**THEA 377: COLLOQUIUM:**

CORE REQUIREMENT MET: ARTS HUMANITIES

Credits: 3**THEA 380: TEACHING ASSISTANT FOR****Credits:** 3**THEA 387: DEPARTMENTAL EXTERNSHIP****Credits:** 0**THEA 395: INTRO TO THEATRE HISTORY II (O)**

This course for theatre majors surveys Western theatre history and drama from the Restoration to the present. Through a series of paper projects, students examine canonized plays in relation to their specific cultural and theatrical contexts. Required of the theatre major; open to other students by permission of the instructor.

Credits: 3**Prerequisites:**

THEA 114 and junior or senior standing. Alternate years.

THEA 400: SEMINAR (O)

This final course for theatre majors surveys Western theatre history and drama from the Restoration to the present. Through a series of paper projects, students examine canonized plays in relation to their specific cultural and theatrical contexts. Required of the theatre major; open to other students by permission of the instructor.

Credits: 3**Prerequisites:**

THEA 114 and junior or senior standing. Alternate years.

THEA 401: SENIOR PROJECT (M)

Students demonstrate their ability to apply their skills and knowledge to the work of the theatre, present and defend a written analysis of their work and experience, and evaluate their work against their contract goals and professional standards.

Credits: 3

Prerequisites:

senior status and permission of instructor.

THEA 487: DEPARTMENTAL EXTERNSHIP

Credits: 0

THEA 490: ON CATALOG DIRECTED INQUIRY

Credits: 0

THEA 490: ON CATALOG DIRECTED INQUIRY

Directed Inquiry

Credits: 1-3

THEA 500: COLL:SHAKESPEAR MERCHANT OF VENICE

Credits: 3

Military Science

AERO 103: HERITAGE & VALUES OF USAF I

Part I of a survey course designed to introduce students to the United States Air Force and provide an overview of the basic characteristics, missions and organization of the Air Force. Prerequisite(s): Must meet AFROTC membership requirements and be seeking a commission. Fall semester only.

Credits: 1

AERO 104: HERITAGE & VALUES US AIR FORCE II

Part II of a survey course designed to introduce students to the United States Air Force and provide an overview of the basic characteristics, missions and organization of the Air Force. Prerequisite: AS 103 or permission of the Det 880 Commander. Spring semester only.

Credits: 1

AERO 113: LEADERSHIP LAB FOR AERO 103

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer. Fall semester only.

Credits: 0

AERO 114: LEADERSHIP LAB FOR AERO 104

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer. Spring semester only.

Credits: 0

AERO 203: TEAM & LEADERSHIP FUNDAMENTALS I

Part I of a course featuring topics on Air Force heritage and leaders; the introduction to air and space power through examination of competencies and functions; and continued application of communication skills. Its purpose is to instill an appreciation of the development and employment of air power, and to motivate students to transition from AFROTC cadet to Air force ROTC officer candidate.

Credits: 1

Prerequisites:

AS 104 or permission of Det 880 Commander. Fall semester only.

AERO 204: TEAM & LEADERSHIP FUNDAMENTALS II

Part II of a course featuring topics on Air Force heritage and leaders; the introduction to air and space power through examination of competencies and functions; and continued application of communication skills. Its purpose is to instill an appreciation of the development and employment of air power, and to motivate students to transition from AFROTC cadet to Air force ROTC officer candidate.

Credits: 1

Prerequisites:

AS 203 or permission of Det 880 Commander. Spring semester only.

AERO 213: LEADERSHIP LAB FOR AERO 203

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer. Fall semester only.

Credits: 0

AERO 214: LEADERSHIP LAB FOR AERO 204

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer. Emphasis is placed on preparing cadets for Field Training. Spring semester only.

Credits: 0

AERO 303: LEADING & EFFECTIVE COMMUNICATION I

Part I of a course that teaches cadets advanced skills in management and leadership. Special emphasis is placed on enhancing leadership skills.

Credits: 2

Prerequisites:

AS 204. Fall semester only.

AERO 304: LEADING & EFFECTIVE COMM II

Part II of a course that teaches cadets advanced skills in management and leadership. Special emphasis is placed on enhancing leadership skills.

Credits: 2

Prerequisites:

AS 303. Spring semester only.

AERO 313: LEADERSHIP LAB FOR AERO 303

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer. Only Commission seeking cadets take AS 313. Non-commissioning cadets enrolled in AS303 must take LS 350. Fall semester only.

Credits: 0

AERO 314: LEADERSHIP LAB FOR AERO 304

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer. Only Commission seeking cadets take AS 314. Non-commissioning cadets enrolled in AS304 must take LS 351. Spring semester only.

Credits: 0

AERO 350: LEADERSHIP DEV I LAB FOR AERO 303

Required for those cadets not being commissioned in the Armed Forces and who are enrolled in AS 303, MS 309, NS 308, or NS 303. The class focuses on knowing yourself, career discovery and planning, resume writing, and personal development.

Credits: 0

AERO 351: LEADERSHIP DEV II LAB FOR AERO 304

Required for those cadets not being commissioned in the Armed Forces, and who are enrolled in AS 304, MS 310, NS 205, or NS 304. The class focuses on career preparation and research. networking skills, critical thinking, time management, and values and ethics in the workplace.

Credits: 0

AERO 403: NATIONAL SECURITY PREP I

Part I of a course designed for college seniors that gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level.

Credits: 2

Prerequisites:

AS 304. Fall semester only.

AERO 404: NATIONAL SECURITY PREP II

Part II of a course designed for college seniors that gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level.

Credits: 2

Prerequisites:

AS 403. Spring semester only.

AERO 413: LEADERSHIP LAB FOR AERO 403

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer. Only Commission seeking cadets take AS 413. Non-commissioning cadets enrolled in AS403 must take LS 450. Fall semester only.

Credits: 0

AERO 414: LEADERSHIP LAB FOR AERO 404

Mandatory leadership lab that allows cadets to practice and demonstrate mastery of the leadership skills essential to an Air Force officer. Only Commission seeking cadets take AS 414. Non-commissioning cadets enrolled in AS404 must take LS 451. Spring semester only.

Credits: 0

**AERO 450: LEADERSHIP DEV III
LAB FOR AERO 403**

Required for those cadets not being commissioned in the Armed Forces, and who are enrolled in AS 403, MS 409, or NS 408. The class focuses on job search and graduate school admission activities, business correspondence, building a portfolio, recruitment, advanced interviewing skills, dressing for success, business etiquette, and using the internet in the job search.

Credits: 0

**AERO 451: LEADERSHIP DEV IV
LAB FOR AERO 404**

Required for those cadets not being commissioned in the Armed Forces, and who are enrolled in AS 404, MS 410, NS 402, or NS 404. The class focuses on post-VMI career transition, salary negotiation, business ethics, employment law, income tax preparation, basic money management and investing for the future, 401 (k) plans, starting your own business, and how much insurance is enough.

Credits: 0

**MS 109: INTRO ARMY AND
CRITICAL THINKING**

Orients cadets to information and competencies that are central to a commissioned officer's responsibilities in today's Army. Cadets will gain a basic understanding of the Army values and culture, officership and leadership skills. Cadets will also learn time management, health and physical fitness, critical thinking and basic military skills. Cadets will attend one field training exercise during the semester where they will focus on the practical application of the basic skills learned during the course.

Credits: 1

**MS 110: INTRO PROFESSION OF
ARMS**

Continues to build upon the skills learned in MS 109 with greater emphasis on the principles of ethical leadership. Cadets will continue to learning the basics of leadership in demanding tactical scenarios. They will practice and improve their basic military skills in marksmanship, map reading and land navigation and first aid. Cadets will attend one field training exercise during the semester where they will focus on the practical application of basic military skills, and the use of teamwork in conducting collective tasks.

Credits: 1

**MS 209: INNOVATIVE TEAM
LEADERSHIP**

MS 209 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing and assessing team exercises and participating in Leadership Labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the Contemporary Operating Environment (COE).

Credits: 1

**MS 210: ARMY DOCTRINE AND
TEAM DEVELOPMENT**

MS 210 introduces Cadets to Modern Army doctrine as well as leadership ethics and decision-making. The course highlights dimensions of team building and development. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. Practical exercises give insight into the importance and practice of teamwork and tactics in real-world scenarios.

Credits: 1

MS 219: MILITARY LEADERSHIP LAB**Credits:** 0**MS 309: ADAPTIVE TEAM LEADERSHIP**

This is the first course in the advanced MSL program, specifically designed to prepare cadets for their responsibilities as Army officers. Emphasis is placed on the practical application of leadership and the mastery of effective planning, organizational and communication skills within the framework of Army doctrine. Cadets will examine Army leadership case studies and models in the search for their own effective leadership style. Cadets are required to read selected works on military and organizational leadership throughout the semester and must write short analytical essays. Corequisite: MS 319 for commissioning cadets, or LS 350 for non-commissioning cadets.

Credits: 2**Co-Requisites:**

MS 319 for commissioning cadets, or LS 350 for non-commissioning cadets.

MS 310: APPLIED TEAM LEADERSHIP

Continues the lessons of MS 309, with greater emphasis on the principles of ethical leadership. Cadets will be exposed to more detailed information regarding the functions of Army commanders and staffs, and will learn about the duties and responsibilities of specific Army occupation branches. Through Army values and codified leadership dimensions, cadets will learn to practice ethical leadership in dealing with external challenges and with their own subordinates. Superior-subordinate relations and practical counseling techniques are integrated into leadership exercises. Cadets are required to read selected works on military organizational leadership throughout the semester and must write short analytical essays. Corequisite(s): MS 320 for commissioning cadets, or LS 351 for non-commissioning cadets.

Credits: 2**Co-Requisites:**

MS 320 for commissioning cadets, or LS 351 for non-commissioning cadets.

MS 319: LAB FOR MS 309

The MS Lab focuses on the practical application of the subjects taught in the classroom during MS 309. Cadets will meet rigorous leadership challenges, reinforced by consistent instructor evaluation and mentorship. Leadership exercises will include tactical scenarios as well as the development and delivery of small group instruction for other cadets. This extensive training program also includes physical fitness, marksmanship, land navigation, drill and ceremonies, mission planning and written and oral communication skills. Cadets are required to participate in one field training exercise each semester, in which they will practice both leadership and teamwork and demonstrate their tactical and technical proficiency. This laboratory course companions the MS 309 class, and all contracted cadets must take the appropriate lab section simultaneously with this class each semester (non-contracted cadets who do not seek a commission will enroll in LS 350).

Credits: 0

MS 320: LAB FOR MS 310

The MS Lab focuses on the practical application of the subjects taught in the classroom during MS 310. Cadets will meet rigorous leadership challenges, reinforced by consistent instructor evaluation and mentorship. Leadership exercises will include tactical scenarios as well as the development and delivery of small group instruction for other cadets. This extensive training program also includes physical-fitness, marksmanship, land navigation, drill and ceremonies, mission planning and written and oral communication skills. Cadets are required to participate in one field training exercise each semester, in which they will practice both leadership and teamwork and demonstrate their tactical and technical proficiency. This laboratory course companions the MS 310 class, and all contracted cadets must take the appropriate lab section simultaneously with those classes each semester (non-contracted cadets who do not seek a commission will enroll in LS 351).

Credits: 0

MS 350: LEADERSHIP DEV I LAB FOR MS 309

Required for those cadets not being commissioned in the Armed Forces and who are enrolled in AS 303, MS 309, NS 308, or NS 303. The class focuses on knowing yourself, career discovery and planning, resume writing, and personal development.

Credits: 0

MS 351: LEADERSHIP DEV II LAB FOR MS 310

Required for those cadets not being commissioned in the Armed Forces, and who are enrolled in AS 304, MS 310, NS 205, or NS 304. The class focuses on career preparation and research, networking skills, critical thinking, time management, and values and ethics in the workplace.

Credits: 0

MS 387: EXPL LEARNING

Credits: 6

MS 409: MISSION COMMAND & ARMY PROFESSION

This course begins the cadet's transition to commissioned officer. Cadets will receive information that enables them to make sound career decisions as they prepare for accession. The training emphasis moves from the individual and squad level to the platoon level. Cadets will gain specific knowledge and skills that they will need as professional officers, including training and maintenance management, subordinate counseling and development, Army staff operation and Military Justice. Corequisite: MS 419 for commissioning cadets, or LS 450 for non-commissioning cadets.

Credits: 2

Co-Requisites:

MS 419 for commissioning cadets, or LS 450 for non-commissioning cadets.

MS 410: MISSION COMMAND COMP GRADE OFFICER

This course continues the lessons of MS 409 and completes the transition from cadet to commissioned officer. Cadets will continue to learn the specific management skills they will need as professional officers. Special emphasis is give to "life skills" that cadets will need as young lieutenants, such as personal financial management, moving, housing and orientation to Army pay and benefits. Cadets will also become familiar with current Army operations worldwide. Prerequisite(s): MS 409, or waiver from the Professor of Military Science. Corequisite: MS 420 for commissioning cadets, or LS 451 for non-commissioning cadets.

Credits: 2

Co-Requisites:

MS 420 for commissioning cadets, or LS 451 for non-commissioning cadets.

MS 419: ADVANCED MS LAB FOR MS 409

The Advanced MS Lab focuses on the practical application of the subjects taught in the classroom during MS 409. Emphasis is on the practical knowledge and skills that cadets will need as commissioned officers and Army platoon leaders. Cadets will practice training management and subordinate development through regular interaction with underclass MS cadets. They will have numerous opportunities to exercise collective leadership reinforced by consistent instructor mentorship. Through collective training, they will also maintain their basic military skills throughout the year. Cadets are required to participate in one field training exercise each semester, in which they will play an active role in planning and conducting training for all MS cadets. These laboratory courses are companions to the MS 409 classes, and all contracted cadets must take the appropriate lab section simultaneously with those classes each semester.

Credits: 0

Prerequisites:

Completion of Cadet Leaders Course (CLC) required for enrollment.

MS 420: ADVANCED MS LAB FOR MS 410

The Advanced MS Lab focuses on the practical application of the subjects taught in the classroom during MS 410. Emphasis is on the practical knowledge and skills that cadets will need as commissioned officers and Army platoon leaders. Cadets will practice training management and subordinate development through regular interaction with underclass MS cadets. They will have numerous opportunities to exercise collective leadership reinforced by consistent instructor mentorship. Through collective training, they will also maintain their basic military skills throughout the year. Cadets are required to participate in one field training exercise each semester, in which they will play an active role in planning and conducting training for all MS cadets. This laboratory course companions the 410 class, and all contracted cadets must take the appropriate lab section simultaneously with those classes each semester (non-commissioning cadets will enroll in LS 451).

Credits: 0

Prerequisites:

Completion of Cadet Leaders Course (CLC) required for enrollment.

MS 429: ADAPTIVE TEAM LEADERSHIP

This is the first course in the advanced MSL program, specifically designed to prepare cadets for the responsibilities as Army officers. Emphasis is placed on the practical application of leadership and the mastery of effective planning, organizational and communication skills within the framework of Army doctrine. Cadets will examine Army leadership case studies and models in the search for their own effective leadership style. Cadets are required to read selected works on military and organizational leadership throughout the semester and must write short analytical essays. Instructor approval required. Corequisite(s): MS 439.

Credits: 2

Co-Requisites:

MS 439.

**MS 430: MISSION/COMPANY
GRADE OFFICER**

Continues the lessons of MS 429, with greater emphasis on the principles of ethical leadership. Cadets will be exposed to more detailed information regarding the functions of Army commanders and staffs, and will learn about the duties and responsibilities of specific Army occupation branches. Through Army values and codified leadership dimensions, cadets will learn to practice ethical leadership in dealing with external challenges and with their own subordinates. Superior-subordinate relations and practical counseling techniques are integrated into leadership exercises. Cadets are required to read selected works on military organizational leadership throughout the semester and must write short analytical essays. Note: Instructor approval required. Corequisite: MS 440.

Credits: 2

Co-Requisites:
MS 440.

MS 439: LAB FOR MS 429

The MS Lab focuses on the practical application of the subjects taught in the classroom during MS 429. Cadets will meet rigorous leadership challenges, reinforced by consistent instructor evaluation and mentorship. Leadership exercises will include tactical scenarios as well as the development and delivery of small group instruction for other cadets. This extensive training program also includes physical fitness, land navigation, drill and ceremonies, mission planning and written and oral communication skills. Cadets are required to participate in one field training exercise each semester, in which they will practice both leadership and teamwork and demonstrate their tactical and technical proficiency. This laboratory course companions the MS 429 class, and all contracted cadets must take the appropriate lab section simultaneously with those classes each semester. Instructor approval required. Corequisite: MS 429.

Credits: 0

Co-Requisites:
MS 429.

MS 440: LAB FOR MS 430

The MS Lab focuses on the practical application of the subjects taught in the classroom during MS 430. Cadets will meet rigorous leadership challenges, reinforced by consistent instructor evaluation and mentorship. Leadership exercises will include tactical scenarios as well as the development and delivery of small group instruction for other cadets. This extensive training program also includes physical fitness, land navigation, drill and ceremonies, mission planning and written and oral communication skills. Cadets are required to participate in one field training exercise each semester, in which they will practice both leadership and teamwork and demonstrate their tactical and technical proficiency. This laboratory course companions the MS 430 class, and all contracted cadets must take the appropriate lab section simultaneously with those classes each semester. Note: Instructor approval required. Corequisite: MS 430.

Credits: 0

Co-Requisites:
MS 430.

**MS 450: LEADERSHIP DEV III
LAB FOR MS 409**

Required for those cadets not being commissioned in the Armed Forces, and who are enrolled in AS 403, MS 409, or NS 408. The class focuses on job search and graduate school admission activities, business correspondence, building a portfolio, recruitment, advanced interviewing skills, dressing for success, business etiquette, and using the internet in the job search.

Credits: 0

**MS 451: LEADERSHIP DEV IV
LAB FOR MS 410**

Required for those cadets not being commissioned in the Armed Forces, and who are enrolled in AS 404, MS 410, NS 402, or NS 404. The class focuses on post-VMI career transition, salary negotiation, business ethics, employment law, income tax preparation, basic money management and investing for the future, 401 (k) plans, starting your own business, and how much insurance is enough.

Credits: 0

**NS 101: INTRODUCTION TO
NAVAL SCIENCE**

A general introduction to sea power and the Naval Services. Emphasis is placed on the mission, organization, regulations and broad warfare components of the Navy and Marine Corps. warfare components of the Navy and Marine Corps.

Credits: 1

**NS 102: SEAPOWER AND
MARITIME AFFAIRS**

Continues the general concepts and history of sea power, implementation of sea power as an instrument of national policy and a study of the U.S. Naval strategy.

Credits: 1

NS 111: NAVY & MARINE LAB

Lab for NS 101.

Credits: 0

**NS 112: NAVY & MARINE LAB
FOR NS-102**

Lab for NS 102.

Credits: 0

**NS 203: LEADERSHIP AND
MANAGEMENT I**

Introduction to the principles of Naval leadership, management and command.

Credits: 1

NS 205: NAVIGATION (NAVY)

Provides a comprehensive study of the theory, principles, and procedures of ship navigation and coastal piloting. Must concurrently register for either NS 211 or MS 350.

Credits: 2

**NS 206: EVOLUTION OF
WARFARE I (MARINE)**

Explores the nature of warfare throughout Western history. ut Western history.

Credits: 1

**NS 211: NAVIGATION LAB FOR NS
205**

For students seeking a commission in the Navy. Concurrent enrollment in NS 205 required.

Credits: 0

Co-Requisites:

*Concurrent enrollment in NS 205 required.

NS 213: NAVY & MARINE LAB

Lab for NS 203.

Credits: 0

NS 214: NAVIGATION LAB

Credits: 0

NS 214: NAVIGATION LAB

Navigation Lab

Credits: 0

**NS 216: MARINE LAB FOR
NS-206**

Lab for NS 206.

Credits: 0

Co-Requisites:

NS 206

**NS 301: NAVIGATION AND
PILOTING**

This course provides a comprehensive study of the theory, principles and procedures of naval operations. Topics include communications, sonar-radar search and tactical applications. Tactical formations and relative motion will be a major focus. Maneuvering board and tactical plots will be used extensively and analyzed for effectiveness and utility. The Rules of the Nautical Road, lights, sound signals, and day shapes will receive particular attention.

Credits: 2

**NS 303: AMPHIBIOUS WARFARE
I (MARINE)**

Historical survey of the projection of sea power ashore. Must concurrently register for either NS 313 or MS 350.

Credits: 2

**NS 304: LEADERSHIP,
WEAPONS, TACTICS MARINE**

Continuation of NS 303. Must concurrently register for either NS 314 or MS 351.

Credits: 2

**NS 305: AMPHIBIOUS WARFARE
I**

Credits: 2

**NS 306: AMPHIBIOUS WARFARE
II**

Credits: 2

**NS 306: AMPHIBIOUS WARFARE
II**

AMPHIBIOUS WARFARE II

Credits: 2

**NS 308: NAVAL ENGINEERING
(NAVY)**

Familiarizes students with the types, structures, and purpose of Navy ships. or NS 351.

Credits: 2

NS 309: NAVAL WEAPONS SYSTEMS

Covers the principles of Naval weapons systems, including the integration of Marine Corps combat elements with a Navy Battle Group. Must concurrently register for either NS 315, NS 413, or MS 450.

Credits: 2

NS 311: LAB FOR NS 301

For students seeking a commission in the Navy. Gives increased emphasis to specific technical areas. Includes problem solving and "hands-on" work. Concurrent enrollment in NS 301 required.

Credits: 0

NS 312: LAB FOR NS 302

For students seeking a commission in the Navy. Gives increased emphasis to specific technical areas. Includes problem solving and "hands-on" work. Concurrent enrollment in NS 302 required.

Credits: 0

NS 313: MARINE LAB FOR NS 303

For students seeking a commission in the Marine Corps. Emphasizes preparation for NROTC Officer Candidate School at Quantico, Virginia. Concurrent enrollment in NS 303 is required.

Credits: 0

NS 314: WEAPONS TACTICS LAB FOR NS 304

For students seeking a commission in the Marine Corps. Concurrent enrollment in NS 304 required.

Credits: 0

NS 315: LAB FOR NS 309

For students seeking a commission in the Navy. Concurrent enrollment in NS 309 is required.

Credits: 0

NS 316: AMPHIBIOUS WARFARE LAB

Credits: 0

NS 318: NAVY LAB FOR NS 308

For students seeking a commission in the Navy. Concurrent enrollment in NS 308 is required.

Credits: 0

NS 319: NAVY LAB FOR NS-309

Lab for NS 309.

Credits: 0

NS 401: NAVAL WEAPON SYSTEMS

An introduction to the principles of Naval weapon systems, including the integration of Marine Corps combat elements with a Navy Battle Group. A significant amount of study will be devoted to modern Naval and joint tactics using scenarios from current events across the globe.

Credits: 2

NS 402: LEADERSHIP AND ETHICS

Seminar on leadership principles and management techniques as they apply to the duties and responsibilities of junior officers. Must concurrently register for NS 412, NS 414, or MS 451.

Credits: 2

NS 403: EVOLUTION OF WARFARE II

Seminar on leadership principles and management techniques as they apply to the duties and responsibilities of junior officers. Must concurrently register for NS 413.

Credits: 2

NS 408: NAVAL OPERATIONS & SEAMANSHIP

Comprehensive study of the theory, principles and procedures of naval operations. Must concurrently register for either NS 411 or LS 450.

Credits: 2

NS 411: NAVY LAB FOR NS 408

For students seeking a commission in the Navy. Concurrent enrollment in NS 408 required.

Credits: 0

NS 412: NAVY LEADERSHIP LAB II FOR NS 402

For students seeking a commission in the Navy. Concurrent enrollment in NS 402 is required.

Credits: 0

NS 413: MARINE LAB FOR NS 403

For students seeking a commission in the Marine Corps. Concurrent enrollment in NS 403 is required.

Credits: 0

NS 414: MARINE LEADERSHIP LAB II FOR NS 402

For students seeking a commission in the Marine Corps. Concurrent enrollment in NS 402 is required.

Credits: 0

Exercise Science

Program Director: Christopher Harnish

A degree in Exercise Science prepares students to be leaders in clinical rehabilitation exercise programs and athletic performance, and job opportunities in public and private fitness centers, corporate wellness, and clinical health and rehabilitation programs. The

Exercise Science major at Mary Baldwin University will prepare students to complete specialist certifications through the American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), and the International Society of Sports Nutrition (ISSN). Students can specialize in tracks in Personal Training, Athlete Coaching and Performance, Strength and Conditioning, or Medical Fitness. Students will study human anatomy and physiology, exercise performance, and movement analysis. They will perform exercise evaluations, develop exercise prescriptions, and teach and lead exercise sessions. Students will show their professional knowledge and skills during an internship. The *Exercise Science* degree is designed to prepare students for graduate school in the exercise sciences, with only minimal additional coursework to apply for professional graduate work in Athletic Training, Physical Therapy, Occupational Therapy, Physician Assistant, or Medical School.

Requirements for the Bachelor of Arts in Exercise Science:

In addition to the courses to complete the General Education, students will complete 24 credits of core science courses and 40 credits of exercise science and Health Care Administration courses for the BA degree.

Requirements for the Bachelor of Science in Exercise Science:

In addition to the courses to complete the General Education, students will complete 28 credits of core science courses and 44 credits of course in the Exercise Science Major (EXSS) for the BS degree.

Additional course work is required for those planning to apply to **professional graduate programs in *Physical Therapy or Athletic Training*** typically require [General Physics I \(PHYS 201\)](#) and [General Physics II \(PHYS 202\)](#). Other courses required for application are included within the major requirement.

EXLD 220: PRINCIPLES OF COACHING

A course to present the foundational knowledge that is essential for coaching any sport. The course will present an overview of the exercise sciences related to coaching and teaching motor skills. The course will assist students in developing a coaching philosophy as well as providing principles, guidelines and tools that are essential to the coaching profession. Recommended for students in the exercise leadership minor or students who already assist with youth or scholastic sports. Successful completion of the course will lead to the coaching certification required in many states for high school scholastic coaches.

Credits: 3

EXLD 287: DEPARTMENT INTERNSHIP

Credits: 1

EXLD 350: EXERCISE SPECIAL POPULATIONS (R)

Students will learn to plan exercise for with clients who have cardiovascular, pulmonary, metabolic, orthopedic, neuromuscular, and cognitive disorders. This advanced course will cover the pathophysiology, medical management, exercise response and special considerations for exercise programming for each of the diseases or disorders. This course fulfills the LO3 research requirement.

Credits: 3

EXLD 387: DEPARTMENTAL INTERNSHIP

Credits: 3

EXSS 101: INTRODUCTION TO EXERCISE SCIENCE

This course is intended primarily for first-year students, for students planning a career in exercise science-related fields. It covers the foundations of exercise science, including history and philosophy, careers, professional organizations, certifications, sub-disciplines, research methods and professional issues. During the course, students will visit various locations for observation, and take part in basic exercise and fitness labs, and learn basic skills that will be developed throughout their student careers.

Credits: 3

EXSS 141: THERAPEUTIC ASSESSMENT/INTERVENTION

An introduction to the prevention, care, and evaluation of athletic injuries. Designed to teach a basic understanding of how to manage injuries on and off the field, with a look at special consideration of special injuries that are unique to athletics. Students will learn and attain basic CPR & AED certification by the end of the course.

Credits: 3

Prerequisites:

EXSS 101.

EXSS 220: PRINCIPLES OF COACHING

A course to present the foundational knowledge that is essential for coaching any sport. The course will present an overview of the exercise sciences related to coaching and teaching motor skills. The course will assist students in developing a coaching philosophy as well as providing principles, guidelines and tools that are essential to the coaching profession.

Recommended for students in the exercise leadership minor or students who already assist with youth or scholastic sports.

Successful completion of the course will lead to the coaching certification required in many states for high school scholastic coaches.

Credits: 3

EXSS 245: MOTOR BEHAVIOR

This course introduces students to concepts of motor performance and motor learning using a psychomotor approach as they apply to skilled human movement. The student should gain an understanding of the stages of learning, skills classification, motivation and attention, effective instructions and demonstrations, practice schedules, and effective feedback. Pre-requisites: Complete BIOL 111 or BIOL 151, and PSYCH 101/111 with a C- or better. PSYCH may be taken concurrently.

Credits: 3

EXSS 251: PERSONAL TRAINING (PI)

The course teaches and develops techniques for assessing blood pressure, heart rate, body composition, aerobic fitness, and muscular fitness. Students learn exercise principles, and the basics of exercise prescription. Students can expect to engage in significant physical activity in this course.

Credits: 3

Prerequisites:

Students must pass BIOL 265 with a C- or better.

EXSS 287: EXPERIENTIAL LEARNING

Prerequisite: EXSS 101 or permission of the instructor.

Credits: 2

EXSS 320: EXERCISE & SPORTS NUTRITION

Examines the nutritional needs and requirements before, during, and after exercise, as well as specific applications to athletes. This course will integrate nutrient metabolism, nutrition science, and exercise physiology as it applies to sport performance, exercise and health.

Credits: 3

Prerequisites:

EXSS 120 and CHEM 121 or EXSS 351

EXSS 330: BIOMECHANICS

This course introduces students to concepts of mechanics as they apply to human movement, particularly those pertaining to exercise, sport and physical activity. The student should gain an understanding of the mechanical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective.

Credits: 3

Prerequisites:

BIOL 264 and EXSS 245

EXSS 350: EXERCISE SPECIAL POPULATIONS (R)

In this advanced course introduces students to the concepts and underpinnings of exercise is medicine. Students will expand on their study of both physiology, exercise, and the role exercise plays in the treatment of chronic diseases like cardiovascular and metabolic disorders. The course is broad in scope, presenting the most current science-based evidence on the application of exercise physiology and medicine.

Credits: 3

Prerequisites:

Students must pass EXSS 351 Exercise Physiology with a C- or better.

EXSS 351: EXERCISE PHYSIOLOGY (W)

Lecture and lab. An in-depth study of Exercise Physiology as it relates to normal physiology, fitness, performance and health. Topics include the history of exercise physiology, neuromuscular, metabolic, cardiovascular, pulmonary, and endocrine responses to exercise, research methods for improving exercise performance and special considerations relating to environmental impacts on exercise training. This course will highlight the human adaptive response to exercise in the context of the normal physiology of the systems studies. The laboratory portion will allow students to perform high level metabolic analyses and propose original research questions to extend studies they select from the primary literature. Lab fee. Pre-requisite: C or better in BIOL 265.

Credits: 4

EXSS 351L: LAB FOR EXSS 351

Lab for EXSS 351.

Credits: 0

EXSS 360: STRENGTH AND CONDITIONING

This course is designed to provide students with the knowledge, skills, and abilities (KSA) to design and implement resistance training programs for a variety of populations. Course content will cover the scientific and practical basis for resistance training to reduce injuries, improve health, and optimize performance. Students will actively participate in and demonstrate knowledge of a range of resistance exercise techniques, as well as pre-participation screening. This course will help prepare those students wishing to take the National Strength and Conditioning Association's Certified Strength and Conditioning (CSCS) Exam.

Credits: 3

Prerequisites:

EXSS 351, EXSS 251, PHE 142 or PHE 197

EXSS 365: CERTIFICATION IN EXERCISE SCIENCE

This course is designed to provide review of appropriate content and study strategies to prepare the student to sit for one or more national certifications offered by the American College of Sports Medicine (ACSM) or the National Strength and Conditioning Association (NSCA). Prerequisite: EXSS 101, 141, 245, 330, 351, 360

Credits: 1

EXSS 387: Internship

The internship experience caps a student's development of their knowledge, skills, and abilities in exercise science. Each student will choose a work site and complete a structured, supervised work experience. Course Prerequisites: EXSS 351 and either EXSS 287, 360, or 350.

Credits: 3

EXSS 401: RESEARCH METHODS & PRACTICE IN EXSS

This course is the first semester of the two-semester senior requirement for exercise science majors. This course is intended to enable the student to critically read and evaluate scientific literature, with a focus on clinical and/or applied research. The course will introduce the research design, methods and statistics used in the literature to help students develop the necessary skills to critically analyze research studies for use in evidence-based practice. Question structure, hypothesis development and research design will be related to the different types of questions asked in the areas of exercise science and exercise physiology. Students will also be introduced to how primary studies, systematic reviews and meta-analyses are used to develop standards of practice.

Credits: 2

Prerequisites:

Students will be required to have junior status, and received a C- or better in a statistics course (MBU courses: INT 222 or MATH 233 or PSYC 250; or an equivalent transfer course) and medical terminology course (MBU course: HSCI 180).

EXSS 402: SENIOR PROJECT IN EXERCISE SCIENCE

This course is the second semester of the two-semester senior requirement for exercise science majors. In this course, students will complete an evidenced-based capstone project related to exercise science or exercise physiology. The project will follow one of three possible project designs: experimental research, literature review, or community-based exercise science-related education. For each project, students will critically evaluate published studies related to their topic. Each student will present the design, results and conclusions of their project in both a written and oral presentation.

Credits: 1

Prerequisites:

EXSS 401

EXSS 416: HLT FITNESS SPECIALIST APP CAPSTONE

This course focuses on an evidence-based approach to developing training programs for the improvement of health and fitness. The course will review the acute and chronic responses of exercise and their relationship to established training principles and science-based training practices. Students will learn to apply much of their earlier coursework to design and present a final integrative project.

Credits: 3

Prerequisites:

Only Exercise Science BA students with senior standing may take this course.

EXSS 442: CARDIOVASCULAR & PULMONARY DISEASE

Students will engage in a broad study of cardiovascular and pulmonary disease and disorders. Detailed discussion of specific diseases like congestive heart failure will be used as models for specific discussions. This advanced course will cover pathophysiology, medical management, exercise response and special considerations for exercise programming for each of the diseases or disorders.

Credits: 1

Prerequisites:

Students must complete EXSS 350 Exercise is Medicine with a C- or better.

EXSS 443: NEUROLOGICAL DISORDERS

Students will engage in an in depth study of neuromuscular conditions and disorders like multiple sclerosis (MS), Parkinson's Disease, and spinal cord injury (SCI). This advanced course will cover pathophysiology, medical management, exercise response and special considerations for exercise programming for each of the diseases or disorders.

Credits: 1

Prerequisites:

Students must complete EXSS 350 Exercise is Medicine with a C- or better.

EXSS 444: OBESITY & METABOLIC DISORDERS

Students will engage in an in depth study of metabolic conditions and disorders like obesity, diabetes, and hypothyroidism. This advanced course will cover pathophysiology, medical management, exercise response and special considerations for exercise programming for each of the diseases or disorders.

*Prerequisite: Students must complete EXSS 350 Exercise is Medicine with a C- or better.

Credits: 1

EXSS 450: ADVANCED EXERCISE PHYSIOLOGY

This course is designed to advance the knowledge and understanding of exercise science by using historical perspective of the field and the study of exercise. Course content includes an integration of exercise physiology and bioenergetics, biomechanics and motor control, as well as how both basic and applied exercise science, and how these areas relate to improved health and optimal performance.

Credits: 3

Prerequisites:

EXSS 251, EXSS 351

EXSS 455: HIGH-INTENSITY INTERVAL TRAINING

This course is an in-depth study of history, physiology, and application of high-intensity interval training (HIIT) based on the latest science and evidence. This course is unique, as many of the class discussions will be followed by application in the lab or field. Therefore, students are expected to have a strong understanding of physiology, as well as the discipline to engage in strenuous exercise sessions. Discussions will include the use of HIIT for both athletes and other populations. Students will learn to design and implement specific HIIT programs. Note: This course requires strenuous exercise. Prerequisite: Students must complete EXSS 351 Exercise Physiology and EXSS 360 Strength and Conditioning with a grade of B- or better, or EXSS 450 Advanced Exercise Physiology with a C- or better.

Credits: 1

EXSS 459: PRIN EXERCISE TRAINING PROGRAMS

This course focuses on an evidence-based approach to developing training programs for athletes and the general population. Discussions will focus on the practicality, feasibility, and the legitimacy of established training concepts and practices including, periodization, athlete monitoring methods, training methodologies, training equipment and current trends in the training and fitness industry.

Credits: 3

Prerequisites:

EXSS 351 and EXSS 360

EXSS 461: AGING & PERFORMANCE

Students will engage in an in-depth study of the effects that aging has on acute and chronic exercise performance. The course draws on the latest evidence that aging has on both health, as well as sports performance. The course also covers the role exercise plays on "slowing the aging process" and mitigating the development of age-related disease and disorders. The course concludes with discussion of exercise programming considerations for older individuals.

Credits: 1

Prerequisites:

Students must complete EXSS 351 Exercise Physiology and EXSS 360 Strength and Conditioning with a grade of C- or better, EXSS 350 Exercise is Medicine with a grade of C- or better.

EXSS 487: INTERNSHIP IN EXERCISE SCIENCE

The internship experience caps a student's development of their knowledge, skills, and abilities in exercise science. Each student will choose a work site and complete a structured, supervised work experience.

Course

Credits: 6

Prerequisites:

EXSS 360 and EXSS 450, and senior standing

Health Informatics and Information Management

HINF 150: INTRODUCTION TO HEALTH INFORMATICS

This course will serve as one of the core course offerings for the new undergraduate major in Health Informatics in the School of Public Health at the Murphy Deming College of Health Sciences. Program courses are designed to support appropriate leveling of the overall program and individual course foci, the projected job market needs for health informatics professionals, and innovative ideas for supporting student success. In addition, the curriculum development is guided by the competencies required by the accrediting body for Health Informatics and Information Management, the Commission on Accreditation for Health Informatics and Information Management Education.

Credits: 3

HINF 201: INFO SYSTEMS & STRUCTURED QUERIES

This course will serve as one of the core course offerings for the new undergraduate major in Health Informatics in the School of Public Health at the Murphy Deming College of Health Sciences. Program courses are designed to support appropriate leveling of the overall program and individual course foci, the projected job market needs for health informatics professionals, and innovative ideas for supporting student success. In addition, the curriculum development is guided by the competencies required by the accrediting body for Health Informatics and Information Management, the Commission on Accreditation for Health Informatics and Information Management Education.

Credits: 3

HINF 204: CODING & CLASSIFICATION SYSTEMS

This course will serve as one of the core course offerings for the new undergraduate major in Health Informatics in the School of Public Health at the Murphy Deming College of Health Sciences. Program courses are designed to support appropriate leveling of the overall program and individual course foci, the projected job market needs for health informatics professionals, and innovative ideas for supporting student success. In addition, the curriculum development is guided by the competencies required by the accrediting body for Health Informatics and Information Management, the Commission on Accreditation for Health Informatics and Information Management Education.

Credits: 3

Prerequisites:

HINF 150, HSCI 180

HINF 224: ELECTRONIC HLTH & MEDICAL RECORDS

Students will acquire knowledge of the structure, management and uses of electronic health and medical record systems across healthcare organizations and care settings. Topics to be explained include the EMR/EHR user community and the acquisition, management and use of patient data. Relational database design, and SQL programming will also be explored. Emphasis is on the role of EMR and EHR in the quality and safety of healthcare delivery.

Credits: 3

Prerequisites:

HINF 150

HINF 230: REGULATORY & LEGAL ASPECTS

Students will acquire knowledge of the structure, management and uses of electronic health and medical record systems across healthcare organizations and care settings. Topics to be explained include the EMR/EHR user community and the acquisition, management and use of patient data. Relational database design, and SQL programming will also be explored. Emphasis is on the role of EMR and EHR in the quality and safety of healthcare delivery. Prerequisite HINF150

Credits: 3

HINF 310: INTRODUCTION TO PROJECT MANAGEMENT

Students will acquire introductory knowledge of structured project management methods, improvement techniques and the tools used across the project lifecycle. Healthcare organizations use these practices to increase productivity, decrease business costs, and reduce defects in business processes. Topics to be explained include Agile/SCRUM/ KANBAN, Lean Six Sigma, the diffusion of innovation and strategic change processes. Emphasis is on understanding projects within the context of complex healthcare and vendor settings.

Credits: 3

Prerequisites:

HINF 150

HINF 315: HLTH INFO EXCHANGE & DATA STANDARDS

Students will acquire an understanding of health information exchange and the standards that are necessary for information exchange. Topics to be explained include patient and organizational benefits and challenges, Infrastructure and technical requirements, established standards and best practices. Emphasis is on information systems interoperability and the practical applications and tools used in information exchange.

Credits: 3

Prerequisites:

HINF 150

HINF 320: COMPUTER CONCEPTS & APPLICATIONS

Students will acquire a foundational knowledge of the computing concepts, principles, practice and applications. Topics to be explained include computer hardware and software, operating systems, internet connectivity, cloud computing and applications. Emphasis is on the computing infrastructure and environment.

Credits: 3

HINF 324: HEALTHCARE ENTERPRISE MGT SYSTEMS

Students will acquire knowledge of the enterprise systems that support a healthcare organization and care processes. The course will also explore vendor customer relationship management systems. Topics include administrative systems, human resource management systems, billing and coding systems, and practice management systems. Emphasis is on the healthcare organization at the enterprise level and the vendor systems required to do business in the healthcare arena.

Credits: 3

Prerequisites:

HINF 150

HINF 326: EMERGING TECH & PATIENT ENGAGEMENT

Students will acquire knowledge of emerging health information technologies and how they can empower patients, facilitate communication and promote a patient-centric healthcare model. Topics to be explored include new health monitoring technologies, disruptive innovations, and their impact on patients and healthcare organizations. Emphasis is on emerging health information technologies and how they will impact the landscape of healthcare.

Credits: 3

HINF 330: DATA MINING & EVIDENCE-BASED PRACT

Students will acquire understanding of knowledge discovery and data mining (KDDM) and evidence-based practice (EBE) analytics. Topics to be explained include selection of appropriate metrics for analysis, database querying, data extraction, data mining and analytic methods. Emphasis is on leveraging healthcare data and analytics for health system improvement.

Credits: 3

Prerequisites:

HINF 150, HINF 204, HINF 224, INT 222

HINF 340: HEALTHCARE FINANCIAL MANAGEMENT

Students will acquire a base of knowledge of the systems involved in Health Systems Revenue Cycle Management. Students will also acquire an understanding of the financial realities of healthcare delivery. Topics to be explained include Finance and Revenue Cycle content, the complex payment systems involved with healthcare, and the financial and revenue cycle information needs of executives and frontline staff. Emphasis is on the role of health informatics in healthcare enterprise finance.

Prerequisite: HINF 150, HINF 204

Credits: 3

HINF 345: ADVANCED PROJECT MANAGEMENT

Students will leverage and build on the project management knowledge acquired in HINF 310, including their Agile/SCRUM/ KANBAN and Lean Six Sigma knowledge. Topics to be explained include project initiating, planning and development, change management, project management tools, effective communication with all stakeholders, budgeting, team management, project monitoring and closure. Emphasis is on the skills necessary to lead projects to successful completion.

Credits: 3

Prerequisites:

HINF 150, HINF 310.

HINF 350: CAPSTONE PROPOSAL

Students will work to identify Capstone sites and projects. Students will develop and present a formal Capstone Proposal for faculty approval, using their project management skill and communication/ presentation skills as well as skills acquired in other coursework. The project will be developed by the student with the guidance of faculty. Approval of the formal Capstone Proposal provides the project plan for the Senior Capstone course.

Credits: 3

HINF 401: SENIOR CAPSTONE

This Senior Capstone course is taken in the last semester of the program and after students have successfully completed the core courses and the Capstone Planning and Proposal course. The Capstone Project, determined by the approved Capstone Proposal involves practical work and research in an area of healthcare informatics. This course provides an opportunity to integrate knowledge gained in coursework through a real-world project that brings value to a healthcare organization or vendor. Prerequisite HINF350

Credits: 3

Health Sciences

Brian Miller, Program Director

The health sciences major at Mary Baldwin University provides students with an interdisciplinary, liberal arts foundation in the natural and social sciences in order to prepare them for graduate programs in healthcare. The health sciences major combines the long-standing strengths of the undergraduate liberal arts program with the health sciences expertise of faculty within the Murphy Deming College of Health Sciences. The interdisciplinary nature of this major enables students to understand human health as a complex cultural, biological, psychological, and social dynamic.

Students in this major should consult with the health sciences advisor regarding graduate program prerequisites to ensure that courses will fulfill

requirements needed to be admitted to graduate programs in healthcare. Additionally, there are 3- and 4-year plans available that have been structured specifically with the required prerequisites for students interested in physical therapy, occupational therapy, physician assistant, chiropractic, dental and medical school.

HSCI 150: INTRO TO HEALTH PROFESSIONS

Intended primarily for first-year students, this course provides students planning a career in health care or in a health-related field information necessary for identification of career direction as well as an overview of the various health professions and an introduction to the concepts of professionalism, cultural competence, interdisciplinary health care teams, and health care policies.

Credits: 2

HSCI 180: MEDICAL TERMINOLOGY

This course provides an understanding of medical abbreviations and terms. It includes the study of prefixes, suffixes, word stems, and technical terms. It emphasizes skills and techniques in understanding and using medical terminology accurately. Offered online only.

Credits: 2

HSCI 205: INTRO TO HUMAN ANATOMY & PHYSIOLOGY

This course is designed as a one semester introduction to anatomy and physiology with a virtual laboratory experience. Students will gain an understanding of the anatomic structures and physiologic functions of the human body. Topics to be covered include basic organization of the body and the impact of diseases on certain systems. Students will also learn about the mechanisms for maintaining balance in the body and the roles of different body systems. This class is designed for non-science majors and may not satisfy prerequisites for graduate study.

Credits: 3

HSCI 206: INTRODUCTION TO PHARMACOLOGY

Students will acquire a basic understanding of drugs and medicines and their effects on life processes. Topics to be explained include mechanisms of action, pharmacological effects, indications and contraindications as well as adverse effects of drugs. Emphasis is on the role of pharmacology in healthcare.

Credits: 1

HSCI 212: LIFESPAN HUMAN DEVELOPMENT

Lifespan Human Development meets the MDCHS admissions requirement and also meets the Virginia DOE licensure requirement for 3 hours of human growth and development coursework. This course will focus on theory, philosophy, and research on learning and human development from birth through late adulthood, as well as real-life applications in these areas through experiential projects and related assignments. Topics include physical, psychosocial, emotional, cognitive, language, and gender development in family, school, peer, and work contexts. Cross listed as ED 212.

Credits: 3

HSCI 220: PRINCIPLES OF HEALTH EDUCATION

The course provides a foundational understanding of the professional field of health education for future educators and employers. Students will: identify and explore the theoretical and practical issues of the field of community and school health education; identify and apply health education principles to health challenges facing individuals, groups, and communities; and receive a fundamental understanding of the role of the health education in assessing, planning, executing, and evaluating the health challenges that impact the wellbeing of today's society.

Credits: 3

Prerequisites:

HSC150; HSCI180

HSCI 321: APPLYING STAT CONCEPTS-RESEARCH (Q)

Health science professionals must be able to critically assess, design, conduct, and implement health research. This course is designed to apply basic statistical concepts and quantitative methods to solve real-life problems in health sciences. The primary goal of the course is to develop the thoughtful, reflective and critical thinking skills necessary to understand and assess research as well as perform and interpret statistical analyses of health science research.

Credits: 3

HSCI 377: COLLOQUIUM

Credits: 3

HSCI 401: RESEARCH METHODS AND PRACTICE (R)

This course is the first semester of the two-semester senior requirement for health science majors. This course is intended to enable the student to critically read and evaluate scientific literature, with a focus on clinical research. The course will introduce the research design, methods and statistics used in the clinical literature to help students develop the necessary skills to critically analyze research studies for use in evidence-based practice. Question structure, hypothesis development and research design will be related to the different types of questions asked in medicine, i.e. questions about therapy, risk, etiology, diagnosis, prognosis and epidemiology. Students will also be introduced to how primary studies, systematic reviews and meta-analyses are used to develop clinical guidelines.

Credits: 3

Prerequisites:

Students will be required to have junior status, and received a C- or better in a statistics course (MBU courses: INT 222 or MATH 233 or PSYC 250; or an equivalent transfer course) and medical terminology course (MBU course: HSCI 180).

**HSCI 402: SENIOR PROJECT
HEALTH SCIENCE (M)**

This course is the second semester of the two-semester senior requirement for health science majors. In this course, students will complete an evidenced-based capstone project related to health. The project will follow one of three possible project designs: experimental research, literature review, or community-based health education. For each project, students will critically evaluate published studies related to their topic. Each student will present the design, results and conclusions of their project in both a written and oral presentation.

Credits: 3

Prerequisites:

HSCI 401

Healthcare Administration

**HCA 101: INTRO HEALTH CARE
ADMINISTRATION**

This course introduces the nature, organization, and functions of the continuum that delivers health services in the U.S. health care system in a comprehensive fashion. Includes general management principles and practices as found in health care organizations. Analyzes the nature and role of health policy. Reviews the roles of health care providers, managers, and consumers. Current issues explored at global, national, state, and local levels.

Credits: 3

**HCA 125: INTRODUCTION TO
PUBLIC HEALTH**

This course provides an introduction to mission, functions, and scope of U.S. public health at local, state, and federal levels and to major 20th century public health achievements and 21st century challenges. Topics include: definitions of public health; emphasis on population, health promotion, and disease prevention; balancing individual rights vs. the needs of society; health disparities related to age, gender, race, and ethnicity; and the ecological view of health within the context of biological, social, and environmental determinants of individual and population health. The significant role of collection, analysis, and communication of surveillance data will be explored through readings and interpretation of current public health reports of the Centers for Disease Control and Prevention (Morbidity and Mortality Weekly Reports). Alternate years.

Credits: 3

**HCA 222: SOCIAL SCIENCE
STATISTICS (Q)**

Students learn how to correctly interpret data tables, download data from online databases, manipulate the data in a spreadsheet, and analyze social science and business data with Excel, SPSS, and Systat statistical software. Through an understanding of sampling, distributions, and summary statistics, students acquire the means to understand and evaluate quantitative reasoning in corporate, government, and news reports. Cross listed as BUAD/ECON/HCA/POLS/SOC 222.

Credits: 3

Prerequisites:

Sophomore standing

**HCA 225: PUBLIC HEALTH
ISSUES**

Public health issues can be dramatic, such as antibiotic resistance or outbreaks of infectious or vaccine preventable disease and they can also be enduring, such as ongoing challenges in improving mental health care or the social and economic factors determining our health. Many times, public health issues surface to the public domain in the form of controversies. This course is designed to teach public health and health policy through a study of current controversies and to provide insight as to what must be done to advance the health issue and propose strategies for progress. Some of the topics covered include the obesity epidemic, e-cigarettes, binge drinking on college campuses, prescription drug abuse, chronic and infectious disease concerns, antibiotic resistance, gun policy, climate change and more.

Credits: 3

HCA 230: MEDICAL AND HEALTH CARE ETHICS

This course provides an introduction to basic and intermediate principles and theories of ethics, especially as they are relevant to medicine and health care. These principles and theories are applied to current issues in medicine and health care, including: codes of ethics; caregiver obligations and patients' rights; informed consent; medical experimentation; genetic engineering; death and dying; operational concerns inside health care organizations; access to health care; allocation of health resources including financial and human; social justice and health care policy. Cross listed as PHIL 230.

Credits: 3

HCA 235: WOMEN'S HEALTH CARE ISSUES (GW)

This course explores current U.S. and global issues in women's health and disease through discussion and writing. Topics include: reproductive and maternal health; chronic diseases and their global burden; effects of social policies on women's health; and impact of gender-based violence, disasters, and conflicts on women. Students will evaluate internet health sources; analyze and utilize narrative as a means of reflecting on health and illness; and communicate health issues to specific audiences. Alternate years.

Credits: 3

HCA 240: LONG TERM CARE ADMINISTRATION

The historical development of long-term care and the role of health policy. Analysis of the roles played by long term care facilities/organizations like nursing homes, home health organizations, assisted living facilities, rehabilitation centers, continuing care retirement communities, and organizations that deal with chronic health care concerns. Issues include medical, organizational, legal, financial, human resources, and communication. Holistic approach covers physical, mental, and social well-being. Tours/analyses of long-term care facilities included. Alternate years.

Credits: 3

HCA 243: INT HEALTHCARE QLTY RISK MANAGEMENT

This course examines the relationships between healthcare quality and risk management and organizational performance. The course focuses on points such as the role of a risk manager, medical errors, managing and controlling risks, accident causation theories, and ensuring compliance with the standards of regulatory and accreditation organizations. Risk management is introduced and examined across a variety of healthcare organizations.

Credits: 3

Prerequisites:

HCA 310

HCA 245: HEALTH CARE POLICY, POLITICS & LAW

Analysis of the factors that shape health care policy in the United States, including public policy and various types of health care policies, government structures and institutions responsible for making health policy, important actors in the health reform debate and implementation, and their strategies to influence policy. The stages of the policy process are exemplified in case studies of several significant health care policies, and health care law is reviewed. Health reform efforts at the national, state, local, and institutional levels are analyzed. Cross listed as POLS 245.

Credits: 3

HCA 250: GLOBAL HEALTH CARE (I)

Much can be learned about the U.S. health care system by comparing it to the operation of other countries' systems. Canada, the United Kingdom, Germany, Japan, and Australia are among the countries that are explored by considering the elements of history, philosophy/values, levels of care, provider/manager/consumer roles, and delivery systems. Comparisons are made in terms of the health status of a population served. The course also includes review of health issues facing the international community (e.g., communicable and noncommunicable diseases, emergencies, etc.). Alternate years.

Credits: 3

HCA 261: EPIDEMIOLOGY (Q)

The fundamentals of distribution and determinants of health and disease in populations. Epidemiology is applied to formulation/assessment of health care and public health management decisions since it is the basic science of public health and it utilizes principles of the scientific method. Epidemiology includes applications to: morbidity and mortality, and disease prevention and wellness, as well as, disease transmission, diagnostic and screening tests, population studies and study design, and determination of causation. Includes evaluation of peer-reviewed journal articles for study design and proper conclusions and recognition of study limitations and potential biases. Cross listed as BIOL 261. Alternate years.

Credits: 3

HCA 277: COLLOQUIUM

Special topics which deal with current issues facing health care administration.

Credits: 3

HCA 287: EXPLORATORY INTERNSHIP (C)

Off-campus experiential learning on an exploratory basis in health care facilities and health related organizations. Community service/benefit component required. Placement through the Health Care Administration Program. Forms must be submitted at registration.

Credits: 3

Prerequisites:

HCA 101 and sophomore HCA major status. Must be taken P/NC.

HCA 300: HEALTH CARE RESEARCH METHODS (R)

This course introduces the fundamentals of research in health care, including institutional review boards; qualitative and quantitative methodologies; working with primary and secondary data; health services research; and evaluation studies. In addition, students will identify and develop a topic for the senior project in HCA 401 Senior Seminar, undergo a program approval process for the topic, prepare and submit IRB forms as appropriate, and complete drafts of several components of the senior project — the purpose, research question, research methodology, significance to the field of health care administration, and a literature review. HCA majors must receive a grade of "C" or better in HCA 300 to enter HCA 401.

Credits: 3

Prerequisites:

INT 222 or HSCI 321.

HCA 310: HEALTH CARE STRATEGIC MGMT (O)

Course focuses on a variety of methods utilized in the organization of health care facilities and the delivery of services. The nature of planning is analyzed with particular attention paid to health policy, and strategic thinking and management, including internal and external environmental assessments. Health status of populations served will be addressed as it relates to population health management. Organizational behavior is analyzed in depth including leadership aspects. Different ways to organize and deliver care are analyzed such as Accountable Care Organizations and Patient Centered Medical Homes. Course focuses on managing change, as seen in health reform efforts, the influence of payment systems, leadership, and technological and scientific innovations. Case study methodology used. Strategic management tools of analysis are reviewed and used. Alternate years.

Credits: 3

HCA 315: INTRO HEALTHCARE INFO MANAGEMENT

The purpose of this course is to offer a broad view of health information management, including: government standards, revenue management and compliance, informatics and analytics of data usage, and data management/strategies.

Credits: 3

HCA 320: FINANCE OF UNITED STATES HEALTHCARE

Investigation of the factors and forces at work in setting health care costs and impacts of those costs. Analysis of demand and supply concerns, reimbursement systems, insurance, Medicare, Medicaid, governmental regulations, legal issues, accessibility, budgeting processes and planning, and human resources concerns. Health care financial management tools and techniques are presented and used. Cross listed as ECON 320.

Credits: 3

Prerequisites:

ECON 101

HCA 380: TEACHING ASSISTANT FOR

Credits: 3

HCA 385: WRITING A GRANT PROPOSAL

Nonprofit organizations are driven by their important missions. Health care nonprofits like community health centers, mental health support, and community outreach programs (to name a few) often play an important role in their community, but frequently, their goals to impact and help community members is limited by lack of funding. Grant writing is an important way that organizations can fund programs that have an impact on their community. The results of these grants can have long lasting positive impacts. Grant writers need to have excellent communication skills, research skills, and need to be able to tell a meaningful story. Their ability to demonstrate the positive impact of their program and tie the program activities to results will directly impact the likelihood of the program to secure funding. At the completion of this course, students will have gone through the exercise of creating their own grant proposal. This will involve research, decision making skills, planning and clear, concise, impactful writing. The skills learned in this class are beneficial to both students that want to pursue grant writing as a career opportunity, those that might want to start their own nonprofit one day, and to any student that could benefit from research and writing opportunity to improve their skills. Course

Credits: 3

Prerequisites:

Junior or senior HCA major status. Student must have a 2.0 GPA in the HCA major, a

cumulative GPA of 2.0, and a "C" or better in HCA 101 in order to enroll in this course.

HCA 387: PRE-PROFESSIONAL INTERNSHIP (C)

Off-campus pre-professional experiential learning in health care facilities and related organizations. Projects are under the supervision of a qualified professional on-site as well as a health care administration faculty member. Community service/benefit component required. Placement through the Health Care Administration Program. Forms must be submitted at registration.

Credits: 3

Prerequisites:

junior or senior HCA major status. Student must have a 2.0 GPA in the HCA major, a cumulative GPA of 2.0, and a "C" in HCA 101 in order to enroll in this course. Must be taken P/NC.

HCA 401: SENIOR SEMINAR (M)

The capstone course for the HCA major. Synthesizes material from the entire curriculum. Focus on health care administrators as professionals. Classroom material is integrated with experiential learning through a major research project. This is the last course taken in the program by HCA majors. HCA majors must earn a grade of "C" or better in HCA 401 to satisfy the senior requirement for the HCA major.

Credits: 3

Prerequisites:

HCA 300 with a grade of "C" or better, HCA 387, and senior HCA major status.

HCA 487: DEPARTMENTAL EXTERNSHIP

Credits: 0

Master of Healthcare Administration

MHA 501: ORGANIZATIONAL & SYSTEMS LEADERSHIP

This course will begin by exploring governance and ownership models within the healthcare system. It will also examines the roles, responsibilities, and impact of leaders in the healthcare industry. Critical skills and behaviors for effective leadership and management, including effective communication and management, consensus and coalition building will be taught. Key elements that impact a leader's ability to create a shared vision and learning culture, lead change, and influence overall effectiveness will be addressed. How to develop and manage diverse professionals, what motivates them, how they are paid, and how to influence them to effect desired change will also be examined.

Credits: 3

MHA 502: THE BUSINESS OF HEALTHCARE

This course translates broad insights, develops essential acumen, and builds the practical skills that clinical and administrative executive leaders will need to successfully navigate the business of healthcare, and drive high performance for the businesses they will run throughout their careers. Applying a pragmatic systems and team-leveraged approach for integrating co-dependent disciplines of strategy, operations, and finance, the course dissects and evaluates: health sector business economics and policy dynamics; enterprise risk management, planning and finance; business operations management and control; performance measurement, accountability and reporting; and performance excellence, improvement and innovation.

Credits: 3

MHA 503: RESEARCH METHODS IN ADMIN (R)

This course will cover the concepts and principles of the research process including question, theory, hypothesis development, research design and methodology, and statistical reasoning and analysis. Critical review of professional literature and determination of the relevance and applicability of research findings to specific problems will be undertaken. Students will learn how to set up a study.

Credits: 3

MHA 504: POLICY, ETHICS, LEGAL PERSPECTIVES

Examines the legal and ethical theory and practice within the HC industry, including laws and regulations, such as anti-trust, privacy & confidentiality, medical malpractice, etc., that impact the business of HC. Compliance has become a significant internal issue for health systems. Understanding the impact of these regulations on such things as coding and billing, physician contracting and incentives, and the value of internal auditing will be addressed.

Credits: 3

MHA 506: HEALTH ANALYTICS & DECISION SUPPORT

Addresses role of information systems in HC organizations, the use of IT for management control and project evaluation, along with applications of analytics and decision-making. Provides an understanding of the difference between process, structure and outcome measures and how to use data analytics to facilitate decision-making. Topics such as establishing data definitions, data validation and integrity, and selection of information systems will be explored. Students will be required to create and use data analysis and presentation tools and resources.

Credits: 3

MHA 508: HEALTHCARE SOCIO-TECHNICAL SYSTEM

The class will provide a fundamental skill set towards understanding the relationship between organizational policies, human resources, patient outcome, healthcare tasks and processes, tools and technology, the physical environment, and how these are affected by external factors such as state and federal regulations, outside vendors, professional societies, etc. The course will help students understand the complexity of healthcare and how and when professionals need to exert influence.

Credits: 3

MHA 600: HR MANAGEMENT AND HEALTHCARE TEAMS

Course will examine how human resources management is applied in different healthcare settings with a focus on the major elements of human resources management: recruitment, benefits, contracts/agreements/ retention, performance evaluation, compensation, legal and regulatory issues, productivity analysis, and strategic planning. The course will also examine the interprofessional healthcare team with a focus around emotional intelligence, professional engagement, staff development and retention, multigenerational considerations, working with DYADs and communication challenges and opportunities.

Credits: 3

MHA 601: QUANTITATIVE & QUALITATIVE METHODS

Course will address the application of selected quantitative and qualitative approaches that help determine population perceptions in support of the decision-making process. Topics covered will include descriptive statistics, standard normal distribution, sampling distributions, simple and multiple regression, hypothesis testing, surveys, focus groups, among others. Microsoft Excel and other appropriate computer software programs will be utilized to learn application.

Credits: 3

MHA 602: COMMUNITY, PUBLIC, POPULATION HLTH

This course will examine the role that population health, public health, health disparities, and community health play in designing programs and services, addressing reimbursement issues, and the importance of working across the continuum of care to identify solutions. The importance of data collection strategies and processes will be emphasized. Gain both a conceptual and operational understanding of population health, public health, community health and health disparities.

Credits: 3

MHA 603: HEALTHCARE MGMT AND INFO SYSTEMS

Introduces and applies basic vocabulary, foundational principles and practical strategies associated with information systems relevant to the health care administrator. Examines health care information and information systems, technology standards and security, as well as management challenges. Focuses on using technology for improving operational efficiencies, quality of care and market competitiveness. Various application technologies within the framework of technology-strategy-performance including: telemedicine, web-enabled clinical information systems, clinical decision support systems, artificial intelligence and expert systems, and risk-adjusted outcome assessment systems will be introduced.

Credits: 3

MHA 604: HEALTH PLANNING PROGRAM EVALUATION

Students will develop skills in a variety of approaches to evaluation, including techniques that are particularly suitable for evaluating health promotion, community health improvement, and related health and social services programs. Course learning will be synthesized through design of an evaluation framework and methodology for a relevant program.

Credits: 3

**MHA 605: HEALTHCARE
MARKETING & PUB RELATION**

Theories, concepts and techniques of marketing and public relations applied to the distinctive properties of health care services. Emphasizes the role of marketing and public relations and aligning organizational capacity and health care needs; market analysis and planning; strategic marketing and public relations management; tactical marketing mix and public relations design; designing and managing service delivery systems and developing new offerings branding and building a "value" story.

Credits: 3

**MHA 606: EPIDEMIOLOGY,
VULNERABLE POPULATION**

This course will analyze the social variables that affect population health, including socio-economic status, risk factors, and health disparities of disease. The concepts and methods of epidemiology and their application in measuring, studying, and improving the health of populations will also be explored.

Credits: 3

**MHA 610: QUALITY
IMPROVEMENT, PATIENT
SAFETY**

This course will introduce the science of safety and how it applies to the overall culture of safety in health systems, encompassing, patients, staff, visitors, volunteers, etc. Concepts and processes involved in such improvement methodologies as PDSA cycles, Lean/Six Sigma, high reliability and resilience, enterprise risk management will be taught. The impact of human factors on errors in healthcare and the role of a fair and just culture to create a learning environment will also be addressed.

Credits: 3

**MHA 611: ACCOUNTABILITY AND
PUBLIC POLICY**

Healthcare is a highly regulated business. As such students will be introduced to various accreditation and licensing agencies; their requirements; and strategies for survey readiness. Students will also gain understanding of the HIM role in data analysis and public reporting, use of comparative data bases to improve performance measures, the various external reporting entities, creating performance reports such as organization dashboards, and the role of benchmarking through application activities.

Credits: 3

**MHA 613: LEADING TEAMS &
CHANGE MANAGEMENT**

Creating a culture of safety, improving the overall safety of the system and building a highly reliable organization will take individuals who can effectively form, lead, and engage interprofessional teams. The course will focus on the key skills and abilities to leading teams and effectively managing change and conflict. It will also address dealing with disruptive behavior and the role of coaching and effective communication through interactive activities. Engaging providers as key clinical, quality and/or administrative leaders, understanding their values and mindset to create a shared mental model for promoting organizational success will also be explored.

Credits: 3

**MHA 614: CARE AND DISASTER
MANAGEMENT**

Emergency response is a key component for successful health systems as part of the overall community safety planning. Understanding how to develop a facility emergency preparedness plan, to undertake a risk analysis, and mitigate high risk areas will be addressed in this course. The role of the health system as part of the larger community preparedness plan in such things as evacuation, shelter designations, victim and fatality management, family and public communications will also be addressed.

Credits: 3

MHA 615: PATIENT & FAMILY ENGAGEMENT

Healthcare has become a consumer market. Patients are becoming more discerning in their healthcare choices. This course will take students beyond the simple notion of patients as "customers" to understanding key factors and strategies for creating a satisfying patient experience, and for the role that patients and families can play in health system planning and operations improvement.

Credits: 3

MHA 620: COMPREHENSIVE CASE STUDY ANALYSIS

An independent study course conducted under the supervision of a faculty mentor in which the student applies the comprehensive knowledge, skills and abilities developed in the program to address a case study problem. Students can choose one of several options for the capstone such as: 1) work setting project; 2) community project; 3) research question.

Credits: 3

MHA 701: APEX PROJECT

The Apex Project course is the comprehensive application of the MHA/MBA curriculum in a strategic context. This course is intended to be a platform for demonstrating the student's comprehensive knowledge of healthcare business systems and functions where this is used to complete a strategic planning project to showcase these abilities.

Credits: 6

Nursing

NUR 302: PROF NURSING LEADERSHIP & MGMT (O)

This course will focus on the professional nurse's role in leadership and management specifically identifying areas in communication, problem solving, critical thinking skills, and training of staff. Multiple structured opportunities for students to explore and express ideas orally (e.g. oral presentation video, peer-led discussions, etc.) will be provided.

Credits: 3

NUR 303: NURSING INFORMATICS (Q)

This course will enhance communication and information technologies to support evidence-based practice, research, and education. Nursing informatics is the science and practice that integrates nursing information with communication technologies to promote the health of people, families, and communities worldwide. The course will focus on data management, information systems and telecommunications in nursing administration, education, and practice.

Credits: 3

NUR 304: CONTEMP ISSUES PROF NURS PRACT (W)

This course will provide the student with an opportunity to examine historical, societal, economical, legal, ethical, and political factors that influence nursing practice in today's rapidly changing society. A writing emphasis component will be included in this course.

Credits: 3

NUR 305: RESEARCH IN NURSING (R)

This course will provide the student with the theoretical and research basis for examining the knowledge that promotes evidence-based nursing. An overview of the research process will allow students to acquire the beginning knowledge and skills necessary for critiquing published research material in order to answer research questions that impact nursing practice.

Credits: 3

NUR 402: COMMUNITY HEALTH NURSING (D)

The community health nurse is a professional who works collaboratively to ensure a healthy community. This course will provide the student with an overview of the history of public health, promotion and disease prevention, epidemiology, communicable disease and prevention, and vulnerable populations in the United States. In addition, this course will also build awareness of the role race and ethnicity has on health and health care in the United States.

Credits: 3

NUR 403: COMMUNITY HEALTH PRACTICUM (C)

This practicum allows the student the opportunity to experience the role of the community health nurse. The primary focus is on the nursing care of individuals, families, and communities. The student will work with a community health nurse and experience the concepts of health promotion, management, and disease prevention.

Credits: 1

NUR 404: NURSING ACROSS THE LIFESPAN

This course focuses on the lifespan of an individual from conception through late adulthood. The course will apply nursing concepts and therapeutic interventions addressing communication, mental health issues, growth and development, and successful aging.

Credits: 3

NUR 405: PATHOPHYSIOLOGY

This course allows the student the opportunity to explore the pathophysiologic disruptions in the normal body functioning of individuals across the lifespan. It will include the assessment and analysis of objective and subjective manifestations of common health problems resulting from environmental, genetic, and stress-related maladaptations. Diagnostic assessments will be discussed for each of these disease processes.

Credits: 3

NUR 407: CULTURAL NURSING: UNITING WORLD (I)

This course is an overview of global health issues that affect nursing in the United States. It will address cultural aspects of nursing including rituals, cultural competency, death and dying, and complementary and alternative therapies. It uses a modern, international approach to further students' appreciation of other peoples allowing them to more fully engage globally.

Credits: 3

NUR 408: USING EVID BASED PRACTICE NURS (M)

This interactive, competency-based course focuses on evidence-based practice to solve situations that occur in everyday nursing. It uses a problem-solving approach to clinical decision-making aspects. The course will culminate with a Capstone Project.

Credits: 3

NUR 413: COMM HLT-EMERGENCY PREPAREDNESS (D)

The community health nurse is a professional who works collaboratively to ensure a healthy community. This course will provide the student with an overview of the history of public health, promotion and disease prevention, epidemiology, communicable disease and prevention, vulnerable populations in the United States, and nursing concepts used during emergency situations. In addition, this course will also build awareness of the role race and ethnicity has on health and health care in the United States.

Credits: 5

NUR 501: ORGANIZATION/ SYSTEMS LEADERSHIP (O)

This course will begin by exploring governance and ownership models within the health care system. It will also examine the roles, responsibilities, and impact of leaders in the health care industry. Critical skills and behaviors for effective leadership and management, including effective communication and management, consensus and coalition building will be taught. Key elements that impact a leader's ability to create a shared vision and learning culture, lead change, and influence overall effectiveness will be addressed. How to develop and manage diverse professionals, what motivates them, how they are paid, and how to influence them to effect desired change will also be examined.

Credits: 3

NUR 502: THEORETICAL FOUND FOR ADV NURSING

This course explores the evolution of advanced nursing practice by providing students opportunities to analyze nursing theories and theories from related disciplines and their contribution to the care of individuals, families, and communities.

Credits: 3

NUR 503: MANAGING OUTCOMES - INFORMATICS (Q)

This course will prepare students to determine the appropriate use of technologies and integrate current and emerging technologies into daily practice to enhance care outcomes. Students will explore the strategic application of information system solutions.

Credits: 3

NUR 504: POLICY, ETHICS, LEGAL PERSPECTIVES

This course examines the ethical and legal framework within the health care industry, including laws and regulations, such as anti-trust, privacy and confidentiality, medical malpractice, etc., that impact the business of health care.

Compliance has become a significant internal issue for health systems. Understanding the impact of these regulations on such things as coding and billing, physician contracting and incentives, and the value of internal auditing will be addressed.

Credits: 3

NUR 505: POPULATION HEALTH & COLLABORATION

This course will prepare students to apply and integrate broad, organizational, patient-centered, and culturally appropriate concepts into daily practice. Emphasis is placed on communication and collaboration as a member of an interprofessional team in the delivery of evidence-based clinical prevention and population care to individuals, families, and aggregates/identified populations.

Credits: 3

NUR 600: PRACT/ROLE OF NURSE ADMINISTRATOR

This practicum course will provide the student an opportunity to explore the role of the nurse administrator through a mentored learning experience with a master's prepared nurse preceptor in collaboration with course faculty. Students will examine organizational structure and gain skills and confidence in decision-making, innovative nursing practice, and leadership.

Credits: 3

NUR 601: PRACT/ROLE OF NURSE EXECUTIVE

This practicum course will provide the student an opportunity to explore the role of the nurse executive through a mentored learning experience with a master's or doctorate-level prepared nurse preceptor in collaboration with course faculty. Students will examine organizational structure and gain skills in facilitating the design of patient care delivery, leadership in cost effective patient care, communicating and coordinating outcomes management, quality improvement and systems-thinking, and fostering stewardship.

Credits: 3

NUR 602: QUALITY IMPROVEMENT PRACTICUM

This practicum course will provide the student an opportunity to explore the implementation of evidence-based practices for improving patient outcomes and enforcing proper protocols for patient care in the clinical setting through a mentored learning experience with a master's prepared nurse preceptor in collaboration with course faculty. Students will examine best practices for patient safety and healthcare quality and gain skills in leadership and communication and the use of evidence-based approaches to reducing risk and improving healthcare outcomes.

Credits: 3

NUR 606: EPIDEMIOLOGY, VULNERABLE POPULATION

This course will analyze the social variables that affect population health, including socio-economic status, risk factors, and health disparities of disease. The concepts and methods of epidemiology and their application in measuring, studying, and improving the health of populations will also be explored.

Credits: 3

NUR 610: QUALITY IMPROVEMENT, PATIENT SAFETY

This course will introduce the science of safety and how it applies to the overall culture of safety in health systems, encompassing patients, staff, visitors, volunteers, etc. Concepts and processes involved in such improvement methodologies as PDSA cycles, Lean/Six Sigma, high reliability and resilience, and enterprise risk management will be taught. The impact of human factors on errors in health care and the role of a fair and just culture to create a learning environment will also be addressed,

Credits: 3

NUR 612: TRANSLATIONAL NURSING IN PRACTICE

The capstone course presents an evidence-based approach to integrate theory, current evidence, clinical judgment, and interprofessional perspectives using the translational process to improve practice and associated health outcomes for patient aggregates. The capstone project is a culmination of knowledge acquired from previous courses involving health policy, finance, health care delivery systems, practice issues, health promotion, disease prevention, and biostatistics. Capstone project development allows the student an opportunity to engage a team approach in translating evidence into practice.

Credits: 3

NUR 700: ADV. PHYSIOLOGY & PATHOPHYSIOLOGY

Provides an advanced understanding of concepts in human physiology and pathophysiology as a foundation for the advanced nursing practice role. Concepts related to biological sciences including cell biology, tumor biology, immunology, genetics, and pathology will be presented. The focus of this course is on principles, theories, and current research related to physiological and pathophysiological system alterations across the lifespan.

Credits: 4

NUR 701: APEX PROJECT

This course must be taken during the student's final semester at Mary Baldwin University and is intended to be a platform for demonstrating (1) the student's comprehensive knowledge of business systems and functions, and (2) the student's understanding of the concept of sustainability in designing a new enterprise or repurposing an existing one.

Credits: 6

NUR 702: ADVANCED ANATOMY

Examines the structure of the human body through learning experiences with human anatomical models, computer modeling, clinical imaging, and focused lectures. Structured to provide an overview of gross human anatomy form and function with a clinical focus.

Credits: 3

NUR 704: ADV PHARMACOLOGY & THERAPEUTICS

Provides the knowledge and skills to assess, diagnose, and pharmacologically manage health problems in a patient-centered, safe, high quality, and cost-effective manner. The pharmacokinetics, pharmacodynamics, pharmacogenetics, and pharmacotherapeutics of select classes of drugs will be analyzed. Physiologic responses of drugs and their effects on diseases will be reviewed across the lifespan. Emphasis is on the development of therapeutic decision-making in drug selection for the patient based on health problems, individual variations, and economic considerations.

Credits: 4

NUR 705: Advanced Physiology and Pathophysiology II

Credits: 4

NUR 706: ADVANCED HEALTH ASSESSMENT

Focuses on the development of advanced practice nursing skills in health assessment across the lifespan. Concepts, theories, and research on human development, anticipatory guidance, prevention, and early detection of risk factors and diseases are emphasized. Critical thinking, diagnostic reasoning, and communication techniques will be developed through individual and group interaction, as well as case-guided learning experiences.

Credits: 3

NUR 708: FOUNDATIONS OF SCHOLARLY WRITING

Reinforces composition and writing skills for academic purposes. Students utilize citations and references in institution's approved format to assert that work reflects larger body of literature on the topic of interest. Supports written communication of ideas to inform and persuade a reader on the topic.

Credits: 2

NUR 710: HEALTHCARE POLICY, ECON & FINANCIAL

Engages the student in examining the interdependence of health care policy across all levels. Provides a comprehensive system thinking approach to include policy, economics and financial principles to promote high quality health care delivery to individuals, populations, and communities. Analyzes the ethical, social, and legal influences on policy and the impact across disciplines.

Credits: 3

NUR 712: HLT INFO SYSTEMS & TECH IMPROVEMENT

Focuses on nursing informatics knowledge and skills needed to assess, evaluate, and optimize health information systems/technology to support communication, the delivery of high-quality care, and improvement of population health. Emphasis on health care technology design and implementation that addresses industry-specific requirements and the integration of data and systems.

Credits: 3

NUR 720: DNP PRACTICUM HOURS

This course provides the opportunity for the student to pursue additional in-depth study relevant to advanced nursing practice. It is supervised and monitored by the DNP student's faculty lead. These practicum hours are separate from the practicum hours embedded within specific coursework and are used toward the goal of obtaining 1000 minimum practicum hours for the DNP degree.

Credits: 1

NUR 800: FOUND & METHODS OF EVIDENCE- BASED

Focuses on the foundation of evidence-based advanced practice nursing and translational science. Philosophical, conceptual, and theoretical perspectives as well as research methods are examined. Explores the application knowledge to inform, evaluate and translate evidence for practice. Explores the evaluation of clinical evidence to drive practice decisions that result in high quality and are cost effective, through application of evidence-based practice methods.

Credits: 3

NUR 802: BIOSTATISTICS & EPIDEMIOLOGY

Application of basic and advanced statistical methods to improve clinical decision making in an evidenced-based practice approach. Examines the interpretation of statistical and epidemiological techniques of health sciences. Prepares students to think quantitatively and assess data critically, gaining experience in data interpretation skills.

Credits: 3

NUR 804: ORG & SYS LEADERSHIP QUALITY IMPROV

Examines the theoretical foundations and application of quality improvement methods, tools and strategies needed to increase organizational effectiveness within the health care system. Focuses on measurement and accountability through the examination and analysis of data, structures, processes, and collaboration with stakeholders. Prepares students to lead and practice in organizations that advance high reliability principles, patient safety, inter-professional teamwork, and continuous learning.

Credits: 3

NUR 808: COLLAB POPULATION HLTH & IMPROVING

Provides the foundations for understanding the complexities of the health care system and the role of inter-professional collaboration to improve patient outcomes. Focuses on theories and principles of communication, leadership, interprofessional collaboration, change management and systems thinking to improve outcomes. Examines the framework for health promotion, population health, health equity and the implementation of community-based interventions to empower community action. Includes a historical perspective of nursing and the evolution of advanced practice nursing.

Credits: 3

NUR 820: CLINICAL DIAGNOSTICS & REASONING

Introduces clinical reasoning, a complex process of critical thinking, used to gather and analyze relevant data in preparation for planning and implementing interventions and evaluating outcomes. Focuses on symptom assessment and the selection and interpretation of screening and diagnostic tests to formulate differential diagnoses and treatment plans. Emphasis is placed on the appropriate use and interpretation of diagnostic measures by advanced practice nurses to provide ethical, person-centered care as well as address population health.

Credits: 3

Prerequisites:

NUR 700, NUR 704, NUR 705, NUR 706, NUR 822, NUR 842

NUR 821: DIAGNOSIS & MANAGEMENT II: AG-ACNP

Builds on advanced assessment skills to differentiate between normal, variations of normal, and abnormal findings across the adult through geriatric population. Evaluate and treat common acute and chronic health problems incorporating the patient's cultural preferences, values, and beliefs into health care. Emphasis is on use of evidence-based practice guidelines and comprehensive treatment programs for patients with congestive heart failure, stroke, cancer, chronic pulmonary disorders, diabetes, chronic wounds, and infectious diseases. Demonstrate ability to collect, organize and synthesize information presented.

Credits: 3

NUR 822: FNP COMPETENCY LAB

Assessment of selected advanced practice competencies during a mandatory face-face focus session in the Simulation lab. Students will demonstrate comprehensive assessment skills, diagnostic reasoning skills and advanced communication skills to make an accurate diagnosis. Competency must be documented prior to starting clinical rotations.

Credits: 1

NUR 823: HEALTH PROMOTION & MAINTENANCE

Prepares advanced practice nurses to assume responsibility for health promotion, health maintenance, disease prevention, and disease screening for adolescents, adults, and geriatric persons with diverse backgrounds. Focuses on application of public health concepts to the advanced practice role. Evidence-based, ethical, and culturally appropriate interventions for individual and population health services are discussed. Provider reimbursement for services is introduced.

Credits: 3

Prerequisites:

NUR 700, NUR 704, NUR 705, NUR 706

NUR 824: ADV PRACTICE NURSING I: PEDIATRIC

Provides a foundation in advanced practice nursing for the diagnosis and management of health and illness in newborn, infant, child, and adolescent populations within a family context. Therapeutic strategies regarding pediatric preventive care, behavioral health, common pediatric office-based procedures, pediatric prescribing practices, and the most common acute and chronic health problems managed in pediatric primary care are addressed. Focus is placed on the role of the advanced practice nurse providing evidence-based, person-focused, and ethical care for this vulnerable population.

Credits: 4

Prerequisites:

NUR 700, NUR 704, NUR 705, NUR 706

NUR 825: ADV PRACTICE NURSING: CLINICAL I

This course is the first in a series of courses that provide progressive precepted clinical experiences that allow students to develop within the nurse practitioner role and achieve clinical competencies within their specific emphasis area. Students begin to integrate theoretical knowledge, evidence-based guidelines, and clinical competencies to provide preventative care, health promotion, health education and ethical, culturally sensitive care for acute and chronic health conditions for individuals, families, and populations.

Credits: 1

Prerequisites:

NUR 822

Co-Requisites:

NUR 823

NUR 826: ADV PRACTICE NURSING: CLINICAL II

This course is the second in a series of courses that provide progressive precepted clinical experiences that allow students to develop within the nurse practitioner role and achieve clinical competencies within their specific emphasis area. Students demonstrate advanced beginner skills by integrating theoretical knowledge, evidence-based guidelines, and clinical competencies to provide preventative care, health promotion, health education and ethical, culturally sensitive care for acute and chronic health conditions for individuals, families, and populations.

Credits: 2

Prerequisites:

NUR 825

NUR 828: ADV PRAC NURSE ADULT PRIMARY CARE I

Builds upon knowledge learned in advanced pathophysiology, advanced pharmacology, advanced health assessment, and clinical diagnostics to provide a foundation for students to assume an advanced practice nursing role in caring for adults across the lifespan within a family context. Students will synthesize prior learning in the assessment, diagnosis, and holistic management of common acute, chronic, and behavioral health conditions addressed in a primary care setting. Emphasis is placed on interprofessional collaboration, use of technology, patient advocacy, and the financial and ethical considerations of quality care.

Credits: 4

Prerequisites:

NUR 823

NUR 830: ADV PRACTICE NURSING: CLINICAL III

This course is the third in a series of courses that provide progressive precepted clinical experiences that allow students to develop within the nurse practitioner role and achieve clinical competencies within their specific emphasis area. Students demonstrate increasing competence in integrating theoretical knowledge, evidence-based guidelines, and clinical competencies to provide preventative care, health promotion, health education and ethical, culturally sensitive care for acute and chronic health conditions for individuals, families, and populations.

Credits: 2

Prerequisites:

NUR 826

**NUR 832: ADV PRAC NURSE
ADULT PRIM CARE II**

Builds upon knowledge learned in advanced pathophysiology, advanced pharmacology, advanced health assessment, and clinical diagnostics to provide a foundation for students to assume an advanced practice nursing role in caring for adults across the lifespan within a family context. Students will synthesize prior learning in the assessment, diagnosis, and holistic management of common acute, chronic, and reproductive health conditions addressed in a primary care setting. Emphasis is placed on interprofessional collaboration, use of technology, patient advocacy, and the financial and ethical considerations of quality care.

Credits: 4**Prerequisites:**

NUR 828

**NUR 834: HEALTH
MANAGEMENT III: FNP
CLINICAL**

This is the fourth in a series of courses that provide progressive precepted clinical experiences that allow students to develop within the nurse practitioner role and achieve clinical competencies within their specific emphasis area. Students will begin to demonstrate autonomy and independence as an advanced practice nurse by integrating theoretical knowledge, evidence-based guidelines, and clinical competencies to provide preventative care, health promotion, health education and ethical, culturally sensitive care for acute and chronic health conditions for individuals, families, and populations.

Credits: 2**Prerequisites:**

NUR 830

**NUR 836: ADV PRACTICE
NURSING: CLINICAL V**

Provides concentrated, precepted, clinical practice experience that allow students to develop independence and autonomy within the nurse practitioner role and achieve clinical competencies within their specific emphasis area. Students integrate theoretical knowledge, evidence-based guidelines, and clinical competencies to provide preventative care, health promotion, health education and ethical, culturally sensitive care for acute and chronic health conditions for individuals, families, and populations. Emphasis is placed on preparation to enter advanced practice (credentialing, certification, licensing, malpractice insurance) and interdisciplinary collaboration.

Credits: 3**Prerequisites:**

NUR 834

**NUR 842: AG-ACNP ADVANCED
SKILLS LAB**

Introduces the student to advance skills and procedures required for diagnosis and treatment of adults with acute and critical illness. Students will demonstrate safety and novice competency of advanced skills and procedures in the College of Health Sciences Advanced Simulation Center. Competency must be documented prior to starting clinical rotations.

Credits: 1**NUR 844: HEALTH
MANAGEMENT I: AG-ACNP
DIDACT**

Emphasis on thorough assessment, physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individual common conditions of the adult and geriatric patient with a focus on wellness. Apply behavior change theory to improve health and ethical principles to care of patients. Role development toward independent practice.

Credits: 3**NUR 845: ADV PRACT NURSING
PRACTICUM AG-ACNP**

Clinical practice preceptorship with faculty oversight that provides a broad orientation to the roles of the AG-ACNP in the direct practice environment. Focus is on developing advanced assessment skills to differentiate between normal, variations of normal, and abnormal findings across the adult through geriatric population.

Credits: 2**NUR 846: HEALTH
MANAGEMENT I: AG-ACNP
CLINIC**

Clinical practice preceptorship with faculty oversight to develop physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for individual common conditions for the adult and geriatric population. Integration of behavior and wellness theory into practice, wellness, and prevention. Emphasis is placed on inter-professional collaboration in management. Students demonstrate the understanding of the complex pathophysiology, assessment, diagnosis, and collaborative management of complex alterations in health requiring acute and critical care via case studies, advanced simulation, and exams.

Credits: 3**NUR 848: ADV PRACTICE
NURSING: AG-ACNP II**

Explores, at the advanced level, the complex pathophysiology, assessment, diagnosis, and collaborative management of the entire adult population experiencing acute and critical illness. Emphasis on thorough assessment, physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for the adult or geriatric patient with multiple chronic conditions with a focus on interprofessional collaboration. Advocate for the role of the patient and the advanced practice nurse as a member of the health care team.

Credits: 4**Prerequisites:**

NUR 844

NUR 850: HLTH MANAGEMENT II: AG-ACNP CLINICA

Clinical practice preceptorship with faculty oversight on physical and mental health exam, differential diagnosis, diagnostic reasoning and plan of care for the adult and geriatric populations with multiple chronic conditions. Professional practice exhibits emotional intelligence and inspires the confidence of others. Regular clinical conferences are held to discuss complex episodic and patient management issues encountered by students.

Credits: 4

NUR 852: ADV PRACTICE NURSING: AG-ACNP III

Continues to explore, at an advanced level, the complex pathophysiology, assessment, diagnosis, and management of the entire adult population experiencing acute and critical illness. Demonstrates diagnostic reasoning and decision making based on theory, evidence, ethics, and equity at a more advanced level. Analytic approach to clinical situations. Apply information technology. Students will be able to define themselves in the NP role as a leader.

Credits: 4

Prerequisites:

NUR 848

NUR 854: HLTH MANAGEMENT III: AG-ACNP CLINIC

Students demonstrate understanding of the complex pathophysiology, assessment, diagnosis, and collaborative management of complex alterations in health requiring acute and critical care via case studies, advanced simulation, and exams. Complex patient, family, community, and population management. Synthesis evidence-based practice and technologies to improve outcomes. Advocate for patients, families, communities, and populations. Refines diagnostic reasoning.

Credits: 5

NUR 856: ADV PRACTICE NURSING: AG-ACNP IV

Synthesize the concepts at an advanced level, of complex pathophysiology, assessment, diagnosis, and management of the entire adult population experiencing acute and critical illness. Demonstrates diagnostic reasoning and decision making based on theory, evidence, ethics, and equity at an advanced level. Analytic approach to clinical situations will be measured through didactic content and case study analyses with on-line course work and interactive, in-person skills lab.

Students will be able to define themselves in the NP role as a leader.

Credits: 4

Prerequisites:

NUR 852

NUR 900: DNP SYST THINK PROJECT I: DEVELOP

This course offers the student mentored opportunities in the development of the QI change project to drive cost-effective safe care to improve patient and population health outcomes. Ethical considerations in project development and implementation will be examined.

Credits: 2

NUR 902: DNP SYST THINK PROJECT II: PROPOSAL

Promotes the development of the QI change proposal, reflecting collaboration with other professionals to explore the economic, financial, quality and policy factors of the change. Demonstrate how information and technology guides change. Use theories, methods, and evidence to develop a QI change project implementation plan and obtain baseline data.

Credits: 3

NUR 904: DNP SYST THINK PROJECT III-IMPLEMENT

Provides the opportunity for reflection on project implementation impact in the areas of organization system leadership, economics, quality improvement, informatics, policy, and the advanced practice role. Analyze systems that advance evidence-based principles, patient safety, inter-professional teamwork, and continuous learning. Analyze policy implication on aspect of advanced nursing practice. Expand knowledge of self in your role.

Credits: 3

NUR 906: DNP SYST THINK PROJECT IV: ANALYSIS

Apply theory and scientific practice to complete, evaluate and disseminate QI change project finding and improvement plan. Include recommendations for system impact as well as economic, financial, quality and policy implication at the local, state, and national levels. Student's attainment of the program outcomes and provides evidence of the student's knowledge and expertise in advanced nursing practice at the doctorate level. Seeks opportunities to translate and disseminate evidence-based practices to improve system level care and leadership to promote evidence-based change.

Credits: 3

Occupational Therapy

OTH 700: HUMAN ANATOMY

Lecture and lab. This course provides in depth study and analysis of the regional and systemic organization of the human body through lecture and cadaver dissection. This course is cross listed with PTH 700 and is an interprofessional collaborative course.

Credits: 5

OTH 700L: LAB FOR OTH 700

Lab for OTH 700.

Credits: 0

OTH 701: KINESIOLOGY

Lecture and Lab. This course will introduce the student to the kinematics and kinetics of human movement. Emphasis will be placed on understanding of regional functional anatomy and applying this information to movement. This course is cross listed with PTH 701 and is an interprofessional collaborative course.

Credits: 3

OTH 701L: LAB FOR OTH 701

Lab for OTH 701.

Credits: 0

OTH 702: INTRODUCTION TO NEUROSCIENCE

This lecture course will introduce students to the cellular physiology of the nervous system and provide students with an overview of the development of the nervous system in the embryo. This course will also introduce the physiology of the endocrine system and its control over other body systems.

Credits: 1

OTH 704: NEUROANATOMY

The course includes the study of functional neuroanatomy and neuroscience to understand the basic structure and function of the nervous system with special emphasis on topics of greatest concern to occupational and physical therapists. This course is cross listed with PTH 704 and is an interprofessional collaborative course.

Credits: 2

OTH 704L: LAB FOR OTH 704

Credits: 0

OTH 705: INTRO TO OCCUPATIONAL THERAPY

This course will allow students to gain a foundational knowledge and skills of occupation related to the history of the profession, current health care trends, and the various setting for OT practice.

Credits: 1

OTH 706: FOUNDATIONS OF OCCUPATIONAL THERAPY

In this course students examine theory and reasoning that undergird the occupational therapy (OT) domain and process. Students broaden their understanding of the profession's scope by exploring and applying the Occupational Therapy Practice Framework (Framework; AOTA, 2014). Emphasis is placed on development of critical reasoning and application of best practice (including use of reasoning, theory, and research) throughout the OT process. Course includes discussion and application of Level I Fieldwork.

Credits: 3

OTH 711: TEACHING AND LEARNING I

The course provides an understanding of teaching and learning theories with application to clinical practice for occupational and physical therapy. This course is cross listed with PTH 711 and is an interprofessional collaborative course.

Credits: 1

OTH 712: PSYCHOSOCIAL ASPECTS OF CARE

This course will introduce the students to various psychosocial considerations important to working with patients and clients successfully. This course is cross listed with PTH 712 and is an interprofessional collaborative course.

Credits: 3

OTH 713: TOPICS IN HEALTH CARE

This course will provide the student an overview of key topics in health care that are important for health professionals to understand. Topics will include an introduction to health care systems organization, health care financing, Medicare, Medicaid, and managed care. This course is cross listed with PTH 713 and is an interprofessional collaborative course.

Credits: 2

OTH 714: OT PRACTICE CONTEXTS

The course will provide a general examination of the current and emerging practice contexts associated with the practice of occupational therapy and provision of related services. Topics will include service environments, legislative impact and involvement, reimbursement systems, practitioner roles, application of frames of reference and theoretical models within practice contexts, and supervision guidelines and skills.

Credits: 2

OTH 715: PROFESSIONAL ENGAGEMENT LEADERSHIP

This course provides students with an opportunity to explore key concepts of professional engagement in occupational therapy. Grounded with a reflection on foundational, historical tenets of the profession, students will consider future opportunities for the profession. Students will begin to conceptualize leadership within occupational therapy by reading the work of past and current profession leaders. Specifically, students will explore servant leadership, discuss the importance of professional service, and reflect on their own aptitude as a servant leader.

Credits: 1

OTH 717: APPLIED THEORY & OCCUPATION SCIENCE

This course provides students with an opportunity to explore more deeply key theories of occupational therapy and apply theoretical concepts to contemporary occupational therapy practice. Additionally, students will gain deeper understanding of important principles of occupational science. Students will demonstrate the ability to use the terminology of occupational science to describe societal and population-based situations.

Credits: 1

OTH 721: RESEARCH AND CRITICAL INQUIRY

This course covers concepts and principles of the research process including question, theory, and hypothesis development, research design and methodology, and statistical reasoning and analysis. Critical review of professional literature and determination of the relevance and applicability of research findings to specific patient problems are introduced with the goal of promoting evidence-based practice in health care. This course is cross listed with PTH 721 and is an interprofessional collaborative course.

Credits: 3

OTH 722: SPECIAL TOPICS

Exploration of current special topics in occupational therapy examination and intervention.

Credits: 1

OTH 723: CONT. REGISTRATION FOR FINAL PROJ

Non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

Credits: 0

OTH 724: INDEPENDENT STUDY

Independent study in interdisciplinary or discipline specific issues and/or clinical practice with goals, methods, and expected outcomes negotiated in advance with an individual faculty member.

Credits: 1

OTH 725: PERSPECTIVES IN GLOBAL HEALTH CARE

Credits: 2

OTH 726: OCCUPATIONAL PATTERNS LIFE & CULTRE

Lecture and Lab. This course analyzes developmental theories and occupations across the lifespan (from birth to death). Emphasis is placed on the analysis and synthesis of interrelationships of occupation and development as well as specific physical decline with age. The influence of cultural diversity and the environment across the lifespan are also analyzed.

Credits: 3

OTH 727: OCCUPATION THERAPY IN MENTAL HEALTH

Lecture and Lab. In this course students will utilize critical reasoning and selected theories, evaluation, and intervention approaches for mental health practice. Principles of health promotion, occupationally-based intervention models, and the application of selected individual and/or group programming within specific health and community based settings will be reviewed.

Credits: 3

OTH 727L: LAB FOR OTH 727

Lab for OTH 727.

Credits: 0

OTH 728: HLTH PROMOTION & COMMUNITY PRACTICE

This course provides students with an opportunity to learn about principles of occupation-based, client-centered health and health promotion related to occupational therapy practice. Emphasis is placed on understanding common diseases and chronic conditions especially as they impact occupational performance. Lifestyle-based and other contemporary evidence-based intervention approaches will be explored. Students will also learn key concepts of community- and population-based practices of occupational therapy including program design, implementation, and funding sources.

Credits: 3

OTH 728L: LAB FOR OTH 728L

Lab for OTH 728.

Credits: 0

OTH 729: MOTOR LEARNING & MOVEMENT ANALYSIS

Lecture and Lab. In this course students will understand, analyze, and implement integration of motor control and motor learning approaches related to occupational therapy interventions including the analysis of posture, balance, quality of movement, and the impact on occupational performance. Current evidence is used to update the knowledge of selected methodologies for assessment and intervention related to movement analysis, health and wellness principles, and specific impairments related to adult health conditions (including older adults).

Credits: 3

OTH 729L: LAB FOR OTH 729

Lab for OTH 729

Credits: 0

OTH 730: CLINICAL SEMINAR I

This is the first course in a sequence that utilizes a case-based learning model to integrate clinical management of common patient diagnoses across the professional disciplines of physical therapy occupational therapy and physician assistant. This course is cross listed with PTH 730 and PAS 530 and is an interprofessional collaborative course.

Credits: 1

OTH 734: INTRO TO ASSISTIVE TECHNOLOGY

This course provides students with an introduction to assistive technology. Students will be introduced to key considerations for incorporating assistive technology into a comprehensive occupational therapy treatment plan. Students will explore funding sources and strategies. Additionally, students will explore commercially available products for impact on occupational performance and analyze environments.

Credits: 1

OTH 736: CLINICAL FIELDWORK 1A (INTRO)

Level I Fieldwork is an introductory experience focused on the student's application of knowledge to practice and development of an understanding of clients' occupational therapy needs. It includes directed observation and participation in selected aspects of the occupational therapy process to complement the didactic coursework. This course utilizes a variety of occupational therapy practice settings to introduce the student to the role of an OT as an interdisciplinary and/or intradisciplinary team member. This course is offered on a pass/fail basis.

Credits: 1

OTH 737: CLINICAL FIELDWORK LEVEL I IN MENTAL HEALTH

The course will address the OT role in the mental health care setting to include but not be limited to acute psychiatry, community based mental health, hospital, or Geri-psych facilities. This course is offered on a pass/fail basis.

Credits: 1

OTH 751: OCCUPATIONAL THERAPY PROCESS 1

This course is the first in a series of four Process courses. It provides students with the opportunity to engage in the occupational therapy process using case-based collaborative learning approaches. Students will engage in real-time evaluation and intervention practice, consider the roles of other interprofessional team members, and plan for discharge. An emphasis on clinical reasoning and documentation is woven throughout the course. Each course in this series presents different cases and practice contexts, requiring students to synthesize material across multiple courses.

Credits: 1

OTH 752: OCCUPATIONAL THERAPY PROCESS 2

This course is the second in a series of Process courses. It provides students with the opportunity to engage in the occupational therapy process using case-based collaborative learning approaches. Students will engage in real-time evaluation and intervention practice, with emphasis on selecting and administering appropriate evaluations while interpreting and reporting evaluation data. Students will further develop clinical reasoning skills. Each course in this series presents different cases and practice contexts, requiring students to synthesize material across multiple courses.

Credits: 1

OTH 753: OCCUPATIONAL THERAPY PROCESS 3

This course is the third in a series of four Process courses. It provides students with the opportunity to engage in the occupational therapy process using case-based collaborative learning approaches. Students will engage in real-time practice skills, develop higher level clinical reasoning, and collaborate to establish discharge plans. Additional emphasis is placed on documentation and intraprofessional collaboration skills. Each course in this series presents different cases and practice contexts, requiring students to synthesize material across multiple courses.

Credits: 1

OTH 754: OCCUPATIONAL THERAPY PROCESS 4

This course is the fourth in a series of Process courses. It provides students with the opportunity to engage in the occupational therapy process using case-based collaborative learning approaches. Students will engage in real-time evaluation and intervention practice while demonstrating high level synthesis and clinical reasoning skills to provide evidence-based, occupation-based care. Collaboration and documentation throughout the OT process is emphasized. Each course in this series presents different cases and practice contexts, requiring students to synthesize material across multiple courses.

Credits: 1

OTH 759: FIELDWORK PREPARATION

In this course students will prepare for the upcoming Level 2 fieldwork experiences. Students will engage in professional self-reflection and appraisal of personal strengths and opportunities for further growth. Students will also engage in skills-based preparation (customized to the particular practice areas assigned for fieldwork) related to evaluation, treatment planning and provision, documentation, and other common practice skills. Students will also complete an occupational therapy knowledge exam, comprehensive of all didactic learning.

Credits: 1

OTH 770: ACADEMIC AND PROFESSIONAL WRITING

Students will develop the skills necessary for effective professional writing and communication. Strategies for preparing various forms and styles of scholarly academic writing, including research proposals, reports, literature reviews, and presentation posters and slides will be explored. The use of APA style formatting and referencing will be threaded throughout the course.

Credits: 3

Prerequisites:

OTH 870

OTH 775: THEORY, OCCUPATION, AND PRACTICE

Students will think critically about the ways in which occupation-based theories and models are used in practice and how they are aligned with the official guiding documents of the profession. Utilizing various levels of analysis and case studies, students will examine how theories and models describe or explain a phenomenon and facilitate occupation-centered and evidence-informed intervention outcomes. Prerequisite OTH 770.
Credits: 3

OTH 780: FOUNDATIONS IN RESEARCH AND EBP

This course will examine the relationship and importance of research, evidence, and knowledge translation to contemporary practice. Students will explore the foundational concepts, principles, and processes of various research approaches by evaluating the question, theory, hypotheses, design, methodology, and analysis through the eyes of a practitioner. Students will also review professional and research literature to determine the relevance and applicability of the evidence to their daily practice.
Credits: 3
Prerequisites:
OTH 775.

OTH 790: CONTEMPORARY LEADERSHIP

Students will study contemporary leadership theories and approaches in healthcare as well as exemplars of leadership from within the occupational therapy profession. This initial phase of the course along with a self-analysis of personal and professional leadership qualities will serve as the foundation for a course culminating project focusing on the advancement of leadership opportunities in interprofessional practice/ education or an emerging practice area in occupational therapy.
Credits: 3
Prerequisites:
OTH 775

OTH 801: PHARMACOLOGY

This course covers the basic principles of Pharmacodynamics and Pharmacokinetics, as well as common adverse drug reactions of medications. The students will be exposed to key categories of medications including autonomic, cardiovascular, pain and inflammatory, endocrine, neurological, anti-infective and anti-cancer, as well as key special topics. The focus will be on understanding how these medications impact medical and rehabilitation management of the patient. This course is cross listed with PTH 801 and is an interprofessional collaborative course.
Credits: 2

OTH 802: CONDITIONS OCCUPATIONAL THERAPY 1

This course provides students with an opportunity to explore pathological and system factors underlying musculoskeletal conditions commonly encountered during delivery of occupational therapy services. Students examine key features of common musculoskeletal diseases, disability, trauma, and injury and the impact on occupational performance. Pharmacological, surgical, and other medical interventions are also explored.
Credits: 1

OTH 803: CONDITIONS OCCUPATIONAL THERAPY 2

This course provides students with an opportunity to explore pathological and system factors underlying neurological conditions commonly encountered during delivery of occupational therapy services. Students examine key features of common neurological diseases, disability, genetic conditions, trauma, and injury and the impact on occupational performance. Pharmacological, surgical, and other medical interventions are also included.
Credits: 1

OTH 811: TEACHING AND LEARNING 2

The course provides an understanding of teaching and learning theories with application to clinical practice for occupational and physical therapy students. Students will examine the means by which one successfully implements teaching and evaluates learning in a clinical setting. This course is cross listed with PTH 811 and is an interprofessional collaborative course.

Credits: 1

OTH 812: COMMUNITY PRACTICUM

Lecture and Lab. Occupational therapy, physical therapy students, and physician assistant students working in teams with local community agencies will develop a requested service project that is health related. This course is cross listed with PTH 812 and PAS 612 and is an interprofessional collaborative course.

Credits: 2

OTH 813: TEACHING AND LEARNING 3

In this course students examine occupational therapy roles of academician, professional educator, and fieldwork educator. They review, critique, and apply theories of adult learning and principles of teaching and learning in order to develop a personal teaching philosophy. They apply this knowledge by providing an individual, formal presentation. Students explore development of academic occupational therapy curriculum and review education standards. To gain self-awareness, highlighted throughout the course, students complete self-assessments informed by reviewing their recorded presentation and peer feedback.

Credits: 2

OTH 814: ORGANIZATION & MGMT OF PRACTICE

This course includes an application of administrative and professional leadership processes, standards of practice, competencies, needs assessments, program development, outcome management, reimbursement, ethics, policy, and trends in OT practice.

Credits: 3

OTH 815: LEADERSHIP, POLICY, AND ADVOCACY

In this course students will review the literature regarding leadership and examine their own leadership style. Federal and state legislation will also be critically analyzed and discussed relevant to its impact on those in the rehabilitation professions and on the clients they serve. Students will be exposed to advocacy activities that will provide them with opportunities to gain knowledge of specific societal needs.

Credits: 3

OTH 821: RESEARCH & CRITICAL INQUIRY 2

This course covers qualitative research methodologies and enables students to become competent consumers of qualitative research. Readings include content in phenomenology, ethnography, grounded theory, narrative, qualitative case study and disability studies. Additionally, strategies to increase rigor in qualitative research are discussed. This course is cross-listed with PTH 821 and is an interprofessional collaborative course.

Credits: 1

OTH 822: CAPSTONE PREPARATION I

This course is the first in the Capstone sequence leading up to the completion of a culminating 14-week experience and related project for the OTD curriculum. Students are expected to begin the Capstone sequence by identifying areas of interest, completing a needs assessment, and developing a literature review.

Credits: 1

OTH 823: CAPSTONE PREPARATION 2

This course is the second in the Capstone sequence leading up to the completion of a culminating 14-week experience and related -project for the OTD curriculum. Working with -faculty advisors, students further define a capstone project area of concentration, develop the project, and plan for project implementation during OTH 865 Capstone Experience.

Credits: 2

OTH 825: OT ADULT MUSCULOSKELETAL CONDITIONS

Lecture and lab. The course will examine occupational therapy assessments and interventions for clients with musculoskeletal disorders. Emphasis is on impairments and injuries of the upper extremity. Students will also gain an understanding of the use of physical agent modalities as an intervention and adjunctive therapy including assessment for use and contraindications.

Credits: 4

OTH 825L: LAB FOR OTH 825

Lab for OTH 825.

Credits: 0

OTH 828: OT AND ADULT NEUROLOGIC COND

In this course, students will understand, analyze, and implement occupationally-based theories and evidence-based approaches to the care of adults with neurologic conditions. OT practice among adults with cerebral vascular accidents, traumatic brain injuries, spinal cord injuries, and degenerative diseases will be explored. Additionally, OT practice related to common impairments including cognition, communication, dysphagia, visual-perceptual function, and motor control will be discussed. Current evidence is used to inform the selected approaches for assessment and intervention across the continuum of care.

Credits: 3

OTH 828L: LAB FOR OTH 828

Credits: 0

OTH 829: PEDIATRIC PRACTICE IN OCCUP THERAPY

Lecture and Lab. This course will address the selection and application of appropriate assessments and interventions for the pediatric client population. Emphasis will be on analyzing atypical development, understanding the various roles of the occupational therapist with this population and specific pediatric approaches. Techniques for collaboration and advocacy within interdisciplinary teams will be discussed.

Credits: 4

OTH 829L: LAB FOR OTH 829

Credits: 0

OTH 830: CLINICAL SEMINAR 2

This is the second in a sequence of courses that utilizes a case-based learning model to integrate common patient diagnoses as managed clinically by occupational therapists, physical therapists, and physician assistants. The focus will be on interprofessional understanding and collaboration in a patient-centered health care delivery model. This course is cross listed with PTH 830 and PAS 540 and is an interprofessional collaborative course.

Credits: 1

OTH 831: SELECT TOPICS IN OT PRACTICE

In this course, students examine select topics associated with contemporary occupational therapy practice. Course content areas may include health and wellness, lifestyle redesign, productive aging, lymphedema, chronic disease management, cardio-pulmonary health, imaging, ergonomics, work injury management, and virtual reality. The course is augmented by expertise drawn from practicing clinicians and researchers both within and outside the field of occupational therapy. Students are provided with opportunities to practice and apply knowledge and skills in current practice areas.

Credits: 3

OTH 831L: LAB FOR OTH 831

Credits: 0

OTH 832: TECHNOLOGY & ENVIRONMENTAL ADAPT

This course exposes students to a variety of types of assistive technology and approaches for context modification to enhance occupational performance. The course allows students to explore concepts related to the design and development of assistive technology and client-centered practice approaches including modification, compensation, and adaptation as it relates to occupational roles and context.

Credits: 2

OTH 835: PROFESSIONAL COMPETENCY

This course is a self-paced application of program learning in preparation for the Department Exit Exam (DEE) and the National Board for Certification in Occupational Therapy (NBCOT). The course uses critical analyses of professional entry competencies for the occupational therapist including certification, licensure, and professional development responsibilities. A programmatic review and professional self-assessment are conducted.

Credits: 1

OTH 840: CLINICAL SEMINAR 3

This course is the third and final in a sequence of courses that utilize a case-based learning model to integrate clinical management of common patient diagnoses across the professional disciplines of physical therapy and occupational therapy. Cases in this course will focus on complex medical management. This course is cross listed with PTH 840 and is an interprofessional collaborative course.

Credits: 1

OTH 841: RESEARCH & CRITICAL INQUIRY 3

This course is taught concurrently with Research & Critical Inquiry 2 and provides students opportunities to develop qualitative research skills. Readings include content related to qualitative research, qualitative research design, and conducting qualitative research. Furthermore, this course requires students to complete a qualitative research project. Approaches to qualitative data collection include semi-structured interviews, focus groups, and observation. Data analysis techniques include the coding of textual data to inform thematic development.

Credits: 1

OTH 842: CLINICAL FIELDWORK LEVEL I ADULT PHYSICAL DISABILITIES

Students will be placed in physical disabilities setting (adult and geriatrics) to include but not be limited to: long-term care, acute, out-patient, and in-patient rehabilitation. Level I experiences are designed to integrate fieldwork seminars with clinical experiences in order to strengthen the ties between didactic and practical instruction. This course is offered on a pass/fail basis.

Credits: 1

OTH 843: CLINICAL FIELDWORK LEVEL I IN PEDIATRICS

Students will be placed in a pediatric setting, to include but not be limited to: out-patient, schools, and children's medical centers (acute or rehabilitation). All Level I experiences are designed to provide fieldwork seminars and experiences to strengthen the ties between the didactic and fieldwork education. This course is offered on a pass/fail basis.

Credits: 1

OTH 845: CLINICAL FIELDWORK 2A (12 WEEKS)

Level II Fieldwork is a comprehensive experience in providing occupational therapy (OT) services to clients in order for the student to advance to the abilities of an entry-level, generalist occupational therapist. OT services will emphasize applying "purposeful and meaningful occupation and research, administration, and management of [OT] services" (ACOTE, 2011, p S62). Fieldwork is a collaborative endeavor by the academic program and on-site occupational therapist(s) serving as fieldwork educator(s). This course is offered on a pass/fail basis.

Credits: 6

OTH 855: CLINICAL FIELDWORK 2B (12 WEEKS)

This course is an intensive practicum to address the development of competent, entry-level, generalist knowledge and skills related to OT service provision. This fieldwork experience will focus on the application of purposeful and meaningful occupation and may include research, administration, and management of occupational services. This course is offered on a pass/fail basis.

Credits: 6

OTH 865: CAPSTONE EXPERIENCE

This is the culminating practical experience in the Doctor of Occupational Therapy Program. This experiential placement will be made consistent with the interest of the student, under 248 the guidance of an external mentor and faculty advisor. The experience creates and enhances the student's professional skills and abilities allowing them to acquire advance knowledge in one or more areas of the profession. Examples are: legislation and policy, clinical practice, advocacy, leadership, research, program development, administration, education, or theory development. This course is offered on a pass/fail basis.

Credits: 7

OTH 870: DOCTORAL ORIENTATION

Students will be introduced to advanced study within the post-professional occupational therapy doctorate program and institutional tools and resources supporting effective online learning at Mary Baldwin University. Activities within the course will allow students to begin to develop collaborative learning relationships with peers and faculty. Students will also establish a vision and structured plan for their professional development and advancement; which will include an initial exploration of knowledge translation project options that will support their professional advancement vision.

Credits: 3

OTH 880: EVIDENCE INQUIRY AND APPRAISAL

Students will explore current evidence-based occupational therapy practice methods and focus on skill development in asking researchable and answerable practice-based questions, effective use of search engine databases and other resources, and appraising the quality of evidence. While creating a deeper understanding of the impact of evidence on practice, course content will also include an overview of the ethical considerations inherent in conducting research and techniques for professional writing in the occupational therapy profession. Prerequisite OTH870

Credits: 3

OTH 881: EXAMINATION OF RESEARCH METHODS

Students will survey the most common quantitative, qualitative, and mixed methods research methodologies and designs that contribute to the knowledge base in occupational therapy practice. Students learn how to develop IRBs, interpret basic descriptive, correlational and inferential quantitative statistics, code, analyze, and synthesize qualitative and quantitative data and analyze and report study outcomes and findings. Students will focus their study in this course on the bodies of knowledge and research methodologies that might best support their knowledge translation project. Prerequisite 880

Credits: 3

OTH 885: HEALTH PROMOTION PROGRAMMING

A translational approach to developing health promotion programs that consider and advocate for the occupational needs of persons, groups, populations, or society is emphasized in this course. Students develop skills in cultural competency and an awareness of various diversity factors that impede access to health services. Program theory will be introduced as the basis for designing programs supported by theory and evidence. The program design and evaluation process will call upon students to explore nontraditional and emerging practice areas and delivery options and gain knowledge in grant writing, information systems, and health and public policy. Student experiences from this course may serve as the basis for the knowledge translation project. Prerequisite OTH870

Credits: 3

OTH 886: ADV TEACHING & LEARNING IN OT

This seminar-based course is designed for the occupational therapy practitioner responsible for establishing and maintaining effective teaching-learning environments with clients, staff, and administrators or those transitioning to, or currently in, a formal academic setting. Students will be responsible, in collaboration with course faculty and student colleagues, for tailoring their individual course experience to the objective of advancing and operationalizing their teaching and learning skills relative to their current or desired roles as professional educators. A theoretical and evidence-based framework will be presented to facilitate the attainment of individual course objectives. OTH870

Credits: 3

OTH 890: OCCUPATIONAL THERAPY IN EDUCATION

Students will participate in an interdisciplinary education experience with graduate students from various departments within the university. Students enrolled in OTH 890 will select one of the program approved courses through the Master of Higher Education (MSHE) department. In addition to meeting the individual MSHE course objectives, post-professional OTH students will apply and adapt course concepts (through assignments and/or relevant activities) to occupational therapy in education. Prerequisite OTH870

Credits: 3

OTH 891: OCCUPATIONAL THERAPY IN EDUCATION 2

Students will participate in an interdisciplinary education experience with graduate students from various departments within the university. Students enrolled in OTH 890 will select one of the program approved courses offered through the Master of Higher Education (MSHE) department. In addition to meeting the individual MSHE course objectives, post-professional OTD students will apply and adapt course concepts (through assignments and/or relevant activities) to occupational therapy in education. Pre-requisite: OTH 890(Meets with ED 662, 663, or 664).

Credits: 3

OTH 895: BUSINESS & LEADERSHIP IN OT

Students will participate in an interdisciplinary education experience with graduate students from various departments within the university. Students enrolled in OTH 895 will select one of the program approved courses offered through the Master of Health Administration (MHA) department. In addition to meeting the MHA course objectives, post-professional OTH students will apply and adapt course concepts (through assignments and/or relevant activities) and contemporary leadership styles and approaches to business and leadership in occupational therapy.

Credits: 3

Prerequisites:
OTH 870.

**OTH 896: BUSINESS & LEADER
IN OCCUPATION 2**

Students will participate in an interdisciplinary education experience with graduate students from various departments within the university. Students enrolled in OTH 895 will select one of the program approved courses offered through the Master of Health Administration (MHA) department. In addition to meeting the MHA course objectives, post-professional OTD students will apply and adapt course concepts (through assignments and/or relevant activities) and contemporary leadership styles and approaches to business and leadership in occupational therapy.

Credits: 3

Prerequisites:

OTH 895 (Meets with MHA 501, 502, or 613)

**OTH 921: CAPSTONE
PREPARATION 3**

This course is the third in the Capstone sequence leading up to the completion of a culminating 14-week experience and related project for the OTD curriculum. The focus of this course is continued student preparation for the proposed experience and project. Students will independently complete a previously determined list of individualized tasks directly related to their Capstone and submit evidence of task completion to the course instructor.

Credits: 1

OTH 922: CAPSTONE PROJECT

This course is one of two final courses in the Capstone sequence that leads to the completion of a culminating 14-week Capstone experience and related project for the OTD curriculum. The student will complete a doctoral portfolio and professional poster to demonstrate synthesis of knowledge gained during the experience and project implementation. The student will present the final poster via a poster or platform exhibition during the week prior to graduation.

Credits: 2

**OTH 940: PROJECT
DEVELOPMENT & DESIGN**

In consultation with a faculty advisor, students will finalize their exploration of professional interest in an area of advanced practice related to their professional advancement and move on to develop their knowledge translation project. Students will thoroughly review evidence related to clinical practice, education, research, technology, leadership, administration, advocacy, or entrepreneur opportunities as well as explore resources and networks that contribute to the design and development of the individual knowledge translation project. The student's work in this course will result in a detailed project design that will effectively guide project implementation. In order to obtain faculty advisor approval for the project, the design must demonstrate that the project will include the synthesis and application of advanced knowledge and strategies for integrating evidence-based approaches into practice.

Credits: 3

Prerequisites:

OTH 881.

OTH 950: PROJECT IMPLEMENTATION

Students implement their approved knowledge translation project during this course with the overall goal of advancing the body of knowledge within occupational therapy. Necessary modifications to the project design (from OTH 940) are also made by the student during this phase of project. Initial frameworks for project presentation and professional dissemination are also developed during the implementation phase.

Credits: 3

Prerequisites:

OTH 940.

OTH 960: OUTCOMES AND DISSEMINATION

Students complete their knowledge translation project outcomes evaluation and present the project and its outcomes to the MDCHS community. The project will also be submitted for formal publication and/or professional presentation submission to satisfy the overall goal of advancing the body of knowledge within occupational therapy.

Credits: 3

Prerequisites:

OTH 950.

OTH 9998: MDCHS EXAM BLOCK

Credits: 0

OTH 9999: MDCHS LECTURE SERIES

Credits: 0

Physical and Health Education

PHE 100: FITNESS (P1)

Self fitness and Nutrition assessment. Design and implementation of a personal fitness, wellness, and nutrition plan based on the seven components of wellness. Students participate in a variety of wellness activities. Strongly suggested for freshmen and sophomores.

Credits: 1

PHE 101: ADVANCED FITNESS (P1)

Self fitness and Nutrition assessment as well as instruction in how to assess and plan group fitness. Current health issues will also be addressed. Required for VWIL freshmen.

Credits: 1

PHE 102: TOPICS: (P1)

Covers current content related to specific topics in the Principles of Health. See the current course offerings list for the most up-to-date topic offering.

Credits: 1

PHE 122: STRESS MANAGEMENT (P1)

Students engage in self-examination of personal stressors. Emphasis on the practice of stress reduction techniques. The student will construct a personal stress management plan.

Credits: 1

PHE 123: CONSUMER HEALTH (P1)

Provides the student with knowledge and skills to become a wise consumer of health products and services.

Credits: 1

PHE 137: LEADERSHIP CHALLENGE PROG (P2)

Experiential activities that encourage individual challenge, team building, communication, and trust. Required for VWIL freshmen

Credits: 0.5

PHE 139: TOPICS: (P2)

A current content-related class specific to topics in the Principles of Dance and Health-Related Fitness. See the current course offerings list for the most up-to-date topic offering.

Credits: 0.5

PHE 140: YOGA (P2)

Instruction in basic techniques of yoga. This course covers a brief history of yoga, a variety of yoga breathing techniques, proper alignment instruction, and an opportunity to develop a safe and effective yoga practice.

Credits: 0.5

PHE 141: AEROBICS (P2)

Instruction and participation in aerobics. Aerobic activities may include interval training, spinning, stepping and a variety of other activities that will improve cardiovascular fitness.

Credits: 0.5

PHE 142: WEIGHT TRAINING (P2)

Instruction in basic techniques of weight training.

Credits: 0.5

PHE 143: FITNESS WALKING (P2)

Instruction in basic techniques of fitness walking. May include use of Nordic walking poles or hiking.

Credits: 0.5

PHE 144: BEGINNING BALLET (P2)

Instruction in beginning level ballet. Leotard and slippers required. Starting Spring 2018, this beginner-level class will be offered at the PAC and will no longer require an additional course fee.

Credits: 0.5

PHE 145: WORLD RHYTHMS DANCE (P2)

Instruction in a range of international dance styles set to eclectic world music. Class will include a brief warm-up followed by technique and upbeat choreography influenced by a variety of genres from around the world.

Credits: 0.5

PHE 146: MODERN DANCE (P2)

Instruction in the basic techniques of modern dance and improvisation. The students will have the opportunity to choreograph and perform solo and group pieces.

Credits: 0.5

PHE 147: HISTORICAL DANCE (P2)

Instruction in historical dance movement with emphasis on American and European social dance from the 16th to 20th centuries.

Credits: 0.5

PHE 148: BALLROOM DANCE (P2)

Introduction to basic ballroom dance skills including: steps, styling, leading and following for American and Latin ballroom dance forms.

Credits: 0.5

PHE 149: FOLK DANCE (P2)

Instruction and participation in international folk dances primarily from European and Middle Eastern countries.

Credits: 0.5

PHE 150: PERFORMANCE DANCE GROUP (P2)

Introduction to group dance experiences through dance technique training in a range of genres, technical practice, and choreography rehearsal. The group will host, organize, and perform for a variety of dance-related events within the campus and local communities. This class may be taken additional times for credit.

Credits: 1

PHE 151: BROADWAY JAZZ DANCE (P2)

Instruction in the basic techniques of jazz and musical theater dance styles with an emphasis on choreography set to Broadway show tunes and songs from famous musicals. Technique will emphasize body isolations, balance, rhythmic patterns, and expression.

Credits: 0.5

PHE 152: HIP HOP DANCE (P2)

Instruction in a variety of Hip Hop dance techniques and choreography, including both "old school" and new urban street style dance moves with influences from jazz and funk. Class will include a warm-up and stretch followed by hip hop technique practice and choreography.

Credits: 0.5

PHE 155: INDEPENDENT ACTIVITY (P2)

Activities to suit individual students with special needs or those who wish to do an advanced activity not offered on campus.

Credits: 0.5

Prerequisites:

permission of instructor.

PHE 156: DANCE COMPOSITION & IMPROVISATION

Credits: 1

PHE 167: WILDERNESS (P2)

Provides knowledge, experience, and skills in outdoor adventures. Required for VWIL freshmen.

Credits: 1

PHE 170: RACQUETBALL (P2)

Instruction in basic skills, rules, and strategies of racquetball for the beginner. Equipment is available.

Credits: 0.5

PHE 171: TENNIS (P2)

Instruction in basic skills, rules, and strategies of tennis for the beginner. Equipment is available.

Credits: 0.5

PHE 172: GOLF (P2)

Instruction in basic skills and rules of golf for the beginner. Equipment is available.

Credits: 0.5

PHE 173: FENCING (P2)

Instruction in basic skills, rules, and strategies of bouting for the beginner. Equipment is available.

Credits: 1

PHE 174: SELF-DEFENSE (P2)

Instruction in basic techniques of self-defense.

Credits: 0.5

PHE 175: KARATE (P2)

Instruction in basic techniques of Karate.

Credits: 0.5

PHE 176: OUTDOOR RECREATION (P2)

Provides physical activity through participation in outdoor recreational activities.

Credits: 0.5

PHE 177: COLLOQUIUM (P2)

Review current course offerings list for subject matter.

Credits: 0.5

PHE 179: HORSEBACK RIDING (P2)

Horseback riding basics for the beginning for student with minimal riding instruction or limited trail riding experience.

Consult the physical education department for fees. Students must provide own transportation.

Credits: 0.5

Prerequisites:

None

PHE 180: SCUBA (P2)

Instruction in the knowledge and the skills necessary to dive safely and enjoy the aquatic environment. Successful completion earns the student international certification (PADI). Consult the physical education department for fees. Students must provide own transportation.

Credits: 1

PHE 183: INDOOR RECREATION (P2)

Promotes physical activity through the skills and knowledge in indoor recreational activities.

Credits: 0.5

PHE 185: INDEPENDENT ACTIVITY (P2)

Activities to suit individual students with special needs or those who wish to do an advanced activity not offered on campus.

Credits: 0.5

Prerequisites:

Permission of instructor.

PHE 189: TOPICS: (P2)

Provides content related to specific topics in the Principles of Motor Skill and Sport-Related Fitness. See the current course offerings list for the most up-to-date topic offering.

Credits: 0.5

PHE 197: ADVANCED WEIGHT TRAINING

This course builds upon the knowledge, skills, and abilities started in PHE 142 Weight Training. Students taking this course must complete PHE 142, or be prepared to demonstrate sufficient knowledge, skills, and abilities of proper weightlifting techniques and application in order to take this course. The course will familiarize students with advanced methods of weight training—how and when to use these methods, and how to sustainably train with these exercises. Pre-requisites: PHE 142 or permission of the instructor.

Credits: 0.5

PHE 199: FITNESS & INDEPENDENT ACTIVITY (P3)

1. Develop in students an awareness of the importance of personal fitness. 2. Provide students with the knowledge needed to design a personal program for lifelong fitness and wellbeing. 3. Participation in a physical activity to improve and/or maintain fitness and health.

Credits: 2

PHE 217: INTERMEDIATE BALLET (P2)

Intermediate Ballet: Leotard and slippers required. Consult the physical education department for fees. Students must provide own transportation.

Credits: 0.5

Prerequisites:

one year of ballet instruction after age 10, DAN/PHE 144, or permission of instructor.

PHE 218: ADVANCED BALLET (P2)

Advanced Ballet: Leotard and slippers required. Consult the physical education department for fees. Students must provide own transportation.

Credits: 0.5

Prerequisites:

three or more years of ballet instruction after age 10, DAN/PHE 217, or permission of instructor.

PHE 221: EMERGENCY HEALTH CARE (P1)

Provides knowledge and practical experience for emergency health care procedures. American Red Cross Certification is awarded after successful completion of ARC exam.

Credits: 2

PHE 279: INTERMEDIATE HORSEBACK RIDING (P2)

Consult the physical education department for fees. Students must provide own transportation. Riders improve posting and sitting trot and learn to canter with control.

Credits: 0.5

Prerequisites:

Ability to control horse and post the trot. PHE 179 or six months of English riding instruction.

PHE 280: ADVANCED HORSEBACK RIDING (P2)

Consult the physical education department for fees. Students must provide own transportation. Prepares riders for jumping and concentrates on improving the rider's overall security and control.

Credits: 0.5

Prerequisites:

Ability to walk, trot and canter with adequate control. PHE 279 or one year of English riding instruction. Students may continue their equestrian program through independent study.

Physical Therapy

PTH 700: HUMAN ANATOMY

This course provides in-depth study and analysis of the regional and systemic organization of the human body through lecture and cadaver dissection. This course is cross listed with OTH 700 and is an interprofessional collaborative course.

Credits: 5

PTH 700L: LAB FOR PTH 700

Lab for PTH 700.

Credits: 0

PTH 701: KINESIOLOGY

Lecture and lab. This course will introduce the student to the kinematics and kinetics of human movement. Emphasis will be placed on understanding of regional functional anatomy and applying this information to analysis of movement. This course is cross listed with OTH 701 and is an interprofessional collaborative course.

Credits: 3

PTH 701L: LAB FOR PTH 701

Credits: 0

PTH 702: PHYSIOLOGY

The goal of this course is to prepare students to discuss how organ systems interact with each other to maintain homeostasis. This course addresses the structure and function of the body's systems at the molecular, cellular, tissue and organ levels. It also focuses on the development of organ systems within the embryo and fetus, and the role of genetics in heredity.

Credits: 4

PTH 703: PATHOPHYSIOLOGY

This course will cover the pathological processes related to the immune system, and neoplasia in general. An overview of the most clinically significant diseases for the various body systems including a description of causes, epidemiology, pathophysiology, and clinical manifestations for the health care professional will be covered. This course is cross listed with OTH 703 and is an interprofessional collaborative course.

Credits: 3

PTH 704: NEUROANATOMY

The course includes the study of functional neuroanatomy and neuroscience to understand the basic structure and function of the nervous system with special emphasis on topics of greatest concern to occupational and physical therapists. This course is cross listed with OTH 704 and is an interprofessional collaborative course.

Credits: 2

PTH 704L: LAB FOR PTH 704

Credits: 0

PTH 705: FOUNDATIONS OF PT PRACTICE

Lecture and lab. This course introduces the student to the foundations of practice that will build in other courses specific to a practice area. The student will be introduced to the clinical reasoning models that will be used throughout the program, as well as an introduction to the Guide to PT Practice. The basics of a systems screening will be introduced as well as beginning practice skills.

Credits: 3

PTH 705L: LAB FOR PTH 705

Credits: 0

PTH 706: FOUNDATIONS OF CLINICAL EXERCISE

This course reviews key principles of exercise physiology as it pertains to various parameters of exercise. The student will examine physiological responses of apparently healthy individuals, as well as those individuals with disease and special needs, with a focus on exercise prescription. Foundational elements of therapeutic exercise to be utilized in physical therapy interventions across the lifespan will be presented.

Credits: 3

PTH 706L: LAB FOR PTH 706

Credits: 0

PTH 707: BIOMECHANICS

Lecture and Lab. This course will continue to build on course content from Kinesiology further developing knowledge and understanding related to selected biomechanical factors influencing normal and pathological human form and movement including posture and gait analysis.

Credits: 3

PTH 707L: LAB FOR PTH 707

Credits: 0

PTH 711: PRINCIPLES OF TEACHING AND LEARN I

The course provides an understanding of teaching and learning theories with application to clinical practice for occupational and physical therapy. This course is cross listed with OTH 711 and is an interprofessional collaborative course.

Credits: 1

PTH 712: PSYCHOSOCIAL ASPECTS OF CARE

This course will introduce students to various psychosocial considerations important to working with patients and clients successfully including ethics, cultural considerations, and communication. This course is cross listed with OTH 712 and is an interprofessional collaborative course.

Credits: 3

PTH 713: TOPICS IN HEALTH CARE

This course will provide the student an overview of key topics in health care that are important for health professionals to understand. Topics will include an introduction to health care systems organization, health care financing, Medicare, Medicaid, managed care, and future trends in health care. This course is cross listed with PTH 713 and is an interprofessional collaborative course.

Credits: 2

PTH 714: PROFESSIONAL ISSUES I

This course introduces the student to the profession of physical therapy including the history, the professional organizations, and current and future practice trends. Students are also introduced to professional behaviors and expectations, including interprofessional expectations that will be applied throughout the program.

Credits: 1

PTH 721: RESEARCH AND CRITICAL INQUIRY

This course covers concepts and principles of the research process including question, theory and hypothesis development, research design and methodology, and statistical reasoning and analysis. Critical review of professional literature and determination of the relevance and applicability of research findings to specific patient problems is introduced with the goal of promoting evidence-based practice in health care. This course is cross listed with OTH 721/PAS 521 and is an interprofessional collaborative course.

Credits: 3

PTH 722: SPECIAL TOPICS

Exploration of current special topics in physical therapy examination and intervention.

Credits: 1

PTH 723: CONT. REGISTRATION FOR FINAL PROJ

Non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

Credits: 0

PTH 724: INDEPENDENT STUDY

Independent study in interdisciplinary or discipline specific issues and/or clinical practice with goals, methods, and expected outcomes negotiated in advance with an individual faculty member.

Credits: 1

PTH 725: PERSPECTIVES IN GLOBAL HEALTH CARE

Elective Course. This course provides an exploration of global health care issues with a travel opportunity. Students will participate in service and/or clinical activities as part of the course.

Credits: 2

PTH 726: MUSCULOSKELETAL MANAGEMENT I

Lecture and Lab. This course is the first in a sequence that provides content on examination and treatment of musculoskeletal conditions in physical therapy. Musculoskeletal injuries and conditions from acute to post-rehabilitation across the lifespan will be discussed. The course will be a regional focus that includes lumbo-sacral and lower quarter examination and treatment.

Credits: 4

PTH 726L: LAB FOR PTH 726

Lab for PTH 726

Credits: 0

PTH 727: THERAPEUTIC AGENTS

Lecture and Lab. The course examines the theoretical bases for and therapeutic application of thermal, mechanical, and electrical agents and emphasizes the physical and physiological effects, indications, and contraindications for electrical current, diathermy, superficial heat and cold, massage, ultraviolet, traction, ultrasound, laser, and compression therapy.

Credits: 2

PTH 727L: LAB FOR PTH 727

Lab for PTH 727

Credits: 0

PTH 730: CLINICAL SEMINAR I

This is the first course in a sequence that utilizes a case-based learning model to integrate clinical management of common patient diagnoses across the professional disciplines of physical therapy, occupational therapy and physician assistant. This course is cross listed with OTH 730 & PAS 530 and is an interprofessional collaborative course.

Credits: 1

PTH 740: CLINICAL EDUCATION I

This four week, full-time clinical learning experience is designed to allow students the opportunity to integrate knowledge acquired during the first year of professional coursework and to apply it in practical physical therapy environments. Students will develop beginning to intermediate skills in physical therapy evaluation and treatment. Students will also develop interpersonal skills necessary to interact with patients, colleagues, and community members. Additionally, students may be exposed to various aspects of the role physical therapy in comprehensive health care delivery and in a current health care environment. This course is offered only on a pass/fail basis.

Credits: 3

PTH 801: PHARMACOLOGY

This course covers the basic principles of Pharmacodynamics and Pharmacokinetics, as well as common adverse drug reactions of medications. The students will be exposed to key categories of medications including autonomic, cardiovascular, pain and inflammatory, endocrine, neurological, anti-infective and anti-cancer, as well as key special topics. The focus will be on understanding how these medications impact medical and rehabilitation management of the patient.

Credits: 2

PTH 802: CLINICAL IMAGING

This course provides an introduction to principles of imaging for the health professional including radiography, CT scans, magnetic resonance imaging, and special studies and arthrography. How findings related to imaging impact clinical decision making for patient/client management will be discussed via case studies.

Credits: 1

PTH 803: FOUNDATIONS OF CLINICAL EXERCISE 2

Lecture and Lab. This course is a continuation of Foundations of Clinical Exercise 1. This course will serve as a foundation for designing appropriate exercise programs for individuals with cardiopulmonary and neuromuscular issues. Elements of exercise testing and specific prescription will be addressed with focus on the role of the physical therapist in primary, secondary, and tertiary prevention and their role in exercise testing and prescription. Foundational knowledge on nutrition as it relates to exercise will also be included in this course.

Credits: 3

PTH 803L: LAB FOR PTH 803

Credits: 0

PTH 804: FOUND OF MOTOR CONTROL & LEARNING

This course provides students with didactic information about the theoretical and physiological principles that govern motor control and motor learning and motor relearning. Factors that influence postural control throughout the lifespan are addressed. Particular emphasis is placed upon intervention and feedback variables that impact the learning process and guide the examination, evaluation, and treatment of individuals with neurologic dysfunction.

Credits: 2

PTH 804L: LAB FOR PTH 804

Lab for PTH 804.

Credits: 0

PTH 805: HUMAN DEV ACROSS THE LIFESPAN

An in-depth study of physical, mental, social and emotional development from conception to death with emphasis on age-levels generally encountered across settings in home, school, and community settings. The focus is on age-associated changes in sensory, motor, cognitive, emotional and psychosocial functions and their implications for self-care, play-leisure, school and work occupation.

Credits: 2

PTH 811: PRINCIPLES OF TEACHING & LEARNING 2

The course provides an understanding of teaching and learning theories with application to clinical practice for occupational and physical therapy students. Students will examine the means by which to successfully implement teaching and evaluate learning in a clinical setting. This course is cross listed with OTH 811 and is an interprofessional collaborative course.

Credits: 1

PTH 812: COMMUNITY PRACTICUM

Lecture and lab. Occupational therapy and physical therapy students, working in teams with local community agencies will develop a requested service project that is health related. This course is cross listed with OTH 812 and is an interprofessional collaborative course.

Credits: 2

PTH 813: PROFESSIONAL ISSUES 2

This course builds on Professional Issues 1 with the student exploring in more depth issues related to professional socialization including conflict management and negotiation, practice and reimbursement issues, use of substitutes, further integration of ethical decision making, and classroom teaching principles.

Credits: 1

PTH 814: ADMIN. & ORGANIZATION OF PRACTICE

This course provides students with a basic understanding of operational issues related to health care practice in a variety of settings. Topics include leadership and supervision, operational and business success measures, reimbursement, quality assurance, performance improvement, utilization review, risk management, documentation and marketing.

Credits: 2

PTH 815: PROFESSIONAL ISSUES 3

This course is the final course in the sequence for professional socialization and development. The focus of this course is to provide the student with content related to important state and national issues for the profession and understanding about the governance structure of the profession. The student will prepare for employment with preparation of a resume, cover letter, interview skills, a professional development plan, and exploration of advanced practice opportunities upon graduation.

Credits: 2

PTH 821: RESEARCH & CRITICAL INQUIRY 2

This course covers qualitative research methodologies and enables students to become competent consumers of qualitative research. Readings include content in phenomenology, ethnography, grounded theory, narrative, qualitative case study and disability studies. Additionally, strategies to increase rigor in qualitative research are discussed. This course is cross-listed with OTH 821 and is an interprofessional collaborative course.

Credits: 1

PTH 822: DOCTORAL PROJECT I

This course is the first in a sequence leading to the completion of the culminating project for the DPT curriculum. Students will develop skills in the application of high-quality evidence (research, clinical expertise and patient preferences) to physical therapy clinical practice. In addition, students will begin the doctoral project experience through a literature review and preliminary project planning.

Credits: 1

PTH 823: DOCTORAL PROJECT 2

This course is the second in a sequence that leads to the completion of a culminating project for the OTD and DPT curricula. Students will select an area of concentration from clinical practice, research, education, service, or advocacy. The student will work with a faculty advisor to develop, plan, and implement a project that will be presented at the completion of the 3rd year prior to graduation. This course is an interprofessional collaborative course.

Credits: 1

PTH 825: SPECIAL TOPICS & SPECIAL ADULT POP

This course provides content and skills acquisition for key special topics in physical therapy including advanced manual therapy, sport medicine and advanced rehabilitation, industrial rehabilitation, and pelvic health. Also covered are important exercise considerations for special adult populations including older adults, obese individuals, those with metabolic syndrome or diabetes, and cancer diagnoses. Focus will be on advanced clinical reasoning and designing safe and effective exercise training activities, including aquatic rehab, for medically complex cases involving multiple systems issues and interactions.

Credits: 4

PTH 825L: LAB FOR PTH 825

Lab for PTH 825

Credits: 0

PTH 826: MUSCULOSKELETAL MANAGEMENT 2

Lecture and lab. This course continues from Musculoskeletal Management 1 with content for examination and treatment of musculoskeletal conditions in physical therapy. Content will be provided on injuries and conditions from acute to post-rehabilitation across the lifespan. This course will have a regional focus that includes cervical and thoracic spine, TMJ, and upper quarter examination and treatment.

Credits: 4

PTH 826L: LAB FOR PTH 826

Lab for PTH 826.

Credits: 0

PTH 827: MUSCULOSKELETAL MANAGEMENT 3

Lecture and lab. This course continues from Musculoskeletal Management 2 with content for examination and treatment of musculoskeletal conditions in physical therapy. Content will be provided on injuries and conditions from acute to post-rehabilitation across the lifespan. The student will review and discuss scientific evidence and theoretical rationale to support the examination and treatment approaches covered. This course will focus on advancing clinical decision making in musculoskeletal management via case studies in lecture/lab that focus on various clinical aspects, including complex management of cases. Application of examination and treatment of musculoskeletal conditions in the pediatric, older adult, women's health, occupational health and work hardening principles, measurement and fabrication of orthotic devices, special equipment in orthopedics, sports medicine, primary and secondary prevention in orthopedics, and advanced manual therapy and exercise prescription will be covered and integrated into the patient/client management process. The Guide for Physical Therapist Practice will be used as a template for terminology and classification of patient problems.

Credits: 3**PTH 827L: LAB FOR PTH 827****Credits: 0****PTH 828: NEUROMUSCULAR MANAGEMENT I ADULT**

This is the first of a two-part series about physical therapy management of adults with neurological conditions. Students will participate in both didactic and laboratories experiences about neurologic pathology, clinical reasoning processes regarding the examination, evaluation, and treatment of adults with neurologic dysfunction. Current theory and practice of neuro-therapeutic exercise are applied to adult patient diagnoses of stroke, brain injury and similar central nervous system conditions. The assessment and treatment of gait disorders in neurologic dysfunction is presented and applied.

Credits: 4**PTH 828L: LAB FOR PTH 828****Credits: 0****PTH 829: NEUROMUSCULAR MGMT II PEDIATRICS**

Lecture and lab. This course is the second in a neuromuscular sequence with a focus on pediatrics. It covers normal motor, psychosocial, neurological, and musculoskeletal development birth through adolescence, models of neurologic dysfunction in pediatrics, principles of examination and evaluation in pediatrics, commonly seen diagnoses, and treatment planning for a pediatric population.

Credits: 4**PTH 829L: LAB FOR PTH 829****Credits: 0****PTH 830: CLINICAL SEMINAR 2**

This is the second in a sequence of courses that utilizes a case-based learning model to integrate common patient diagnoses as managed clinically by occupational therapists, physical therapists, and physician assistants. The focus will be on interprofessional understanding and collaboration in a patient-centered health care delivery model. This course is cross listed with OTH 830 and PAS 540 and is an interprofessional collaborative course.

Credits: 1**PTH 831: CARDIOVASCULAR & PULMONARY MGMT**

Lecture and lab. This course includes essential principles and procedures related to cardiovascular and pulmonary physical therapy. The content should enable the student to evaluate and treat cardiovascular and pulmonary problems, including complex cases, in inpatient and outpatient PT practice.

Credits: 3**PTH 831L: LAB FOR PTH 831****Credits: 0****PTH 832: INTEGUMENTARY MANAGEMENT**

Lecture and lab. This course prepares the student to evaluate and treat the patient with integumentary conditions or injuries. Content includes conditions that lead to amputation, limb care and prosthetics, burn management, and fabrication of orthotic devices.

Credits: 3**PTH 832L: LAB FOR PTH 832****Credits: 0**

PTH 833: HEALTH PROMOTION AND WELLNESS

The course will focus on the basics of health promotion and wellness and the role of the physical therapist in individual wellness assessment, health and wellness for specific physical conditions such as asthma, diabetes, cardiovascular disease, cancer, and arthritis, as well as considerations for population health

Credits: 2

PTH 834: NEUROMUSCULAR MGMT 3 - ADULTS

This is the second of a two-part series about physical therapy management of adults with neurological conditions. Students will participate in didactic and laboratory experiences about neurologic pathology, clinical reasoning processes that guide the examination, evaluation, and treatment of adults with neurologic dysfunction. Current theory and practice of neuro-therapeutic exercise are applied to adults diagnosed with spinal cord injury, balance dysfunction, degenerative conditions and vestibular deficits. This includes assessment and treatment of seated postural dysfunction and wheeled mobility prescription.

Credits: 3

PTH 834L: LAB FOR PTH 834

Lab for PTH 834

Credits: 0

PTH 835: COMPREHENSIVE OUTCOMES

The comprehensive outcomes course is designed to require the student to review all course content for the didactic portion of the curriculum. This will be followed by practical and written testing to ensure the student has integrated the course content and demonstrates readiness to matriculate to the terminal clinical experiences. Focus will be on safety, content knowledge, psychomotor skills for practice, and appropriate clinical reasoning skills. This course is offered on a pass/fail basis.

Credits: 1

PTH 840: CLINICAL SEMINAR 3

This course is the third and final in a sequence of courses that utilize a case- based learning model to integrate clinical management of common patient diagnoses across the professional disciplines of physical therapy, and occupational therapy. Cases in this course will focus on complex medical management. This course is cross listed with OTH 840 and is an interprofessional collaborative course.

Credits: 1

PTH 845: CLINICAL EDUCATION 2

This 4-week, full-time clinical learning experience is designed to allow students the opportunity to develop competence in physical therapy evaluation and treatment. Students will hone clinical reasoning skills and apply scientific rationale in the assessment, planning, and implementation of physical therapy. The focus of this clinical experience will be evaluation and management of patients with complex medical conditions. This course is offered only on a pass/fail basis.

Credits: 3

PTH 855: CLINICAL EDUCATION 3

This 14-week, full-time clinical learning experience is the first of two terminal clinical education courses. The course is designed to allow students the opportunity to demonstrate competence in physical therapy evaluation and treatment, applying sound scientific rational and incorporating clinical reasoning and clinical decision-making skills in all aspects of physical therapy care. Students may affiliate in any PT setting depending on availability of sites and student interest. This course is offered on a Pass/Fail basis only.

Credits: 13

**PTH 865: CLINICAL EDUCATION
4**

This 16-week, full-time clinical learning experience is the final of two terminal clinical education courses. The course is designed to allow students the opportunity to demonstrate competence in physical therapy evaluation and treatment, applying sound scientific rational and incorporating clinical reasoning and clinical decision-making skills in all aspects of physical therapy care. Students may affiliate in any PT setting depending on availability of sites and student interest.

Credits: 13

PTH 921: DOCTORAL PROJECT 3

This course is the third in a sequence that leads to the completion of a culminating project in the OTD and DPT curricula. The focus of this course is to prepare to implement the proposed project/research.

Credits: 1

**PTH 922: DOCTORAL PROJECT
4**

This is the final course in a sequence that leads to the completion of a culminating project for the OTD and DPT curricula. The student will present the final project via a poster or platform exhibition during Doctoral Project Week prior to graduation.

Credits: 1

PTH 9998: MDCHS EXAM BLOCK

Credits: 0

**PTH 9999: MDCHS LECTURE
SERIES**

Credits: 0

Physician Assistant

PAS 500: HUMAN ANATOMY

This course provides in depth study and analysis of the regional and systemic organization of the human body through lecture and cadaver dissection

Credits: 5

PAS 500L: LAB FOR PAS 500

Lab for PAS 500, Human Anatomy.

Credits: 0

**PAS 501: MICROBIOLOGY AND
IMMUNOLOGY**

This is a self-directed review course that provides a systematic review of the more important infectious disease agents, principles and techniques employed in their laboratory diagnosis. There will also be several case-based lectures during the term to supplement and reinforce the material. The course also explores the components and response of the immune system in mounting defense against common pathogens. Relevant pharmacotherapy and preventative measures will be examined.

Credits: 1

PAS 502: PATHOPHYSIOLOGY

This course addresses the physiology and pathophysiology that pertain to the nervous, pulmonary, endocrine, cardiovascular, gastro-intestinal, renal, hematologic systems and other relevant primary and ancillary systems. Additionally, the course addresses inflammation, hypersensitivity reactions, rheumatologic disorders and acid-base disturbances.

Credits: 5

PAS 503: PHARMACOLOGY I

This is the first of two courses designed to provide a systematic presentation of pharmacologic agents based upon drug group classification, nature, mode of action, toxicity and clinical therapeutic applications. This course will reinforce concepts learned in the clinical medicine course.

Credits: 4

PAS 504: PHARMACOLOGY II

This is the second of two courses designed to provide a systematic presentation of pharmacologic agents based upon drug group classification, nature, mode of action, toxicity and clinical therapeutic applications. This course reinforces concepts learned in the clinical medicine courses with special emphasis on medications and agents utilized in emergency medicine, obstetrics and gynecology, surgery, pediatrics, and psychiatry.

Credits: 4

**PAS 511: PROF ISSUES & THE PA
PROFESSION**

This course explores all aspects of the Physician Assistant Profession including, but not limited to, PA licensure, credentialing, historical, and professional organizational topics along with laws, regulations and current trends regarding PA Practice. Topics affecting the Physician-PA team relationship and political issues affecting PA Practice will also be examined. Attention is placed upon team-based and inter-professional collaboration. This also begins the program-long awareness and discussion of professional topics and practice as related to the PA.

Credits: 1

PAS 513: HISTORY AND PHYSICAL DIAGNOSIS I

This course is the first of three designed to provide the PA student with patient-provider communication skills, theories and techniques necessary to obtain a medical history. This is also designed to provide the student with the competence to correlate historical information with the performance of the physical examination to be taught in subsequent courses. Sensitivity to the diverse needs of each patient is required. Unique components of the medical history are thoroughly explored. Emphasis is placed on the interprofessional collaborative patient-centered team in order to completely elicit all necessary and appropriate information.

Credits: 4

PAS 513L: PAS 513 LAB

Lab for PAS 513, History and Physical Diagnosis I.

Credits: 0

PAS 525: CRIT INQ, RESEARCH & EPIDEMIOLOGY

This course will introduce the physician assistant student to clinical problem solving by the application of the medical literature. Identifying, evaluating and applying medical evidence is essential to the professional development of a physician assistant. The use of data in making clinical decisions is a core skill for the practicing healthcare professional whether it be from expert opinion, text books, online aids or the medical literature. This course will also explore health issues from a population-based perspective and look at the role that epidemiology has on the care provided to individuals and populations. Students will apply the evidence-based medicine principles learned in the core part of the course to clinical problems at an epidemiologic level. Finally, the course will work on critical scientific writing as a means to synthesize the skills learned in assessing and applying the medical literature.

Credits: 3

PAS 526: CLINICAL MEDICINE I

This course explores the intricacies of human disease. The course divides various medical disciplines into individual modules including: Dermatology, Ophthalmology, Oral Health, Otolaryngology, Cardiology, Pulmonology, Infectious Disease, Gastroenterology and Nutrition. The discussion of medicine occurs with attention placed upon team-based and interprofessional collaboration.

Credits: 5

PAS 527: CLINICAL MEDICINE I CASEWORK

Utilizing a problem and case-based framework, this course compliments topics covered in the various Clinical Medicine I modules by the utilization of clinical cases from the various disciplines. The cases may consist of simulations or problem or case-based scenarios.

Credits: 1

PAS 528: LABORATORY & DIAGNOSTIC STUDIES

This course provides instruction in clinical diagnostics, which includes three modules: laboratory and diagnostic studies/immunologic review, ECG interpretation, and radiological imagery. Through combined lectures, case discussions, demonstrations and practice sessions, students learn how to order and interpret a variety of laboratory and diagnostic studies performed by the provider or received through a referral in daily clinical primary care practice. Emphasis is placed on interprofessional collaboration and team-based care.

Credits: 4

PAS 528L: LAB FOR PAS 528

Lab for PAS 528.

Credits: 0

PAS 529: HISTORY & PHYSICAL DIAGNOSIS II

This course is the second of three designed to provide the PA student with the skills and knowledge necessary to obtain a medical history and perform a physical examination remaining sensitive to the diverse needs of the patient. This course concentrates on the physical exam of an adult patient progressing through each body system in a head-to-toe fashion. This course will also offer introduction to the clinical-decision making process necessary to perform a problem-oriented history and physical examination in comparison to a comprehensive screening history and physical examination. Emphasis is placed on the interprofessional collaborative patient-centered team in order to completely elicit all necessary and appropriate information.

Credits: 4

PAS 529L: LAB FOR PAS 529

Lab for PAS 529, History and Physical Diagnosis II.

Credits: 0

PAS 530: CLINICAL SEMINAR I

This course utilizes a case-based learning model to integrate clinical management of common patient problems/diagnoses across the professional disciplines of physical therapy, occupational therapy, and physician assistant. This course is cross-listed with OTH 730 and PTH 730 and is an interprofessional collaborative course.

Credits: 1

PAS 531: HISTORY & PHYSICAL DIAGNOSIS III

This course is the third of three designed to provide the PA student with the skills and knowledge necessary to obtain a medical history and perform a physical examination remaining sensitive to the diverse needs of the patient. This course concludes the complete adult physical examination including female and male genitalia and breast exams. This course also explores the history and physical examination unique to pediatric, pregnant, and geriatric patients. The remainder of the course emphasizes the clinical-decision making process necessary to efficiently obtain a problem-oriented history as well as accurately examine the appropriate body system(s) in a focused fashion. Emphasis is placed on interprofessional collaborative patient-centered team in order to completely elicit all necessary and appropriate information.

Credits: 4

PAS 531L: LAB FOR PAS 531

Lab for PAS 531, History and Physical Diagnosis III.

Credits: 0

PAS 532: CLINICAL MEDICINE II

This course explores the intricacies of human disease. The course divides various medical disciplines into individual modules including: Muscle-Skeletal, Orthopedics, Rheumatology / Neurology / Urology, Nephrology / Obstetrics & Gynecology / Endocrinology / Hematology & Oncology/ and Infectious Disease. The discussion of medicine occurs with attention placed upon team-based and interprofessional collaboration.

Credits: 6

PAS 533: CLINICAL MEDICINE II CASEWORK

Utilizing a problem and case-based framework, this course compliments topics covered in the various Clinical Medicine II modules by the utilization of clinical cases from the various disciplines. The cases may consist of simulations or problem or case-based scenarios.

Credits: 1

PAS 540: CLINICAL SEMINAR II

This course is a continuation in the application of Interprofessional Education (IPE) and utilizes a problem-based learning model to integrate clinical management of common patient diagnoses across the professional disciplines of physical therapy, occupational therapy, and physician assistant. The focus will be on interprofessional understanding and collaboration in a patient-centered health care delivery model. Teaching will occur through a case study model with students exploring various professional roles in the context of delivering quality care to the patient. This is an interprofessional collaborative course cross-listed with OTH 830 and PTH 830.

Credits: 1

PAS 612: COMMUNITY PRACTICUM

Students may research, design and/or participate in various community-based activities or work in teams including OT/PT students to develop a health-related community service project designed to enrich the community. Students may continue research/teaching projects begun previously. All research and/or projects are subject to faculty approval and the tenets of sound academic rigor. This course is cross listed with OTH 812 and PTH 812 and is an interprofessional collaborative course.

Credits: 2

PAS 613: DIVERSE & VULNERABLE PATIENT POP

This course will explore various cultural aspects of medicine and diversity. Attention is placed upon the role of the PA in the provision of care to patients from diverse cultures. Students will also receive instruction in the prevention, recognition, intervention, and management of child maltreatment and domestic violence.

Credits: 2

PAS 614: APPLIED PUBLIC HEALTH

This course explores medicine and health issues from a population-based perspective. Public health concepts such as disease surveillance, reporting, and intervention along with prevention of disease, promotion and maintenance of community health and wellness are explored. The student will receive instruction as to the role of the practicing PA as a member of the patient-centered, collaborative team within the public health system.

Credits: 2

PAS 620: POLICY, ETHICS & POPULATIONS

This course examines the role of the PA within systems related to the delivery of health care in the United States. Legal and policy implications of practice, prevention of medical errors, risk management and patient safety will be explored. The course will include instruction in the delivery of health care systems and health policy and reimbursement issues. This course also explores various diverse and vulnerable patient populations commonly presenting to medical settings. Representatives from these populations will provide information to identify effective ways to advocate. Incorporated within this course is medical ethics designed to give students an appreciation of implications for PA practice with diverse populations. Students will be provided with a basic understanding of the ethical responsibilities of physician assistants as health care practitioners and as individuals.

Credits: 3

PAS 621: MEDICAL ETHICS

This course is designed to give students an appreciation of medical ethics and implications for PA Practice. Students will be provided with a basic understanding of the ethical responsibilities of physician assistants as health care practitioners and as individuals.

Credits: 2

PAS 622: PRE-CLINICAL COMP ASSESSMENT

This course is designed to review course content from the didactic phase of the curriculum. Written Summative examinations, a practical OSCE examination, and a Professional Development Assessment Tool (P-DAT) will be administered to ensure the student has integrated the course content and demonstrates readiness for entry into the clinical phase of program. This course is offered on a Pass/Fail basis only.

Credits: 1

PAS 623: ADV COMPREHENSIVE ASSESSMENT

The Advanced Comprehensive Assessment course is designed to review course content from the didactic and clinical phases of the curriculum. A written summative examination, a practical OSCE examination, and a Professional Development Assessment Tool (P-DAT) will be administered to ensure the student has integrated the course content and demonstrates readiness for entry into clinical practice.

Credits: 1

PAS 625: CLINICAL MEDICINE III

This course explores the intricacies of human disease. The course divides various medical disciplines into individual modules including: Psychiatry and Behavioral Medicine / Genetics / Pediatrics / Geriatrics / Surgery and Surgical sub-specialties / and Emergency Medicine. The discussion of medicine occurs with attention placed upon team-based and interprofessional collaboration.

Credits: 5

PAS 626: CLINICAL REASONING

Utilizing common medical problems seen in out-patient primary care settings, the student applies knowledge and skills obtained in the didactic phase in order to formulate well-reasoned differential diagnoses and plans appropriate for various practice environments. This course emphasizes practice-based learning and system-based practice issues, especially regarding the PA's role within the interprofessional team.

Credits: 4

PAS 627: CLINICAL SKILLS & PROCEDURES

This course provides the student with practical experience in the performance of clinical skills necessary to function as a PA. This includes training in procedures related to wound management, surgery, obstetrics and gynecology, endotracheal intubation, nasogastric tube placement, IV access, lumbar puncture, arterial and venipuncture, parenteral administration of medications, urinary catheterization, casting and splinting, ACLS, PALS, and Objective Standardized Patient Encounters (OSCEs).

Credits: 4

PAS 627L: PAS 627 LAB

Lab for PAS 627. Clinical Skills & Procedures.

Credits: 0

PAS 641: BEHAVIORAL AND MENTAL HEALTH CARE

Six week required rotation providing practical exposure to psychiatric patients with acute and chronic behavioral and mental health conditions in the inpatient, outpatient and emergency room settings.

Credits: 6

PAS 642: EMERGENCY MEDICINE

Six week required rotation in providing practical exposure to patients in need of urgent and emergent care for life-threatening illness and injury in urban, suburban or rural emergency room settings.

Credits: 6

PAS 643: FAMILY MEDICINE

Six week required rotation providing practical exposure to patients across the lifespan requiring preventative, acute or chronic medical care in the outpatient and/or inpatient setting.

Credits: 6

PAS 644: INTERNAL MEDICINE

Six week required rotation providing practical exposure to adult patients requiring preventative, acute and chronic medical care in outpatient and/or inpatient setting.

Credits: 6

PAS 645: PEDIATRICS

Six week required rotation providing practical exposure to pediatric population of the infant, toddler, child, and adolescent patient requiring routine, preventative, acute and chronic medical care in the outpatient, inpatient and/or emergency room settings.

Credits: 6

PAS 646: SURGERY

Six week required rotation providing practical exposure to the surgical patient with commonly encountered surgical presentations in outpatient, inpatient and/or emergency room settings. The student will participate in the pre-operative, intra-operative and post-operative care and management of the surgical patient.

Credits: 6

PAS 647: WOMEN'S HEALTH

Six week required rotation providing practical exposure to the women's health patients requiring routine, preventative or prenatal care as well as common gynecologic disorders in the outpatient, inpatient and/or surgical or emergent setting.

Credits: 6

PAS 648: CLINICAL ELECTIVE

Six week elective rotation providing practical exposure to patients across the life span in a wide range of medical and surgical specialties.

Credits: 6

PAS 650: ALLERGY MEDICINE

This is a six-week elective rotation that takes place in an Allergy or allergy-based office, hospital setting, or both. The purpose of the Allergy rotation is to provide the student with practical clinical experience in the evaluation and management of allergic diseases.

Credits: 6

PAS 651: CARDIOLOGY

This is a six-week elective rotation that takes place in a Cardiology or Cardiology-based office, hospital setting or both. The purpose of the Cardiology Elective rotation is to provide the student with practical clinical experience in the evaluation and management of cardiac diseases.

Credits: 6

PAS 652: CARDIOTHORACIC SURGERY

This is a four-week elective rotation designed to take place in a hospital setting. Emphasis is placed on technical skills in the OR and patient care responsibilities in the ICU and intermediate care setting. There is also exposure to pre-operative and post-operative care of cardiac surgical patients.

Credits: 6

PAS 653: DERMATOLOGY

This is a four-week elective rotation that takes place in a Dermatology office setting. The purpose of the Dermatology rotation is to provide the student with practical clinical experience in the evaluation and management of dermatologic diseases.

Credits: 6

PAS 654: ENDOCRINOLOGY

This is a four-week elective rotation which takes place in a hospital and/or out-patient setting. The purpose of the Endocrinology elective rotation is to provide the student with practical clinical experience in working with the hospitalized or ambulatory patient who presents with acute or chronic diseases routinely seen by Endocrinologists. These settings can vary from the intensive care unit to the hospital ward however the primary purpose is to follow the patient with acute or chronic diseases, regardless of setting.

Credits: 6

PAS 655: FORENSIC MEDICINE

This is a four-week elective rotation that typically takes place in the office of a Medical Examiner in the completion of a rotation in Forensic Medicine and the Medico-legal Investigation of Death. The student may encounter situations in which there is an interface between medicine and the law. The student may also encounter deaths of patients, some of which will fall under the jurisdiction of the medical examiner.

Credits: 6

PAS 656: GASTROENTEROLOGY

This is a four-week elective rotation, which takes place in a Gastroenterology office, hospital setting, or both. The purpose of the GI rotation is to provide the student with practical clinical experience in the evaluation and management of gastro-enterologic diseases.

Credits: 6

PAS 657: GENITOURINARY

This is a four-week elective rotation that takes place in an inpatient and/or outpatient setting. The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of patients with genitourinary disorders. Students are responsible for assigned readings and are expected to be familiar with the pathophysiology, medical and surgical treatment options, and expected outcomes for the cases in which they are involved. The student is to be prepared to present patient cases, including a differential diagnosis to the preceptor.

Credits: 6

**PAS 658: HEMATOLOGY/
ONCOLOGY**

This is a four-week elective rotation that takes place in an inpatient and/or outpatient setting. The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of patients with hematologic and/or oncologic disorders.

Credits: 6

**PAS 659: HOSPITALIST
MEDICINE**

This is a four-week elective rotation that takes place in an inpatient hospital setting. The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of hospitalized patients. While the expectation is that students will primarily deal with medical patients, the possibility exists that surgical patients may be included.

Credits: 6

**PAS 660: INFECTIOUS DISEASE/
HIV**

This is a four-week elective rotation that takes place in an inpatient and/or outpatient setting. The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of patients with various infectious disease and/or HIV/AIDS.

Credits: 6

**PAS 661: INTENSIVE/CRITICAL
CARE**

This is a four-week elective rotation designed to take place in a hospital setting in an Intensive Care or Cardiac Care Unit. Emphasis is placed upon evaluation, diagnosis, treatment and patient management in an ICU or CCU.

Credits: 6

**PAS 662: INTERPERSONAL
PRACTICE**

This is a four-week elective rotation that takes place in an inpatient, outpatient, clinic, and/or village setting located outside of the United States. The purpose of this rotation is to provide the student with an opportunity to evaluate and manage patient care in a country other than United States. Students should recognize this as both a clinical and cultural experience intended to broaden their perspective on the provision of health and medical care outside of the United States.

Credits: 6

**PAS 663: INTERVENTIONAL
RADIOLOGY/RADIOLOGY**

This is a four-week elective rotation that takes place in the Interventional Radiology (IR) department and/or the radiology department of a hospital or imaging center. The purpose of the IR/Radiology rotation is to provide the student with practical clinical experience in radiological anatomy as well as a basic approach to image analysis and or with IR procedure unit clinical practice. The student will gain exposure to the field of radiology/interventional radiology in order to learn their roles in diagnosis, patient management, and definitive treatment.

Credits: 6

PAS 664: NEONATOLOGY

This is a four-week elective rotation that takes place in an inpatient Neonatal Intensive Care Unit (NICU). The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of infants in the NICU.

Credits: 6

PAS 665: NEUROLOGY

This is a four-week elective rotation, which takes place in a Neurology office, hospital setting, or both. The purpose of the Neurology rotation is to provide the student with practical clinical experience in the evaluation and management of neurovascular disease.

Credits: 6

PAS 666: NEUROSURGERY

This is a four-week elective rotation, which takes place in a Neurosurgical hospital setting, office setting or both. The purpose of the Neurosurgery rotation is to provide the student with practical clinical experience in the evaluation and management of neurological diseases that require surgical intervention.

Credits: 6

PAS 668: ORTHOPEDICS

This is a four-week elective rotation that takes place in an in-patient and/or out-patient setting. Emphasis is placed on orthopedic problems commonly seen in primary care.

Credits: 6

**PAS 669: OTOLARYNGOLOGY
ENT**

This is a four-week elective rotation that takes place in an ENT office setting. The purpose of the ENT rotation is to provide the student with practical clinical experience in the evaluation and management of related diseases. It is expected the student will become familiar with the various terms used to describe ENT disorders, as well as the methods used in the diagnosis and treatment of such disease.

Credits: 6

PAS 670: PAIN MANAGEMENT

This is a four-week elective rotation that takes place in an office setting focusing on pain management. The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of chronic pain.

Credits: 6

PAS 671: PLASTIC SURGERY

This is a four-week elective rotation which takes place in either an inpatient or outpatient setting or both. The purpose of this rotation is to provide the student with exposure to the care and treatment of the plastic surgery patient.

Credits: 6

PAS 672: PUBLIC HEALTH

This is a four-week elective rotation that takes place in a setting addressing the health care needs of a defined population. Emphasis is placed on population-based care as compared to personal health care. The setting may include planning, evaluation and direct participation in one or more of the following: patient screenings, monitoring of quality indicators, preventative medicine programs, patient education programs, community outreach, environmental, and/or occupational health programs.

Credits: 6

**PAS 673: REHABILITATION
MEDICINE**

This is a four-week elective rotation, which takes place in an in-patient or out-patient rehabilitation setting or both. The purpose of the rehabilitative medicine rotation is to provide the student with practical clinical experience in working with the hospitalized or rehabilitative center patient who requires rehabilitative services to improve their overall functionality. Settings can vary from inpatient to free standing rehabilitative centers.

Credits: 6

**PAS 674: REPRODUCTIVE
ENDOCRINOLOGY**

This is a four-week elective rotation that typically takes place in an outpatient private practice setting. The purpose of this rotation is to provide the student with practical clinical experience in the evaluation and management of patients with reproductive endocrine and infertility disorders.

Credits: 6

PAS 675: RHEUMATOLOGY

This is a four-week elective rotation, which takes place in an in-patient or out-patient rehabilitation setting or both. The purpose of this four-week rotation is to provide the student with practical clinical experience in the evaluation and management of rheumatologic diseases. It is expected the student will become familiar with the various types of rheumatologic diseases, as well as the methods used in the diagnosis and treatment of such diseases.

Credits: 6

PAS 676: TRAUMA

This is a four-week elective rotation designed to take place in a hospital setting at a trauma center. Emphasis is placed upon evaluation, diagnosis, treatment and patient management after traumatic events. The student may also have patient care responsibilities in the ICU and intermediate care settings.

Credits: 6

PAS 677: UNDERSERVED POPULATIONS

This is a four-week elective rotation designed to take place in an inpatient or outpatient setting or both. Emphasis is particularly placed upon those populations in medically underserved areas. This may include populations outside the United States, however, that elective falls under the heading of international practice. The setting may include planning, evaluation, and direct participation in one or more of the following: patient screenings, monitoring of quality indicators, preventative medicine programs, patient education programs, and community outreach health programs. The purpose of the underserved populations elective is to provide the student with practical experience in identifying, monitoring, planning, and delivering health care services for patients in an underserved area. Students are responsible for assigned readings and are expected to be familiar with the pathophysiology, medical, and surgical treatment options, and expected outcomes for the cases in which they are involved. The student is to be prepared to present patient cases, including a differential diagnosis to the preceptor.

Credits: 6**PAS 678: URGENT CARE**

This is a four-week rotation which takes place in an urgent care setting. The purpose of the Urgent Care Medicine rotation is to provide the student with practical clinical experience working with acute medical and surgical emergencies/urgencies. Students are responsible for assigned readings and are expected to be familiar with the pathophysiology, medical, and surgical treatment options, and expected outcomes for the cases in which they are involved. The student is to be prepared to present patient cases, including a differential diagnosis to the preceptor.

Credits: 6**PAS 9998: CLINICAL ROTATIONS****Credits: 12**